

Physiotherapy Placement Structure Guidelines

Immersion week	Structure of opportunity	Comments
Week 1	<ul style="list-style-type: none"> • Orientation • Set learning goals (student driven) • Demonstrations • Clinical educator (CE) led tutorials • Possible peered learning • Assistance from CE • Draft recording of necessary documentation • Full Supervision • Frequent Briefing sessions • Structured reflection time • Use of clinical reasoning tools • Light workload (1-2 /day) include shared responsibilities and observational activities • Check in with each student re progress at end of week 	<ul style="list-style-type: none"> • Introduce students to the local professional context • set ground rules and role model professional communication expectations and boundaries • emphasis on developing good structure and systems to enable effective management of client group • Client assessment processes can be a focus in week 1
Week 2	<ul style="list-style-type: none"> • Independent learning activities • Assign project (e.g. Presentation, lit review) • Continued assistance from CE with increased student participation • Supervision reduces slightly as student progresses • Tutorials as appropriate, consider student group led • Use of reasoning tools • Continue with briefing sessions • Structure reflection time • Increase workload (eg 2-3/day) • Review learning opportunities and goals • Check in with each student re progress at end of week • Update CELMs re progress • Participate in onsite support from CELMs (if arranged) 	<ul style="list-style-type: none"> • Gradual increase in responsibilities and workload. • Emphasis of student participation through Independent learning activities (ILA) that demonstrate capacity to prepare, plan and interpret

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Week 3	<ul style="list-style-type: none"> • Mid immersion formative feedback (mid-week) • Formulate strategies with student to improve learning • Increase workload challenges (e.g. complexity or reduce time frames) • Increase student participation • Student led tutorials/case discussions • Reduce CE assistance • Supervise from a distance as able • Monitor progress following reduced supervision • Participate in additional learning activities if available (e.g. theatre, clinics, education) • increase workload (eg 4-5 clients-may require > 1 Rx per day- service dependent) • Participate in onsite support from CELMs (if arranged) 	<ul style="list-style-type: none"> • Emphasis at this stage is on formative feedback with adjustment of opportunities/assistance to enhance learning • Development of optimal management with guidance to consider aspects of holistic management • Consolidate decision making • Target the direction of learning for the remainder of the experience
Week 4	<ul style="list-style-type: none"> • Adjust workload either up or down (based on performance in previous week) • Adjust level of supervision and assistance to support student needs • Review opportunities given and remaining • Increase challenges as appropriate • Check in with each student re progress at end of week • Update CELMs re progress • Arrange for CELM visits 	<ul style="list-style-type: none"> • This stage looks at developing independence of practice which may necessitate marked reduction of support from CE • Aim to identify aspects of practice which are not yet meeting minimum standard • Provided opportunities for students to demonstrate capabilities in any items recorded as 'not assessed' at mid immersion feedback
Week 5	<ul style="list-style-type: none"> • Project deliverables (e.g. presentations) • Provide opportunities for consolidation and consistency • Increase workload (6-7 clients may require > 1 Rx per day) • Monitor competency to assist with summative assessment • Target any specific areas of weakness • Update CELMs and arrange visit if student not passing • Follow assessment process 	<ul style="list-style-type: none"> • Emphasis on consolidation and refinement of management • The final week offers the student the opportunity to extend and optimize performance • In some cases students may require an increase in support if struggle with increased challenges

