

10-28-2022

## Developing a Rapid Assessment Program for Student Success in Clinical Education

Nicole M. Sleddens

*University of Nebraska Medical Center, [nicole.sleddens@unmc.edu](mailto:nicole.sleddens@unmc.edu)*

Betsy J. Becker

*University of Nebraska Medical Center, [betsyj.becker@unmc.edu](mailto:betsyj.becker@unmc.edu)*

Grace Johnson

*University of Nebraska Medical Center, [gcjohnson@unmc.edu](mailto:gcjohnson@unmc.edu)*

Joseph F. Norman

*University of Nebraska Medical Center, [jfnorman@unmc.edu](mailto:jfnorman@unmc.edu)*

Tell us how you used this information in this [short survey](#).

Follow this and additional works at: [https://digitalcommons.unmc.edu/cahp\\_pt\\_pres](https://digitalcommons.unmc.edu/cahp_pt_pres)



Part of the [Physical Therapy Commons](#)

---

### Recommended Citation

Sleddens, Nicole M.; Becker, Betsy J.; Johnson, Grace; and Norman, Joseph F., "Developing a Rapid Assessment Program for Student Success in Clinical Education" (2022). *Posters and Presentations: Physical Therapy*. 34.

[https://digitalcommons.unmc.edu/cahp\\_pt\\_pres/34](https://digitalcommons.unmc.edu/cahp_pt_pres/34)

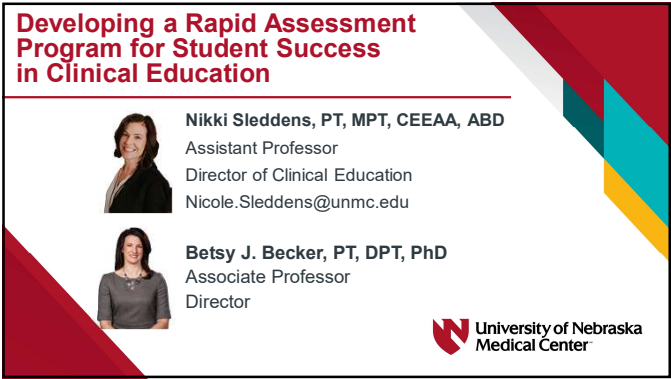
This Conference Proceeding is brought to you for free and open access by the Physical Therapy at DigitalCommons@UNMC. It has been accepted for inclusion in Posters and Presentations: Physical Therapy by an authorized administrator of DigitalCommons@UNMC. For more information, please contact [digitalcommons@unmc.edu](mailto:digitalcommons@unmc.edu).



1



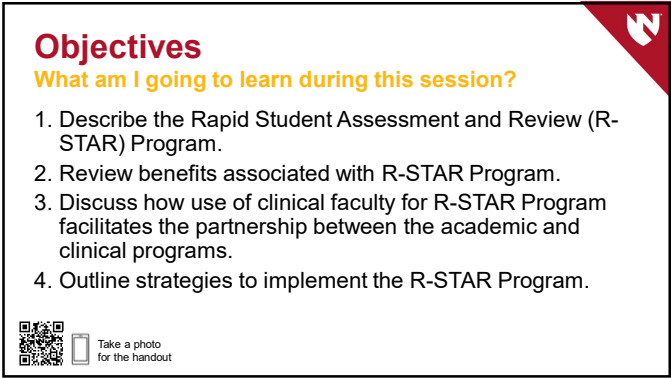
2



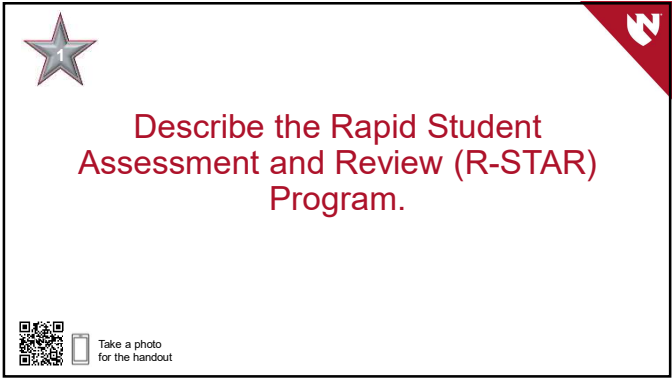
3



4



5





6

### Background

Demand is increasing for resources from education programs for student difficulty during training<sup>6</sup>

Early identification of struggling students<sup>1</sup>

Early communication with DCE<sup>3</sup>




Take a photo for the handout



7

### Background

## Significant Concern




Critically important that CPIs are reviewed thoroughly by an individual with expertise and specialized training




Take a photo for the handout

8



### Background



Increase class size



Back-to-Back clinical experiences



Take a photo for the handout

9



### Background

DCE turnover

More student accommodations

Planning for Increased Class size & 2<sup>nd</sup> campus

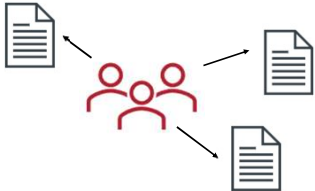
Distributed Model with core faculty (2012 – 2014)





Take a photo for the handout

10

### Background



Distributed Model of CPI review



Take a photo for the handout

11

Oversight by course director

Oversight by DCE



Class & Lab

Adjunct faculty have expertise to teach and evaluate student knowledge and performance

Adjunct faculty have expertise in clinical education

### Methods

Clinical Education Faculty Reviewers (CEFR)  
SCCEs or Senior CIs  
Long-term relationship clinical partners





Take a photo for the handout

12

Training Clinical Education  
Faculty Reviewers

Methods

Policies	Procedure
<ul style="list-style-type: none"><li>• Role of the DCE and CEFR</li><li>• Curriculum and Clinical Education Program</li><li>• Expectations for Student Performance</li><li>• Confidentiality</li></ul>	<ul style="list-style-type: none"><li>• CPI Review Process</li><li>• Reviewing and Providing Comments on CPIs</li><li>• Case Scenarios</li><li>• Reviewer Examples</li></ul>





Take a photo  
for the handout

13

Training Clinical Education  
Faculty Reviewers

Methods

Initial reviews completed  
under supervision of DCE

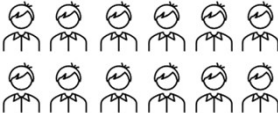


Take a photo  
for the handout



14

Training Clinical Education  
Faculty Reviewers

Methods



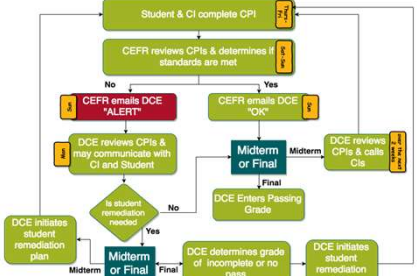
disclose any conflict  
of interest prior to  
assignment





Take a photo  
for the handout

15




R-STAR Program Review Process at Midterm and Final





Take a photo  
for the handout

16





Methods

Clinical Ed Updates

- Dates
- Upcoming Reviews
- Performance Expectations

Program Updates

- Annual Program Curriculum Meeting
- Ongoing Training



Take a photo  
for the handout

17

Methods

Quality Control





Take a photo  
for the handout

18

### Let's meet Kim



Describe how you became involved in the academic program?  
What is your process for completing reviews?




Take a photo for the handout

19

### Background & Methods

## Questions







Take a photo for the handout

20



### Review benefits associated with R-STAR Program.





Take a photo for the handout

21

### Benefits

- Catch student issues early
- Individualized feedback to students about performance
- Provide suggestions to CI about teaching strategies
- Feedback to CI and student about accurate completion of CPI
- Affirmation of good clinical teaching to CI



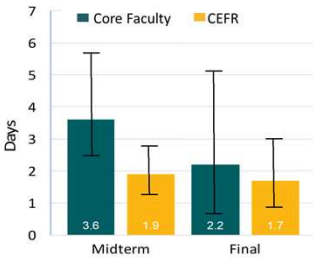
Take a photo for the handout

22



### Benefits

#### Timing

Figure 2: Comparison of Length of Time to complete Midterm and Final Review of CPIs between Core Faculty and Clinical Education Review Faculty



Review Type	Core Faculty (Days)	CEFR (Days)
Midterm	3.6	1.8
Final	2.2	1.7



Take a photo for the handout

23

### Benefits

#### Catch student issues early

"I have just started my reviews and came across one with several significant concerns in Professional Behavior, Professional Development and Communications. The student is XXXX.

Both CI's have mentioned improvements in the last week, but, in light of the significant concerns, I feel it would be best to have you review this student."



Take a photo for the handout

24

### Let's hear from Kim



Tell us about a time when you found an issue. What was it? What steps did you take?

Take a photo for the handout



25

### Benefits

Individualized feedback to student about performance challenging area

"Remember this is a learning experience and your CI providing feedback is to help you grow and reach performance expectations. Take advantage of the feedback and be receptive."

**Affective domain**  
Defensive behavior noted by CI

Take a photo for the handout



26

### Benefits

Individualized feedback to student about performance challenging area

"The various lines, tubes, and equipment in the acute care environment can be overwhelming at first. It may be helpful for you to make a pre and post treatment checklist that you can refer to on your clipboard to ensure you don't miss any steps."

**Psychomotor domain**  
CI and student noted student having difficulty setting up and ending PT session in acute care

Take a photo for the handout



27

### Benefits

Individualized feedback to student about performance challenging area

"Sounds like you are progressing well during this clinical. Don't be afraid to show up early to prepare for the day or use downtime in the morning to prepare for the influx of afternoon patients. Do research on diagnosis or interventions in the evenings too so you can get the most out of your time in the clinic."

**Knowledge**  
CI noted student having difficulty recalling information in the moment



Take a photo for the handout

28

### Benefits

Individualized feedback to student about performance  
**Reinforce positive behaviors**

"You and your CI have completed some excellent reflection here. Utilize this to help you establish further goals for this clinical and evaluate your progress."



Take a photo for the handout

29

### Benefits

Provide suggestions to CI about teaching strategies

"Even though you don't have techs at your facility, maybe you could have the students utilize you as a tech."



Take a photo for the handout

30

### Benefits

Affirmation of good clinical teaching to CI


"Student xxxx - It sounds like you are learning a lot during the first four weeks. Keep challenging yourself to improve your skills and confidence. Keep up the good work. CI xxx - I love your use of weekly journals and goal setting! Thank you for all of your time and efforts in providing this valuable learning experience."





Take a photo for the handout

31

### Let's hear from Kim



How do you think the feedback you provide impacts student and CI performance?

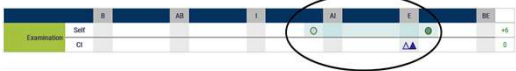


Take a photo for the handout



32

### Benefits

Feedback to CI and student about **accurate** completion of CPI



**2nd Full-Time Experience**  
Expectation = Intermediate



Take a photo for the handout

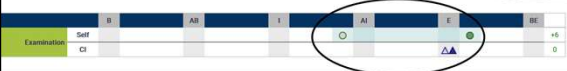
33

### Benefits

Feedback to CI and student about **accurate** completion of CPI

**STUDENT FINAL:** "I still need to improve in this area I would like to become more confident with more complex exams but I do feel like I've made strides during this rotation"

**CI FINAL:** "Growing understanding of differential diagnoses for clinical presentations.....Will benefit from continued experience observing for any red flag items and getting comfortable with communicating to physicians"





34

### Benefits

Provide feedback about **accurate** completion of CPI

Wow!!! I have never seen someone make entry level in all categories on just their 2nd affiliation. The average student will fall somewhere between Advanced Beginner and Intermediate at this point in their education. I have no doubt that student is doing very well but to be on the safe side and to be sure that we are seeing the most accurate assessment of his performance I think it would be a good idea to review CPI anchors (Beginner - Beyond Entry-level). Keep in mind you must consider all five performance dimensions (quality, supervision/guidance, complexity, consistency, and efficiency) in your ratings. In order to be at entry-level and beyond entry-level, student would need to be 100% independent providing high quality patient care, seeing a full caseload, managing simple and complex patients, and handling ambiguous situations. Additionally, at Beyond entry-level, student would serve as a resource for others...




Take a photo for the handout



35

### Benefits

CIs supported

Program level process








Take a photo for the handout

36

### Let's hear from Kim



What do you believe are the benefits to having clinicians with expertise in clinical education review CPIs?



Take a photo for the handout

37

### Benefits

Maximizes skill sets

- ✓ DCEs can focus on students who need support and unload the CI
- ✓ CEFRs can recognize issues and provide guidance/instruction from a CI perspective
- ✓ CIs can focus on their skillset as a clinical teacher

Take a photo for the handout

38


### Let's hear from Kim



What have you learned about the process of being a clinical education faculty reviewer?

Take a photo for the handout

39




### Discuss how use of clinical faculty for R-STAR Program facilitates the partnership between the academic and clinical programs.



Take a photo for the handout

40

### Let's hear from Kim

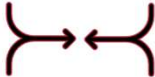


How does your involvement as a CEFR impact the partnership between the academic program and clinical site?


Take a photo for the handout

41



### Program's Perspective



Increased communication between Program & Clinical Sites



Shared mental model

Take a photo for the handout

42



Benefits & Partnership

Questions

Take a photo for the handout

43

Outline strategies to implement the R-STAR Program.

Take a photo for the handout

44

Let's hear from Kim

What advice do you have for a Program looking implementing CEFRs and to new CEFRs.

Take a photo for the handout

45

Step 1

Sell it

- Optics
- Funding
- Current challenges
- Benefits

Take a photo for the handout

46

Step 2

Identifying CEFRs

- Who would be clinical partners?
- How will you select?
- What is their longevity/loyalty?
- Can you give them adjunct faculty status?

Take a photo for the handout

47

Step 3

Training

- Who will do the training?
- What needs to be included your manual?
- How would training occur?
- How will you handle FERPA issues?

Our manual available here →

48

Step4

Ongoing quality control

How will you monitor performance?

How do you engage all faculty?

Take a photo for the handout

49

In Summary....

What just happened in this session? 😊

1. Described the Rapid Student Assessment and Review (R-STAR) Program.

2. Reviewed benefits associated with R-STAR Program.

3. Discussed how use of clinical faculty for R-STAR Program facilitates the partnership between the academic and clinical programs.

4. Outlined strategies to implement the R-STAR Program.

50

Let's hear from Kim

What else would you like to say?

51

Summary

Questions

52

References

1. Rumack C, Guerrasio J, Christensen A, Aagaard, E. Academic remediation: why early identification and intervention matters. Acad Radiol. 2017;24(6):730-733. [PMID: 28343750]

2. Boileau E, St-Onge C, Audétat M. Is there a way for clinical teachers to assist struggling learners? A synthetic review of the literature. Adv Med Educ Pract. 2017;18(8):89-97. [PMID: 28176916]

3. Guerrasio J, Garrity M, Aagaard E. Learner deficits and academic outcomes of medical students, residents, fellows, and attending physicians referred to a remediation program, 2006-2012. Acad Med. 2014;89(2):352-358. [PMID: 24362382]

4. Roach K, Frost J, Francis N, et al. Validation of the revised physical therapist clinical performance instrument (PT CPI): Version 2006. Phys Ther. 2012;92(3):416-428. [PMID: 22135710]

5. Norman, K, Booth, R. Observations and performances "with distinction" by physical therapy students in clinical education: analysis of checkboxes on the physical therapist clinical performance instrument (PT-CPI) over a 4-year period. Physiother Can. 2015;67(1):17-29. [PMID: 25931650]

6. Davis L, Miller M, Raub J, Gortney J. Constructive ways to prevent, identify, and remediate deficiencies of "challenging trainees" in experiential education. Am J Health-Syst Pharm. 2016;73(13):996-1009. [PMID: 27325881]

7. Erickson M, Birkmeier M, Booth M, Hack LM, Hartmann J, Ingram DA, et al. Recommendations from the common terminology panel of the American Council of Academic Physical Therapy. Phys Ther. 2018;98:754-762. [PMID: 29931195]

53

Developing a Rapid Assessment Program for Student Success in Clinical Education

Nikki Sleddens, PT, MPT, CEEAA, ABD

Assistant Professor

Director of Clinical Education

Physical Therapy Program

[Nicole.Sleddens@unmc.edu](mailto:Nicole.Sleddens@unmc.edu)

Betsy J. Becker, PT, DPT, PhD

Associate Professor

Director

Physical Therapy Program

University of Nebraska Medical Center

54

Nikki Sleddens, PT, MPT, CEEAA, ABD

Betsy J. Becker, PT, DPT, PhD

9



55



56