**Thank you so much for registering for APTA WI Clinical Education SIG Course**

Title: Clinical Education and Ethics: Creating an Equitable Learning Environment and Clinical Experience
Course Description:

**Part 1 Connecting the Dots: How Do Teaching and Learning Strategies Shape the Clinical Experience?**

It is no doubt that matching students with Clinical Instructors (CI) can be challenging despite all stakeholders wanting the same positive outcome. The student is excited to learn, and the CI is honored to teach, yet it can feel as if something is preventing the learning from occurring. In this course, a Director of Clinical Education (DCE) will share insights on the impact of teaching and learning strategies to improve clinical education outcomes. Experiences will be shared from academic and clinical partners in using these strategies to ethically place students, and support the student-CI relationship, to facilitate quality student learning in the clinic.

**Part 2: Creating Ethical and Equitable Student Learning Objectives and Expectations in the Clinical Setting**

Implementation of well-developed written clinical student objectives and expectations has been found to facilitate communication and progression of the student’s learning through clinical education experiences. Clinical site objectives and expectations facilitate consistency within the student experience and measurement across clinical instructors. Clinical site objectives and expectations may need to be altered with individual students to ensure an equitable learning environment.

**In order to receive credit for the 4 hours of Ethics CEUs, please complete the following pre-work prior to attendance and be prepared to share your answers.**

**Pre-course Work (1 hour)**

1. Read the APTA Magazine Article: “Disability Within the Physical Therapy Profession” [https://www.apta.org/apta-magazine/2024/07/01/disability-within-physical-therapy-profession](https://urldefense.com/v3/__https%3A/www.apta.org/apta-magazine/2024/07/01/disability-within-physical-therapy-profession__;!!Mak6IKo!K4JpSC5NCtdalvZru14o1XwvoG4epEnnqQsK54WHnW3YhhxtRab3qaps0DJEK4dNt5gxSLxOF3w4PJC_OIk$)
	1. Whose story would be most difficult to accommodate in your clinical setting and why?
	2. What accommodations may your clinical setting be able to provide for individuals with physical (including visual and hearing), mental, and/or learning disabilities?
2. Review Bloom’s Taxonomy [Bloom's taxonomy](https://docs.google.com/document/d/1bC_T2MoFI0b2lBZHB6qjSrFzWfMc_AMH/edit?usp=sharing&ouid=101327635662320976764&rtpof=true&sd=true)
	1. Choose 1 verb from each of the 3 learning domains that would apply to student objectives for a terminal clinical experience at your clinical site.
3. Review Professional Behaviors Assessment [Professional Behaviors Assessment](https://docs.google.com/document/d/1zpdvuEXLhXMmvoKmIcC9OI3_RHZexEdF/edit?usp=sharing&ouid=101327635662320976764&rtpof=true&sd=true)
	1. Which professional behavior(s) do you feel you personally continue to seek improvement in as a Post-Entry Level practitioner?
4. Read the following article: [Effectiveness of a Clinical Reasoning Course on Willingness to Think Critically and Skills of Self-Reflection](https://drive.google.com/file/d/1ru_PNbUx1zqnYArUOyWHKjRni84-xDW8/view?usp=sharing)
	1. What stands out to you in this article about Clinical Reasoning that you can apply to your future students?
5. Please reference Wisconsin Administrative Code Chapter PT 1 [WI Administrative Code Chap 1](https://drive.google.com/file/d/1tqmuiedQprJuIIG4sAd7-BnzkUcemBjK/view?usp=sharing) and answer the following questions:
	1. How does the Wisconsin Physical Therapy Examining Board define informed consent?
	2. How should a licensed physical therapist or physical therapist assistant obtain informed consent from a client?
	3. How should a client complete informed consent for services provided by a student?

**Additional Resources for participants - no action needed before course**

1. CPI Sample [Paper version of CPI 3.0](https://drive.google.com/file/d/1sVCXZlguFtBKzAL_ufga2SW2yLk35da1/view?usp=sharing)
2. CIET Sample [CIET Blank Sample form](https://docs.google.com/document/d/1bKCIP1IrHIOyRxje2V3mg3aieGZML0Vj/edit?usp=sharing&ouid=101327635662320976764&rtpof=true&sd=true)
3. APTA Acute Care Section Entry-Level Practice Document [Core Competencies for Entry Level Practice in Acute Care](https://drive.google.com/file/d/1Rb7km_rOe_TvhR97eB4l8gDDsUpZ5foR/view?usp=sharing)
4. Dye Article (Enhancing Critical Reflection of Students During a Clinical Internship using the Self-SOAP Note) [Enhancing Critical Reflection](https://drive.google.com/file/d/1h9WGpHQW81xDHKdmT-sUSHlunfkZvhDy/view?usp=sharing)
5. Mayo Questionnaire [Pre-Clinical Education Questionnaire](https://docs.google.com/document/d/1Fz-4WAG1o-2gVQffZfyQ-F3_Be6xTRIY/edit?usp=sharing&ouid=101327635662320976764&rtpof=true&sd=true)
6. Rehab BINGO [BINGO Orientation](https://docs.google.com/document/d/1Sz15kbqWEXkkLUM-ZJFjGNFLsTmKCUsa/edit?usp=sharing&ouid=101327635662320976764&rtpof=true&sd=true)
7. First Day Icebreaker [Icebreaker questions](https://docs.google.com/document/d/1BMvpxFyAWRS4oLmlUlql01yzSEHuByLL/edit?usp=sharing&ouid=101327635662320976764&rtpof=true&sd=true)