

Benefits and Challenges of Clinical Education

Clinical Instructors

- ❖ When you teach you learn!
- ❖ Verbalization of thoughts/rationale
- ❖ Identification of own knowledge gaps/teaching needs
- ❖ Increased awareness of role of physical therapy in patient management
- ❖ Keeping up to date with current practice and research; incorporation of evidenced based practice (EBP)
- ❖ Participation in research via student projects and/or collaboration with PT/PTA program
- ❖ Extra pair of hands and eyes
- ❖ Professional development
- ❖ Professional role model
- ❖ Contagious excitement and energy from the student
- ❖ CEUs for licensure renewal for working with students
- ❖ Extension of University/College/Technical College
- ❖ Discounts and/or incentives through University/College/Technical College (i.e. continuing education, stipends, materials for clinic, etc.)
- ❖ Use of PT/PTA Program facilities (i.e. library, athletic facilities, etc.)
- ❖ Increase productivity capability, especially at end of each clinical/internship and on terminal experiences
- ❖ Development of clinic materials/programs via student projects; creation of resource lists/options within hospital, community...
- ❖ Opportunity for non-CI staff to be engaged in limited teaching/mentoring
- ❖ Patients love working with students; especially when they spend more time with them

Clinical Site

- ❖ Staff development
- ❖ Insights into areas of clinical strengths and areas for improvement
- ❖ Patient's perception of facility as a teaching institution
- ❖ Extension of University/College/Technical College
- ❖ Discounts and/or incentives through University/College/Technical College (i.e. continuing education, stipends, materials for clinic, etc.)
- ❖ Use of PT/PTA Program facilities (i.e. library, athletic facilities, etc.)
- ❖ Increase productivity capability, especially at end of each clinical/internship and on terminal experiences
- ❖ Prestige of having a clinical education program; reputation of site and free advertising
- ❖ Development of clinic materials/programs via student projects
- ❖ Participation in research via student projects and/or collaboration with PT/PTA program
- ❖ Preview possible employees; decreased cost of recruiting and orientation

Student

- ❖ Learning comes to life!
- ❖ Context in which to place learning in all domains
- ❖ Motivation – stimulus for learning
- ❖ Application of knowledge and skills
- ❖ Development as a clinician
- ❖ Exposure to a variety of patient diagnoses and clinical presentation
- ❖ Exposure to a variety of patient care approaches
- ❖ Holistic view of patient care
- ❖ Socialization into profession
- ❖ Resource for current practice and research/evidence
- ❖ Preview potential practice environments
- ❖ Preview possible employers
- ❖ Self actualization

Challenges/Barriers to Clinical Education

- Productivity expectations
- Designating time outside of direct patient care to meet and discuss progress toward goals, patient care, weekly planning forms, formative assessment, midterm and final assessments
- Paperwork – both for patient and student
- CI not feeling qualified based on degree
- Collecting required clinical paperwork
- Effort – for both CI and student
- Space
- Quality of care
- Patient perceptions of working with a “student”
- Educational program differences in preparation and/or where at in their preparation; differences in expectations; required paperwork
- Burden on non-CIs/staff
- Expectation for CI/other staff to model EBP
- Managing contracts
- Not being able to take on new contracts due to increased liability and/or limited resources
- Pressure to limit offerings to local educational programs