



CLINICAL INTERNSHIPS *in the MScPT curriculum*

WHO	<i>Clinical faculty and MScPT students</i>
WHAT	<i>Provide in-depth exposure to the complexity of PT practice</i>
WHEN	<i>Six-week full-time internships throughout the program</i>
WHERE	<i>Anywhere in the clinical setting</i>
WHY	<i>To help students develop clinical competence & apply classroom learning</i>

KEY RESPONSIBILITIES...

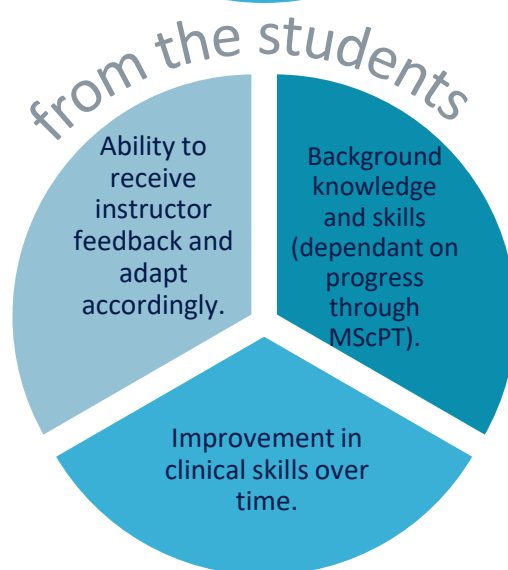
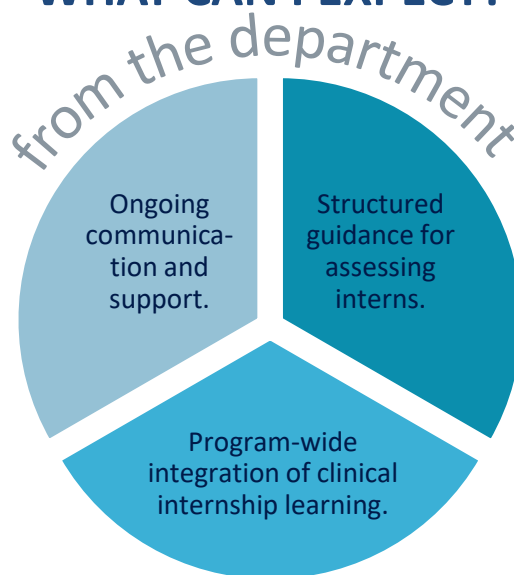
OF CI SUPERVISORS:

- *Commit to hosting students for a 6-week internship.*
- *Support student learning with opportunities to integrate knowledge, practice clinical reasoning, and apply skills/techniques.*
- *Provide feedback throughout and formally assess students at the mid and final points of the internship.*

OF STUDENTS :

- *Engage with new and unfamiliar content, skills, and experiences.*
- *Behave professionally.*
- *Be prepared for each and every day.*
- *Develop and enhance clinical skills over the internship.*

WHAT CAN I EXPECT?





CRITICAL THINKING AND CLINICAL INTERNSHIPS

Clinical reasoning is the most relevant aspect of critical thinking in Clinical Internships. Look for students to use a variety of forms of knowledge, to gather and select relevant patient information, to interpret patient information, and to generate clinical hypotheses.

STUCK? WHY NOT TRY THIS TO ENGAGE CRITICAL THINKING:

When discussing clinical decisions, try framing the conversation using the [Think-Aloud-Pair-Problem Solving \(TAPPS\)](#) model.

- Identify a problem in the clinical context that a practicing PT should be able to solve.
- Assign the roles of problem solver and listener to two students (or take one role yourself).
- Ask the problem solver to identify the nature of the problem and talk through their reasoning as to how it might be solved.
- Ask the listener both to encourage the problem solver to think aloud, describing steps in their reasoning, and to ask clarification questions.
- Switch student roles for the next problem.

INQUIRY MINDSET AND CLINICAL INTERNSHIPS

Inquiry mindset asks students to take the initiative, to direct their own learning, to think creatively and flexibly, and to exhibit persistence and resilience.

STUCK? WHY NOT TRY THIS TO ENGAGE INQUIRY MINDSET:

When introducing student to a new aspect of clinical practice, help them target their learning by providing a simple framework for [Focused Notes](#):

- Identify 3-5 themes students should look for in their first encounters with this aspect of clinical practice ahead of time. E.g., before having a student observe a patient interview, you might identify “patient communication”, “PT communication”, and “knowledge gaps” as key themes.
- As students first observe this aspect of clinical practice, have them take notes under the themes you have provided. As they take on more active roles over time, they can add to these initial notes, even adding more themes themselves.
- Use the notes to elicit observations and questions, and to help students identify areas in which they want to focus their future learning.

PROFESSIONALISM AND CLINICAL INTERNSHIPS

In Clinical Internships, professionalism is largely communicated through informal experiences and expectations rather than formal instruction. Be aware of how you and the clinical environment might be sending hidden messages!

STUCK? WHY NOT TRY THIS TO ENGAGE PROFESSIONALISM:

Informal and low-stakes [Role Play](#) can be a powerful tool for developing professionalism skills. Ask students to rehearse what they will say with you or another student in order to develop “scripts” that can guide them in real-world encounters with colleagues, supervisors, and patients.

Visit www.physicaltherapy.utoronto.ca/about/renewed-curriculum-2019-2021 for more information about the renewed curriculum!

