



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND



AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU

Physiotherapy Clinical Supervision Introduction Workshop

Presented by: Sarah Bonham-Lloyd – AUT

Acknowledgement of contribution to slide development from Sarah Butler, Lisa Blaikie, Eti Televave, Kate Waterworth, Naaz Shaikh, Liz Aubert, Laura Holder

**Tukua te wairua kia rere ki ngā taumata
Hai ārahi i ā tātou mahi
Me tā tātou whai i ngā tikanga a rātou mā
Kia mau kia ita
Kia kore ai e ngaro
Kia pupuri
Kia whakamaua
Kia tina! TINA! Hui e! TĀIKI E!**

*Allow one's spirit to exercise its potential
To guide us in our work as well as in our pursuit of our ancestral
traditions
Take hold and preserve it
Ensure it is never lost
Hold fast.
Secure it.
Draw together! Affirm!*

The background of the slide features a close-up photograph of several hands of different skin tones stacked together, holding a small globe. The image is slightly blurred and has a dark, semi-transparent overlay. Three green rectangular boxes with white borders are positioned in the upper half of the slide, containing text.

Who are we?

Our Backgrounds

- Where are you working?
- Where and when did you train?

Goals for this session?

Introduction

AUT

TE WĀNANGA ARONUI
O TĀMAKI MAKAU RAU



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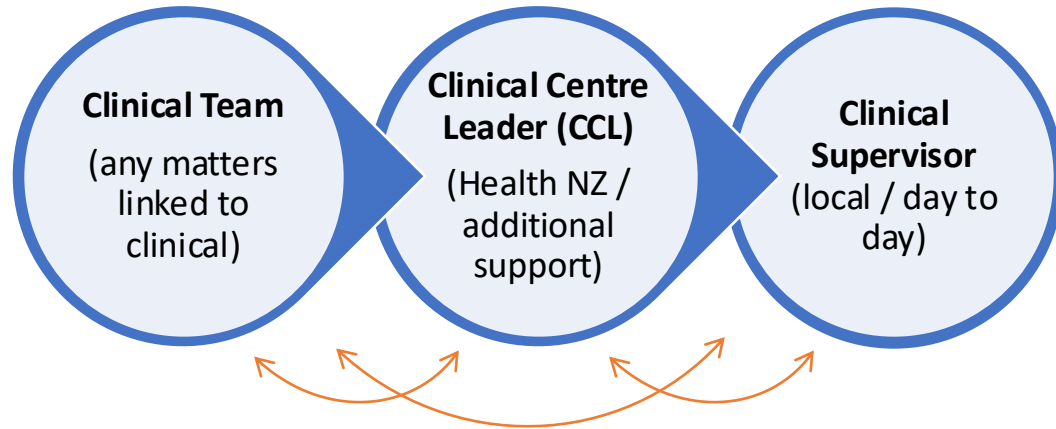
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	University of Otago	Wintec	AUT - (BHSc + Honours)	AUT - GEM	University of Auckland - GEM
Pathways	Standard or Honours pathway	Standard or Honours pathway	Standard or Honours pathway	Masters	Masters
Year 1	Health Sciences first year	30-hour observation of MDT practice	Observation in community settings		
Year 2	Group based hospital/ clinic sessions	30-Hour observation rural setting <u>1 x 3-week</u> Foundational placement	Patient labs + observation in community settings		
Year 3	Group based hospital/ clinic sessions	<u>2 x five-week</u> in a range of environments	Patient labs, Simulated patient actor sessions (SIM) <u>1 x 2-week</u> Foundational placement (range of environments)	Year 1 Observation days in community and hospital settings <u>2 x 4-weeks</u> MSK & Neuro placements	Year 1 Group based rest home and rehabilitation clinic hours <u>1 x 2-week</u> Foundational placement Patient labs, simulated patient sessions
Year 4	<u>4 x six-weeks</u> in a range of environments Honours: <u>3 x 7/8 weeks</u> in a range of environments	<u>2 x eight-weeks</u> in a range of environments	<u>3 x eight-weeks</u> in a range of environments	Year 2 <u>2 x 5-weeks</u> acute & private <u>1 x 6-week</u> in a range of environments	Year 2 <u>4 x six-weeks</u> in a range of environments
Clinical hours	Full time	Full time (up to 4-hrs SDL per week)	Full time (up to 4-hrs SDL per week)	Full time (up to 4-hrs SDL per week)	Full time (up to 4-hrs SDL per week)
Placement agreement (APP placements)		✓	✓	✓	✓
Case presentation	✓ (Honours only)	✓ (Year 2-3)	✓ (Honours = to AUT)	✓ (final placement only)	✓ (to University of Auckland)
Patient Log	✓	✓	✓	✓	✓
Other assessments	✓	✓	✓	✓	✓

Clinical Structure:



- **Programme Clinical Team**
 - Support everything 'clinical' in the physiotherapy programme
 - ALL students can contact the for any matters linked to their clinical placements at any time.
- **Clinical Centre Leader (CCL) / Health NZ / Te Whatu Ora placements:**
 - provide additional support while on placement, including co-ordination of placement selection, supporting the development of additional learning plans (where needed) and pastoral support.
 - CCL'S communicate regularly with the Clinical Team at AUT.
- **Non Health NZ placements (private/NGO/Education):**
 - Programmes will provide all additional support while on placement (some AUT locations – this will still be the role of AUT = BOP & Waikato)
- **Clinical Supervisor**
 - provide support to manage day to day student learning and complete student assessment

Introductions: pre-placement

- Pre-placement checklist
- Orientation/ Induction / Placement preparation pack ?
- Create a week 1 timetable

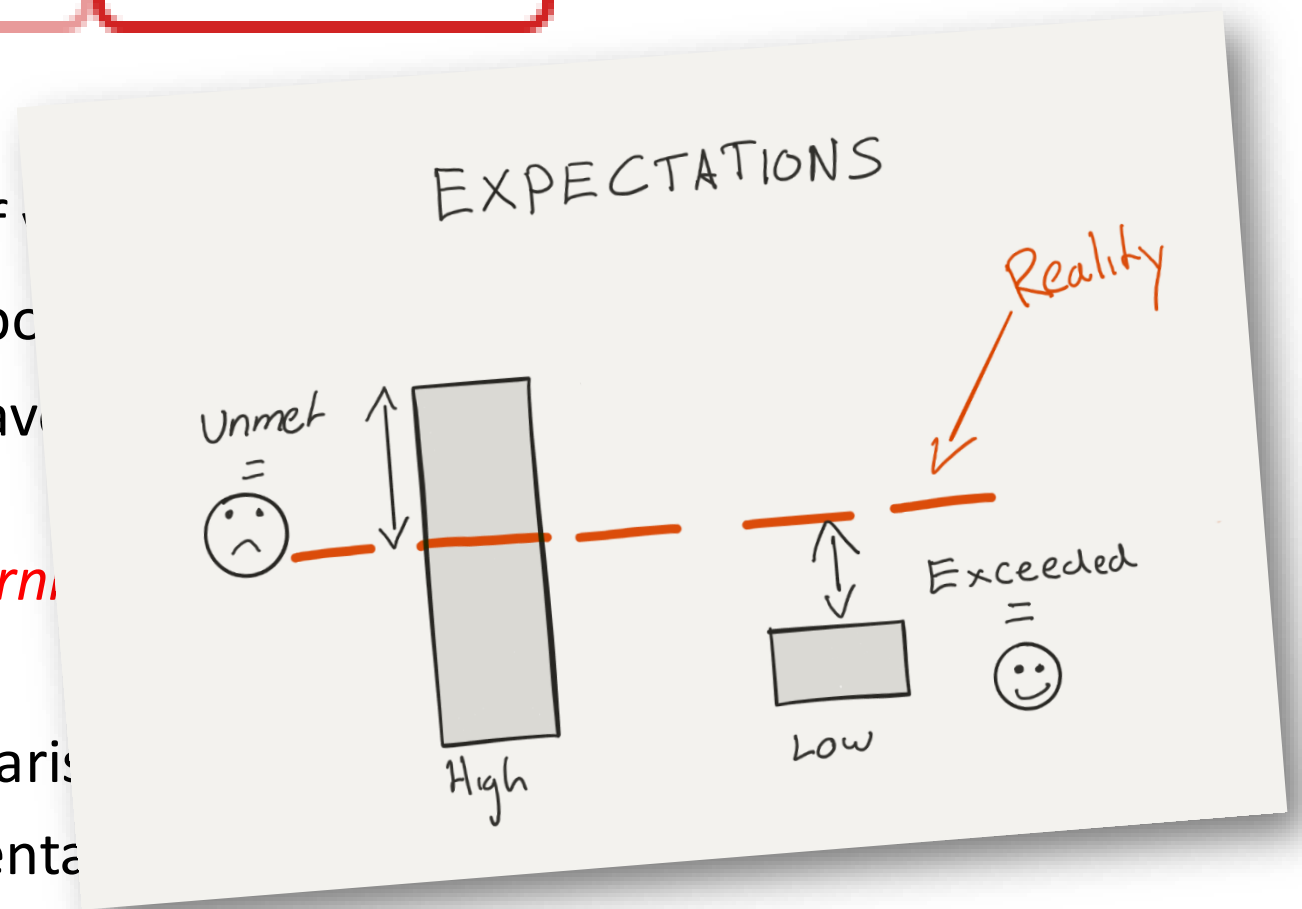
2-3 weeks prior to Placement:	<ul style="list-style-type: none"><input type="checkbox"/> Receive allocation from CCL or University clinical team<input type="checkbox"/> Attend a supervisor training session<input type="checkbox"/> Inform team /colleagues that you have student(s) with you and how long their placement will be<input type="checkbox"/> Ensure you have an area/desk/computer if relevant/location for the student(s)<input type="checkbox"/> Familiarise yourself with the APP assessment form on APLinkUP<input type="checkbox"/> Gain access to or establish the end of placement minimum competence expectations for your clinical area (to discuss with student in week 1)
1-2 weeks prior to Placement:	<ul style="list-style-type: none"><input type="checkbox"/> Receive introduction email from student<ul style="list-style-type: none">◦ If not received within 1 week of the placement starting, contact your CCL or University clinical team<input type="checkbox"/> Respond to the email<ul style="list-style-type: none">◦ Include a few details about yourself and where relevant the team you work with◦ Where available, attach a Placement Orientation Pack or direct the student to a website◦ Placement Orientation Packs should include at minimum:<ul style="list-style-type: none">▪ Meeting time/place, contact number and preparation advice▪ Common health conditions▪ Clinical assessment forms commonly used in your clinical area▪ Any common outcome measures▪ The health record software/processes used in your clinical area<input type="checkbox"/> Establish a week 1 timetable<ul style="list-style-type: none">◦ Initial meeting with you / includes discussion of the timetable◦ Break times◦ Meeting times◦ In-service◦ Supervision sessions / included end of week session◦ Initial tasks eg time for on-boarding tasks◦ Self-directed learning time (if any)
Day 1 of placement:	<ul style="list-style-type: none"><input type="checkbox"/> Introduce student to place and person and orient to H&S regulations (where needed)<input type="checkbox"/> Discuss the timetable<input type="checkbox"/> Invite student to join staff for breaks (where feasible) and make them feel welcome<input type="checkbox"/> If possible, have discussion around expectations (ensure this does occur within first few days):<ul style="list-style-type: none">◦ Your expectations of the student(s)◦ The student(s) expectations of you◦ End of placement minimum competence in your clinical area<input type="checkbox"/> Let student observe and assist for first few days

Expectations: consider yours pre-placement

EXPLICIT

EXPLICIT

- What do you expect of students?
- What do you think students expect of you?
- How clear are these expectations to both parties?
- Discuss your expectations e.g. sick leave rules)
- What do the *requirements of the learning context/environment*?
- Observe and guide students by familiarising them with the processes, tasks, techniques, documentation



Expectations: protected study hours

- **NEW IN 2025**
- Up to 4-hours protected study time per week
 - Students can use for clinical learning or other programme related (e.g. study preparation)
 - Not to be used for paid employment / holidays
- Format/timing of study hours determined by the supervisor
 - In certain circumstances the University or student may have specific requirements
 - Examples include:
 - Finish at lunch time / 1 day per week
 - Finish 1 hour earlier / 4 days per week
 - Onsite during clinical hours (when patient DNA)
- Protected study hours may be withdrawn (determined case-by-case)
- Supervisors and students to discuss/agree hours and complete agreement (AUT students to upload agreement by the end of **WEEK 1** to Canvas)

PHYSIOTHERAPY STUDENT / SUPERVISOR PLACEMENT AGREEMENT

Please complete by the end of week 1 of each placement. Students are required to submit a copy to their relevant Tertiary provider.

Topic	Key Information (fill in this highlighted items of this column with relevant information associated to the placement)
Introductions (Mih)	Key people to meet in this placement: <u>List names and profession</u>
Orientation	Local health & safety / Orientation: <u>completion date</u> Use of mobile phone: <u>supervisor expectations</u> Supervision structure (e.g. <u>1:1 / 2:1 / 2:2 / Hybrid</u>):
Illness / bereavement / unexpected absence	Supervisor contact number: <u>email and phone number</u> Time expected to contact by: <u>Time</u> Patient handover required: <u>yes or no - if yes, what information expected</u> <i>Note: students MUST also notify their CCL and/or Tertiary provider Clinical Lead:</i> AUT: Sarah Bonham-Lloyd Wintec: Laura Stratton / Wintec student log absences in SONIA UoA: Marie-Claire Smith / Holley Gestro
Placement working days	Placement days: <u>list relevant weekdays</u> Start / finish times each day: <u>times</u> <i>Note: Anticipated 5-days per week full-time, (variations MUST have prior arrangement with either the CCL or Tertiary provider Clinical Lead). Any requests for planned leave (e.g. weddings/sports) requires prior approval from the Tertiary provider Clinical Lead.</i>
Self-directed learning (SDL) / study hours	SDL format: <u>day / or times each week (if flexible, please record regularity/timing when each week will be determined/discussed)</u> <i>Notes: Protected time for student = up to 4 hours protected study per week Supervisor(s) will determine when protected study is taken and the format Protected study is to be used for:</i> <ul style="list-style-type: none"> • Formative tasks • Case study preparation • Other summative assessments (concurrent assignments) • Research project <i>Format examples include:</i> <ul style="list-style-type: none"> • Finish 2 hours earlier, 2 days per week • Finish at lunch time, 1 day per week • Finish 1 hour earlier, 4 days per week <i>The Tertiary provider may require the student to be available at a particular time for 1 SDL hour per week to meet with research supervisor or complete teaching. Protected SDL may be withdrawn following consultation between supervisor and the Tertiary provider Clinical Lead (determined on a case-by-case basis).</i>
Weekly feedback	Feedback meeting: <u>planned on day / time / location</u>
APP grading: expectations of entry-level practice at the end of this placement	End of placement: <u>what does a new graduate (entry-level/minimum competence) look like in this area</u>
Other topic or locally required information	

Expectations: period of transition

From: A University thinker

- Familiar environment & culture
- Planned & timetabled
- Part of a group
- Structured
- Optional
- Theory



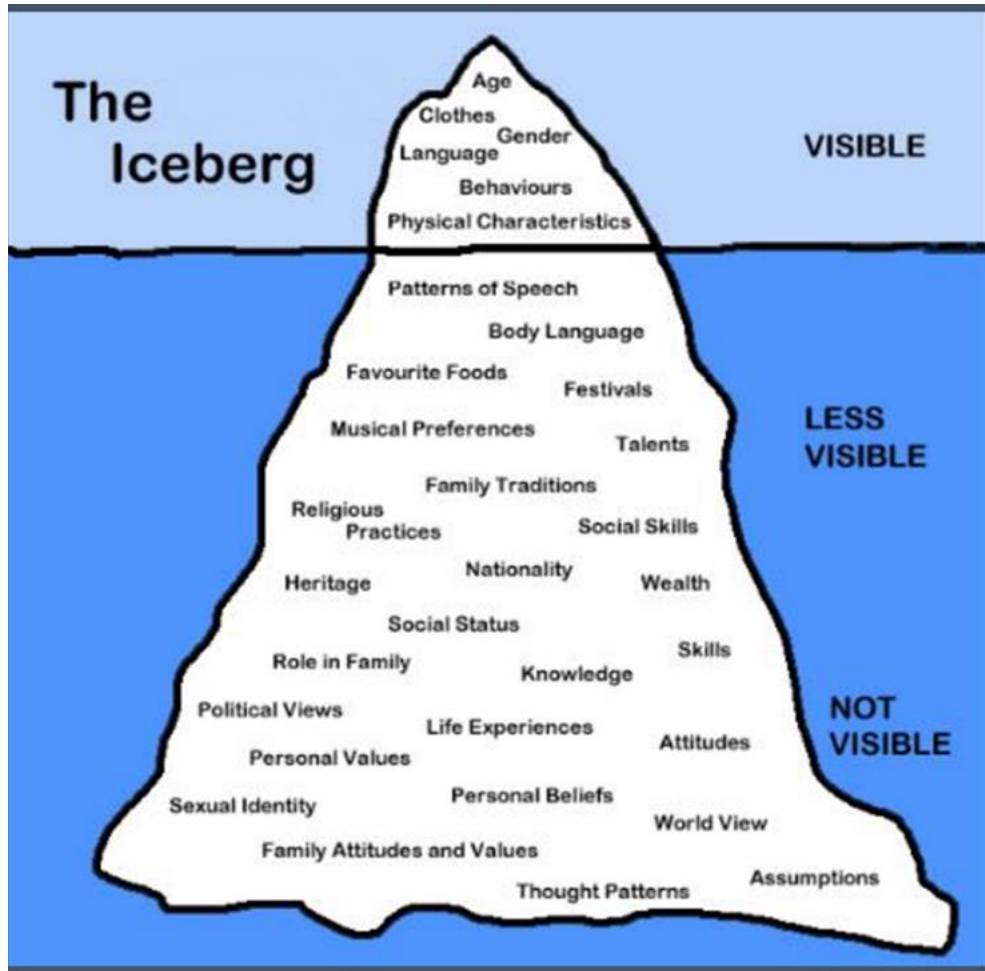
To: A Clinical do-er

- Foreign environment & culture
- Loosely planned & adaptable
- Individual & team member
- Semi-structured
- Compulsory
- Practice



Clinical
Supervisor





Uncertainty/anxiety

Previous experiences



Finances

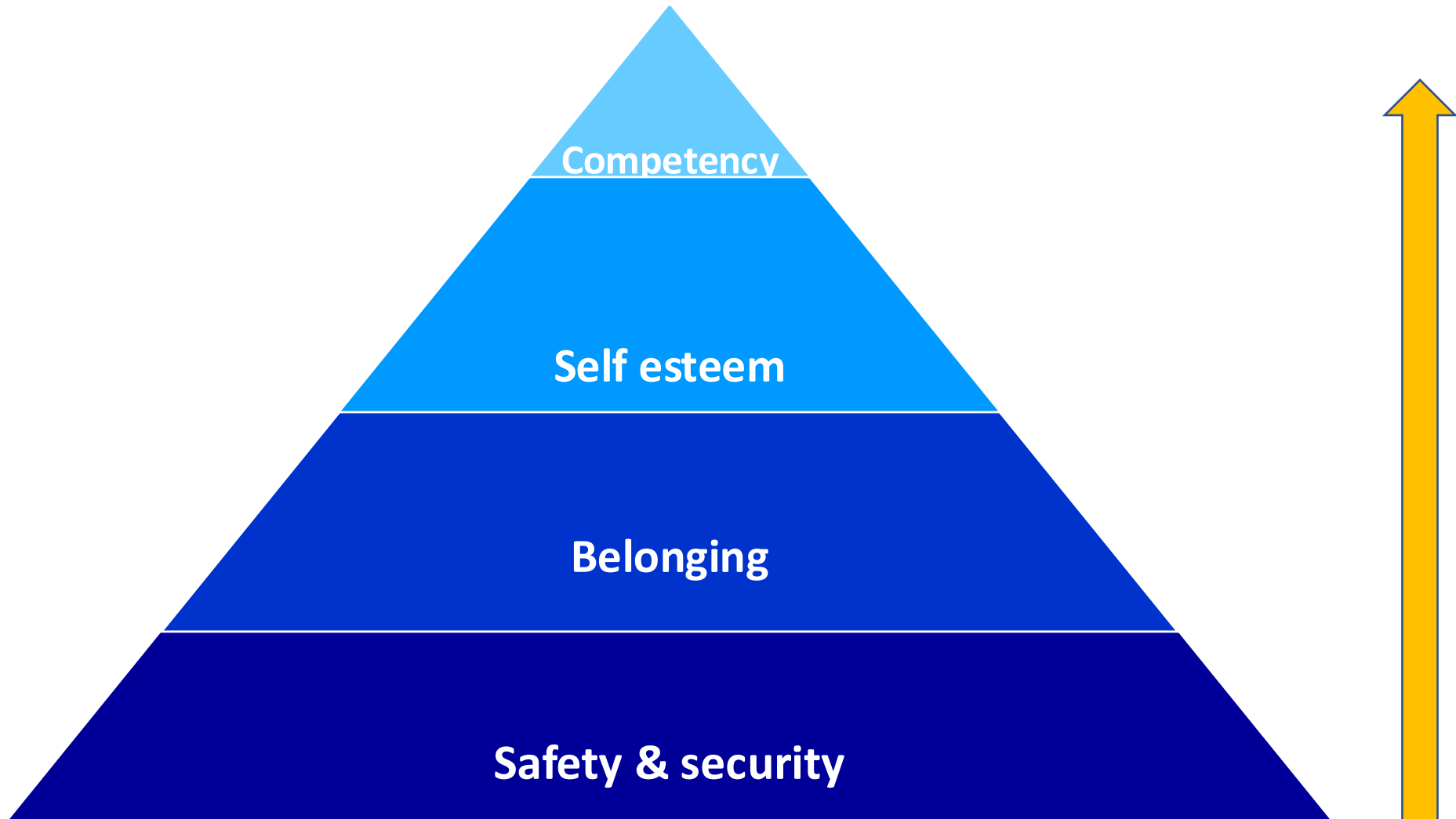
Part time job

Home life

Culture

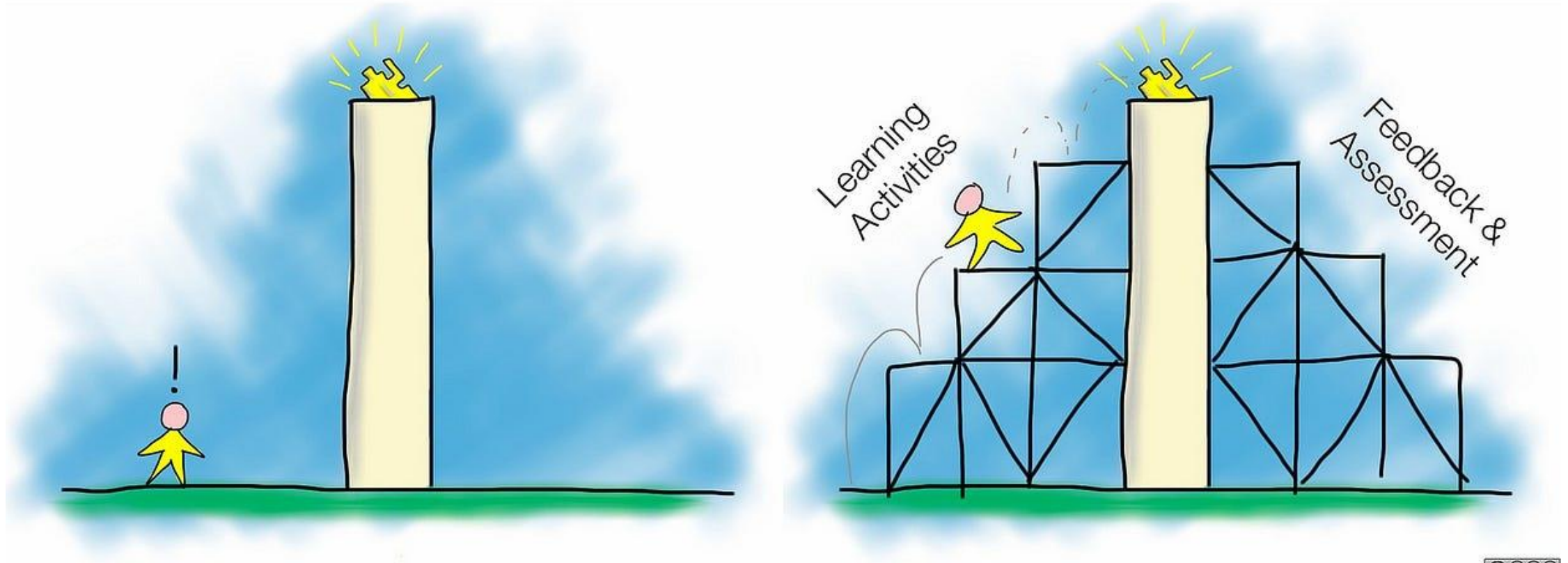
Timetable: Getting to know each other

Building competency



Scaffolding learning

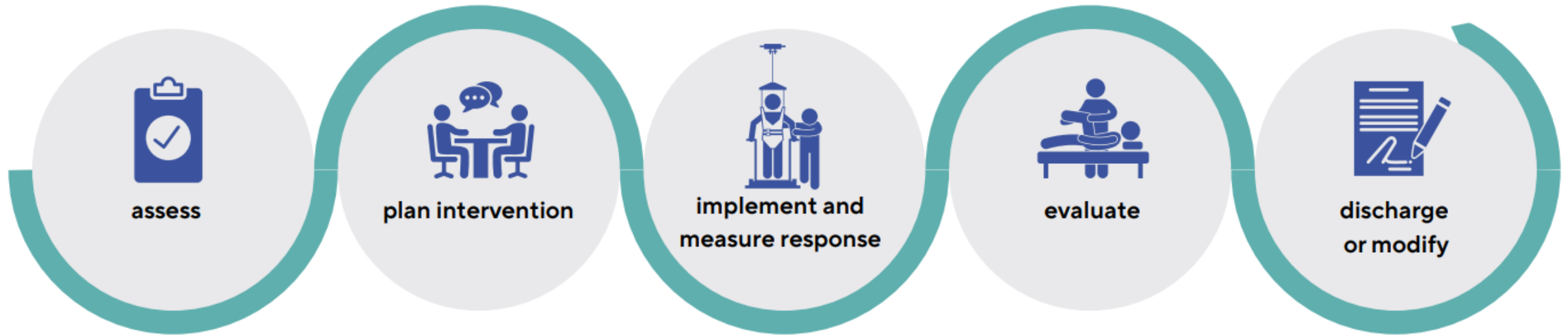
Learning Outcome



Use weekly meeting to review, reflect and set goals

Scaffolding learning: through placement

Figure 3. Physiotherapy process



Scaffolding learning: through placement

- **Choose teaching moments**
 - Feedback: In action / after action
 - Agreed rescue signal
- **Graded exposure**
 - Demonstrate
 - Do together / part-task - where they **can achieve** and build on those
- **Build confidence**
 - Identify less complex presentations or part presentations at first
 - Reassure you felt like this too.
- **Use weekly meeting to review, reflect and set goals**



Scaffolding learning: Clinical Reasoning

Why we do what we do

- Many ways to do this
 - novice vs experienced
 - learning through making mistakes.



Strategies to support clinical reasoning

Think Aloud	Bridging	Query vs Quiz
<p>Supervisor and/or student “thinks aloud” while analysing assessment findings or formulating a treatment session, etc.</p>	<p>Ask questions and deepen knowledge until you get to a gap</p>	<p>Query “I am wondering what you think the options in this case may be”?</p> <p>Implies ‘open’ response.</p>
<p>Useful for supervisors to model at the start of placement. Can reinforce knowledge and clinical reasoning processes as well as highlight any gaps/errors</p> <p>Higgs, Jones, Loftus & Christensen, 2008</p>	<p>When you reach the gap provide a bridge...the answer... this can then lead on to a patch where they can again contribute.</p>	<p>Quiz “What are the options in this case”?</p> <p>Implies there is a ‘right’ response.</p>

Consider the patient/setting – when/where is an appropriate time to facilitate clinical reasoning?

Strategies to support clinical reasoning

Physiotherapy Problem	Analysis/evidence	Goal/aim	Treatment plan / MDT	Progression
<p><i>Identify the physiotherapy relevant problems from the subjective and objective information gathered. What other health or social problems can be identified?</i></p> <p><i>This column can also be divided into 3 (structured using the ICF model – if relevant to your area of practice):</i> <i>Impairments / activity limitations / participation restrictions.</i></p>	<p><i>What information is the evidence for the identified problems? What has 'caused' this problem to be evident (how does this influence the prioritisation for each problem)? Is the problem an impairment, an activity <u>limitation</u> or a participation restriction?</i></p>	<p><i>What are the broad aims for the identified problem (in practice, these would help develop SMART goals in collaboration with the patient and their whanau/carers)? What is the discharge planning for this patient?</i></p>	<p><i>Plan physiotherapy treatment to meet the aims. Which problem needs to be prioritised first, second etc? Does this plan require collaboration with other health professionals? What is the role of other health professionals?</i></p>	<p><i>How might the physiotherapy treatment be progressed? What would the criteria be to discharge this patient from physiotherapy? Will this patient require physiotherapy or other health or social services following discharge from acute care?</i></p>

Scaffolding learning: Placement timeline

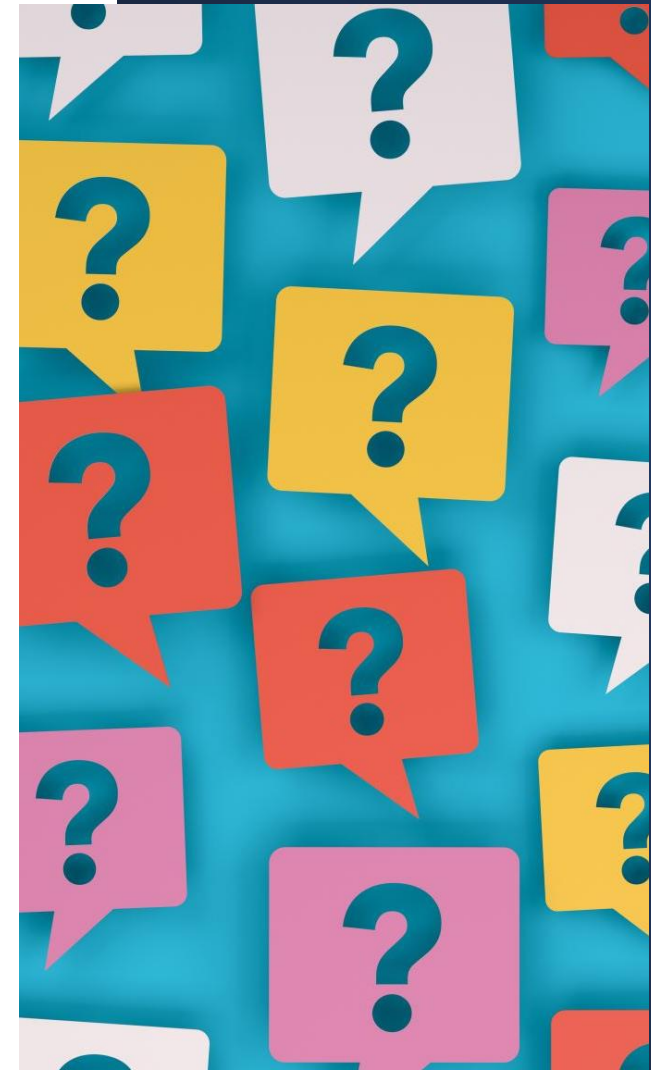
	1-2 weeks pre Placement	Week 1	Weeks 2-3	Week 4	Weeks 5-6	Week 6-8
Theme	<i>Prepare</i>	<i>Orientate</i>	<i>Learning</i>	<i>Mid-way (formative)</i>	<i>Developing competence</i>	<i>Final APP</i>
Formal tasks	Email	Weekly Meeting	Weekly Meeting	Weekly Meeting	Weekly Meeting	Weekly Meeting
	Establish weekly timetable			Mid-way feedback	AUT: Case presentation	Final assessment

Feedback skills



Giving feedback & communication

- In action:
- Think of a time when you have received feedback on what you are doing at the time of the event?
- What worked for you?
- What was have you received feedback which you haven't like?



Feedback: B.U.I.L.D

B.U.I.L.D

B ehaviour

U nderstand

I mpact

L isten

D iscuss / do
differently

4 Ways to Give Constructive Feedback

1

BE SPECIFIC

If you're vague, your feedback can be misunderstood, and your employee may continue making the same mistakes.



BE TIMELY

Give prompt feedback at the next suitable moment, while the incident is fresh in mind.

2

3

BE POSITIVE

For any negative feedback you give, you need to also include positive feedback.



BE UNDERSTANDING

Discuss with your employee about the source of the mistake and what he or she could have done instead.

4

When should you seek support?



When things are difficult for students:

Student may come across as:	Common problems or blocks
<ul style="list-style-type: none">• Distant/detached• Have difficulty communicating• Seem all over the place or freeze• Lacks connection• Arrogant	<ul style="list-style-type: none">• Feeling rushed/overwhelmed/fatigued• Feeling an outsider• Fear of failure or mistakes• Communication difficulties• Your relationship• Lack of expectation setting• Stress• Cognitive overload

Common challenges for students:

- Multiple supervisors
- More than one area of work
- Lack of space in the office /tea room /work area
- Lack of resources (time/computers/vehicles)
- Patient choice
- Supervisors confidence and past experiences

Questions:

1. There is something which is a little concerning about my student which I can't quite pin point and it is only week 2
2. My student was 10 min late this morning but normally on time
3. I can't seem to get my student to take initiative to use their spare time without asking me questions
4. We have completed the midway assessment and they have not achieved a '2' for everything on the APP (i.e. some '1's), I am not sure if they will progress to passing?



Legalities and responsibilities

Questions: TRUE or FALSE

1. As the supervisor, you need to countersign every set of clinical notes your student writes
2. It is ok to ask for consent with the student present
3. A student's well being remains the responsibility of the University
4. All aspects of patient care delivered by a student is the responsibility of the supervisor
5. You need to be physically present in the same location when charging ACC for physiotherapy treatment

Expectations: minimal competence – APP assessment



APPLinkup

Assessment of Physiotherapy Practice
Online Management System

APPLinkup.com

Conclusion & questions

**Kia tau ki a tātou katoa
Te atawhai o tō tātou Ariki, a Ihu Karaiti
Me te aroha o te Atua
Me te whiwhingatahitanga
Ki te wairua tapu
Ake, ake, ake
Amine**