

Policy on Student Readiness for Placement

Approved by the Academic Council: December 4, 2014

Revised and Approved: October 1, 2015

Revised and Approved: January 18, 2018

Effective Date: January 18, 2018

Rationale and background

The purpose of this document is to outline processes for: 1) identifying occupational therapy and physical therapy students within the School of Rehabilitation Therapy (SRT) at Queen's University who are susceptible to not meeting placement performance standards, 2) remediation for these students, and 3) communication to clinical partners about the susceptibility status.

Early identification will assist the student, the Program, and the Clinical Instructor to tailor learning opportunities and supervision before and during a clinical placement to maximize the potential for student success.

The sharing of student information will ensure that the CCCE/Site Fieldwork Coordinator and CI/Preceptor have sufficient knowledge of the student's academic and/or clinical performance to provide the student with appropriate supervision and support in the specific areas identified as ones of clinical difficulty, in order to maximize the student's clinical performance during the placement.

In addition, sharing information recognizes the moral and ethical responsibility of the faculty of the SRT to make the clinical/fieldwork site and preceptor aware of potential patient safety concerns with the student under his/her supervision. Regulatory bodies such as the College of Occupational Therapists of Ontario and the College of Physiotherapists of Ontario have explicit Professional Standards about supervision of student learners that include the professional's accountability for patient safety and well-being when services are provided by a student under his/her supervision. The CI/Preceptor therefore must have access to information that would enable him/her to fulfill professional obligations.

Scope of policy

This policy is applicable to students in the Occupational Therapy and Physical Therapy programs within the SRT. It does not apply to students in the Rehabilitation Science program.

For the purposes of this policy, susceptibility refers to significant deficits demonstrated by the student in either academic or clinical/fieldwork performance with potential to significantly and negatively impact the student's clinical/fieldwork performance, patient safety, and/or the

CI/Preceptor's ability to provide adequate care to the individuals for whom the CI/Preceptor is ultimately responsible (Appendix A outlines criteria for identifying students who are susceptible to not meeting placement performance standards in the Occupational Therapy and Physical Therapy Programs).

Policy statements

Students are expected to adhere to academic standards and policies listed in the course outline; to practice within the policies, practice guidelines and regulations of the clinical/fieldwork site; and to function at the level specified in their course objectives and clinical/fieldwork evaluation forms.

In order to participate in clinical/fieldwork placements:

1. All students will be asked to sign a consent to release pertinent information prior to their clinical/fieldwork placements in the Program (Appendix B).
2. Any student identified with significant deficits in academic or clinical/fieldwork performance will be required to complete the remediation steps identified by the Student Progress & Awards Committee of the respective programs (see Procedures below).
3. Remediation steps must be successfully completed prior to proceeding to the subsequent clinical/fieldwork placement.

Procedures

It is the responsibility of the Progress and Awards Committee of the respective programs to determine whether a student is ready for placement. In circumstances where a student is determined to be susceptible to not meeting placement performance standards, procedures will include, but are not limited to, one or more of the following:

1. A letter sent to student and placed in student file identifying student as susceptible to not meeting placement performance standards status (Appendix C).
2. The student will be required to provide their Learning Contract for the placement to the ACCE/FC in advance of the first day of placement. The ACCE/FC and the student will review these together, ensuring that the learning objectives target the identified areas of concern.
3. The student and the ACCE/FC will formalize a plan for regular contact over the duration of the placement, whereby goals and objectives as well as performance to date will be discussed along with any other concerns. The ACCE/FC will determine the frequency of such regular contact on a case by case basis. The ACCE/FC may contact the

Policy on Student Readiness for Placement

clinical instructor/preceptor to review the student's performance at any time during placement.

4. Once the placement match has been identified, relevant details of the student's previous academic/clinical performance may be shared with the CCCE/Site Fieldwork Coordinator, and if deemed necessary, with the CI/Preceptor. This will allow the CCCE/Site Fieldwork Coordinator and CI/Preceptor to ***make an informed decision*** as to whether the site has sufficient resources to provide an adequate learning experience for the student. The CCCE/ Site Fieldwork Coordinator will be provided with this information in a letter from the ACCE/FC (Appendix D for an example of a letter). The ACCE/FC will review with the student any information to be shared and the student will be notified by the ACCE/FC, when and with whom the information will be shared. If the student refuses consent for the ACCE/FC to share information related to his/her clinical performance with the CCCE/ Site Fieldwork Coordinator (and if deemed necessary, with the CI/Preceptor) the placement will be cancelled.
5. In the event that a clinical site/instructor indicates they do not have sufficient resources to provide an adequate learning experience for the student, the ACCE/FC will attempt to find an alternate placement for the student. If the ACCE/FC is unable to do so (in time or at all), the student's progress in the Program will be delayed.
6. The student may be asked to complete a formal screening assessment and/or remedial course work to assist and determine readiness for their next clinical/fieldwork placement (Appendix E). This may result in the student being withheld from placement.
7. The designation of being susceptible to not meeting placement performance standards will be removed if a student passes their subsequent clinical/fieldwork placement and the following academic block (including OSCE exams) (See Appendix F—Letter for Student File Rescinding the designation of susceptible of not meeting placement performance standards).

APPENDIX A — Criteria for Identifying Students Who Are Susceptible to Not Meeting Placement Performance Standards in the Occupational Therapy and Physical Therapy Programs (one or more of the following)

Physical Therapy:

- Failure or In Progress on the most recent clinical placement.
- Student was flagged on 30% or more of possible red flags in the stations cumulatively.
- Failure of 30% or more of (recent) OSCE stations and performing in the bottom 15th percentile on OSCE stations overall
- A Program decision whereby a student has been deemed to have a ‘major or critical lapse’ in professional behaviour according to the School of Rehabilitation Therapy Professional Behaviour Policy.
- Student returning to the MScPT Program following an extended leave of absence (>12 months).

See chart below for decision tree regarding ‘susceptibility’ management.

Occupational Therapy:

- Failure or In Progress (IN) on the most recent fieldwork/clinical placement.
- Failure of a recent OSCE examination station due to an ‘unsafe action’.
- A Program decision whereby a student has been deemed as a ‘major or critical lapse’ in professional behaviour according to the School of Rehabilitation Therapy Professional Behaviour Policy.
- Student returning to the MScOT Program following an extended leave of absence (>12 months).

Criteria used to Identify Students Who Are Susceptible to Not Meeting Placement Performance Standards in the Physical Therapy Program

'Susceptibility' Rating 1	'Susceptibility' Rating 2	'Susceptibility' Rating 3	'Susceptibility' Rating 4	'Susceptibility' Rating 5
<p>Failure (or possibly 'IN') on most recent clinical placement OR Student fails 50%+ of all stations OR Student has been on an extended leave from the program >12 months. OR On most recent OSCE, student is in bottom 5th percentile overall <u>and</u> failed 30% or more stations AND failed an academic course in the most recent block OR Flagged on 30% or more safety flags on most recent OSCE OR was currently identified as a susceptible student OR AT THE DISCRETION OF THE PT PROGRAM</p>	<p>On most recent OSCE, student is in bottom 5th percentile overall <u>and</u> failed 30% or more stations. No academic course failure. OR 'IN' on most recent clinical placement (if deemed appropriate by Student Progress and Awards Committee) OR AT THE DISCRETION OF THE PT PROGRAM</p>	<p>On most recent OSCE, student is in bottom 15th percentile overall <u>and</u> failed 30% or more stations. AND had an academic course failure OR was already deemed a susceptible student OR Flagged on 30% or more safety flags on most recent OSCE OR AT THE DISCRETION OF THE PT PROGRAM</p>	<p>On most recent OSCE, student is in bottom 15th percentile overall (> 5th) <u>and</u> failed 30% or more stations. No academic course failure AND flagged on <30% of red flag items. OR AT THE DISCRETION OF THE PT PROGRAM</p>	<p>Student informed by PT Program Chair that they have an identified major or critical lapse in professional behaviour.</p>
<p>↓</p> <p>Student must contact course coordinator for feedback on OSCE/placement. Student's placement will be delayed. Formal remediation is required (see Appendix E). Clinical site will be contacted by the ACCE prior to commencing a clinical placement. Student will provide the ACCE with learning contract reflecting areas of concern prior to placement. Student will have regular contact with the ACCE throughout the placement. ACCE will contact CI throughout the placement for feedback about performance.</p>	<p>↓</p> <p>Student must contact course coordinator for OSCE /placement feedback. The course coordinator will provide written feedback shared with the student and ACCE. AND/OR Clinical site will be contacted by the ACCE prior to placement commencing to discuss areas for additional learning required by the student. Student will provide ACCE with learning contract reflecting areas of concern prior to placement. Student will have regular contact with the ACCE throughout the placement. ACCE will contact CI throughout the placement for feedback about performance. Note: placement may be delayed due to timing to complete all required steps or if CI is not willing to offer placement.</p>	<p>↓</p> <p>Student must contact course coordinator for OSCE feedback. The course coordinator will provide written feedback shared with the student and ACCE. Student will provide ACCE with learning contract in advance of placement for feedback.</p>	<p>↓</p> <p>Student will be assigned remedial work in professionalism to be completed prior to commencing clinical placement. Clinical site will be contacted by the ACCE prior to placement commencing to discuss areas for additional learning around professional behaviour. Student will provide ACCE with learning contract reflecting areas of concern prior to placement.</p>	<p>↓</p> <p>Student will provide ACCE with learning contract reflecting areas of concern prior to placement.</p>

APPENDIX B — Consent to Release Information Regarding Clinical Performance

The School of Rehabilitation Therapy, Queen's University is committed to maximizing the ability of our students to provide safe and effective care during their clinical placements. Part of this commitment may include sharing pertinent information about a student's previous professional and/or clinical performance (including clinical placements and OSCE exams) where there have been identified areas of concern with a student's performance. The goal of sharing this information prior to going on a clinical placement is to help a student maximize his/her performance and achieve the identified competencies for each clinical placement. Early identification will assist both the student and the clinical instructor to tailor the learning opportunities and supervision during a clinical placement which will maximize the potential for success.

The sharing of this information is in no way intended to bias the placement institution or the specific Clinical Instructor/Preceptor against the student in his/her placement, but rather, the purpose is to provide the Clinical Instructor/Preceptor with all relevant information that he/she needs to assist the student's learning experience and to position the student for successful completion of the placement.

I understand that by signing this form, if I am deemed susceptible to not meeting placement performance standards, the School of Rehabilitation Therapy, Queen's University, has my consent to release information regarding my past performance as a student which may include information contained within student records. The consent for release will be kept in my confidential student file and remain in effect from the date indicated below until I submit written notification rescinding this request or upon graduation.

Print Name

Student Signature

Date

Cc: student file

Appendix C—Letter for Student File Identifying Student as Susceptible to Not Meeting Placement Performance Standards



Queen's
UNIVERSITY

SCHOOL OF
REHABILITATION THERAPY
FACULTY OF HEALTH SCIENCES

L.D. Acton Building, George Street
Queen's University
Kingston, Ontario, Canada K7L 3N6
Tel 613 533-6103
Fax 613 533-6776

December 13, 2019

Dear [insert student's name],

This letter is to notify you that the Queen's University Occupational Therapy Program/Physical Therapy Program has identified you as a student who is susceptible to not meeting placement performance standards based on your recent academic block and/or performance on clinical placement.

Please see the Policy on 'Student Readiness for Placement' for additional details.

Sincerely,

Rosemary Lysaght
Associate Professor & Associate
Director (Occupational Therapy)

Trisha Parsons, PT, PhD
Associate Professor & Associate
Director (Physical Therapy)

Cc: Student File
ACCE/FC



SCHOOL OF
REHABILITATION THERAPY
FACULTY OF HEALTH SCIENCES

L.D. Acton Building, George Street
Queen's University
Kingston, Ontario, Canada K7L 3N6
Tel 613 533-6103
Fax 613 533-6776

December 13, 2019

Student Name

Address

XXXXXX

Student #:

Dear XXXXXX,

This letter is to notify you that the Queen's University Physical Therapy Program, Progress and Awards Committee, has identified you as a student who is susceptible to not meeting placement performance standards based on your performance on the recently concluded OSCE. Please see the **Policy on 'Student Readiness for Placement'** (<http://rehab.queensu.ca/programs/policies/performance>) for additional details.

You were determined to remain 'susceptible' because you failed X stations (2 x PT 85X, 1 x PT 85X and 1 x PT 85X) and you were in the bottom Xth percentile ranking in the OSCE exam. In particular, it was identified that you need to work on:

PT 85X

- XXXXXXXX
- XXXXXXXX

PT 85X

- XXXXXXXX
- XXXXXXXX

PT 85X

- XXXXXXXX
- XXXXXXXX

I strongly encourage you to contact the individual instructors from the recent academic block to request more detail regarding your performance. Unfortunately, your recent fail in PT 85X along with your performance on the May 2017 OSCE is not strong enough to warrant you to proceed to PT 88X. Your PT 88X placement will therefore be delayed and you will be required to participate in a formal remediation (see Appendix E of the **Policy on 'Student Readiness for Placement'** (<http://rehab.queensu.ca/programs/policies/performance>) before proceeding to your clinical placement courses.

Although this may not be the outcome you were hoping for, our hope is that early identification will provide you with appropriate supervision and support that will maximize your potential success in the program.

Please do not hesitate to contact me if you have any questions.

Sincerely,

Trisha Parsons, PT, PhD
Associate Professor & Associate Director (Physical Therapy)

cc: Student file
 Randy Booth, ACCE

APPENDIX D—Template Letter to Clinical Site (Physical Therapy)



SCHOOL OF
REHABILITATION THERAPY
FACULTY OF HEALTH SCIENCES

L.D. Acton Building, George Street
Queen's University
Kingston, Ontario, Canada K7L 3N6
Tel 613 533-6103
Fax 613 533-6776

December 13, 2019

Dear [insert name],

Thank you for offering a clinical placement opportunity for Queen's Physical Therapy Student [insert name] for their [insert level of placement] from [insert date to date].

Clinical education is a dynamic process with the physical therapy student as the 'learner', and physical therapy clinical instructors/health care professionals and administrators as the 'teachers'. The ultimate goal of clinical education is to develop competent professionals who act with authority, confidence and leadership in their chosen area of practice.

We recognize that not all students learn at the same rate, and some have more difficulties in certain areas of practice or with consolidation of the information shared in classes or placement. We are writing to inform you that [insert student name] has been identified by the School as a student who may need additional support during clinical placement in [insert area of concern]

The sharing of this information is in no way intended to bias the placement institution or Clinical Instructor against the student in his/her placement, but rather, to provide the Clinical Instructor with all relevant information that can be used to structure the clinical learning environment so that the student can demonstrate his/her competence.

During the first few days of a placement it is important that the student and physiotherapist (Clinical Instructor/CI) review the student's goals and objectives for the placement. It is the student's responsibility to complete a 'learning contract' and communicate to the therapist what s/he would like to achieve in the placement. We hope that the areas indicated above will be reflected in the student's learning goals for this placement.

The students and faculty at Queen's recognize the tremendous value and importance of clinical education. Your willingness to provide comprehensive constructive feedback on which to build in [his/her] future placements is very much appreciated. Please do not hesitate to contact me if you have any concerns about your ability to facilitate this placement at this time.

On final confirmation of a placement, I will send a package to you containing the Student Performance Evaluation form (ACP), a 'Review of Clinical Placement' form that will provide student feedback about the placement and a Clinical Education Information Manual (also available on our web-site at

<http://rehab.queensu.ca/downloads/MScPTClinicalEducationManualforClinicians.pdf>)

At any time during the placement I can be contacted at the address below. I would be pleased to provide any more information that you may need.

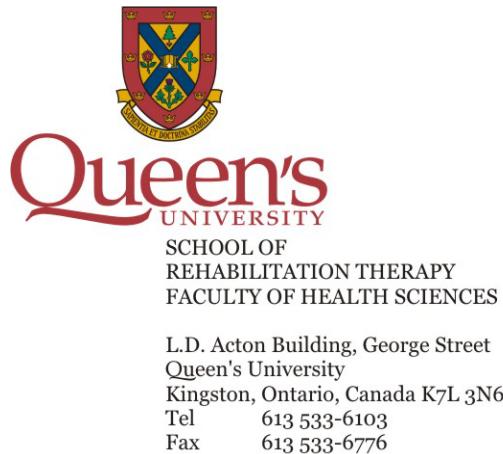
Sincerely,

Melanie Law BAH, MPA, BScPT
Associate Academic Clinical Coordinator of Education
School of Rehabilitation Therapy
Queen's University
31 George Street
Kingston, Ontario Canada K7L 3N6
Tel: 613-533-6595 Email:
lawm@queensu.ca

Cc: Student file

ACCE

APPENDIX D—Template Letter to Clinical Site (Occupational Therapy)



December 13, 2019

Dear [insert name],

Thank you for offering a fieldwork opportunity for Queen's Occupational Therapy Student [insert name] for their [insert level of placement] from [insert date to date].

Fieldwork education is a dynamic process with the occupational therapy student as the 'learner', and occupational therapy preceptor/health care professionals and administrators as the 'teachers'. The ultimate goal of fieldwork education is to develop competent professionals who act with authority, confidence and leadership in their chosen area of practice.

We recognize that not all students learn at the same rate, and some have more difficulties in certain areas of practice or with consolidation of the information shared in classes or placement. We are writing to inform you that [insert student name] has been identified by the School as a student who may need additional support during fieldwork [insert area of concern]

The sharing of this information is in no way intended to bias the placement institution or Preceptor against the student in the student's fieldwork, but rather, to provide the Preceptor with all relevant information that can be used to structure the fieldwork learning environment so that the student can demonstrate their competence.

During the first few days of a placement it is important that the student and occupational therapist (preceptor) review the student's goals and objectives for the placement. It is the student's responsibility to identify their learning objectives and communicate to the therapist what he/she would like to achieve in the placement. We hope that the areas indicated above will be reflected in the student's learning goals for this placement.

The students and faculty at Queen's recognize the tremendous value and importance of fieldwork education. Your willingness to provide comprehensive constructive feedback on which to build in [his/her] future placements is very much appreciated. Please do not hesitate

to contact me if you have any concerns about your ability to facilitate this fieldwork learning opportunity at this time.

On final confirmation of a placement, I will send a package to you containing the Competency-Based Fieldwork Evaluation for Occupational Therapy (CBFE-OT), a 'Student Evaluation of Placement' form that will provide student feedback about the placement and a 'Concerns Exist Form'. The full fieldwork manual is available on our web-site at
[http://rehab.queensu.ca/assets/uploads/files/clined/201415%20Fieldwork%20Manual%20Complete%20\(3\).pdf](http://rehab.queensu.ca/assets/uploads/files/clined/201415%20Fieldwork%20Manual%20Complete%20(3).pdf).

At any time during the fieldwork placement I can be contacted at the address below. I would be pleased to provide any more information or resources that you may need.

Sincerely,

Susanne Murphy, BSc. OT, MSc., OT Reg(Ont.)
Lecturer and Fieldwork Coordinator
Occupational Therapy Program
School of Rehabilitation Therapy
Faculty of Health Sciences
Louise D. Acton Building
31 George Street, Room 224
Kingston, Ontario
K7L 3N6
613 533 6815
613 533 6776 Fax
susanne.murphy@queensu.ca

cc: Student File

APPENDIX E—CLINICAL SKILLS SCREEN, School of Rehabilitation Therapy, Physical Therapy Program

Rationale and Background

Students who have been deemed susceptible to not meeting placement performance standards (see Appendix A) and/or are returning to the MScPT Program following an extended leave of absence (greater than 12 months), may be required to complete a Clinical Skills Screen prior to proceeding to their clinical placement courses. Students in these circumstances may have regressed in the knowledge level and/or skill proficiency that is required to perform at an acceptable level while on clinical placement. Consequently, the student may be susceptible to not meeting placement performance standards and may potentially fail on the upcoming clinical placement. It may also potentially jeopardize public safety.

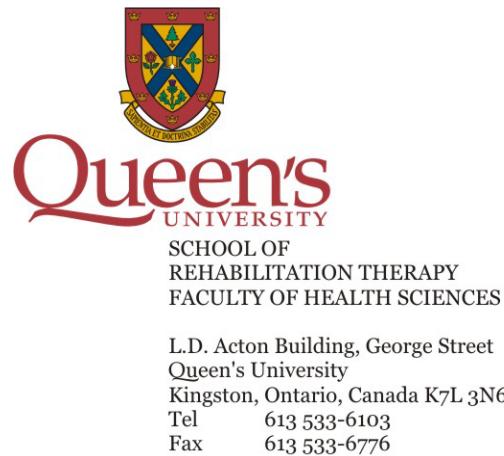
Proposed Clinical Skills Screen

The Physical Therapy Program supports the continuity of safe and effective care provided by students during their clinical placements. When a student has been deemed susceptible to not meeting placement performance standards and/or absent from the program for an extended period of time (greater than 12 months), the student may be required to participate in a multi-station practical skills screen prior to proceeding to any clinical placement courses. The number and type of stations will depend on the number of clinical courses (PT 85_ ; PT 86_) the student has successfully completed to date. This will be decided by the Associate Director of the School of Rehabilitation and the Academic Coordinator of Clinical Education (ACCE) in collaboration with the respective course instructors. The goal of the clinical skills screen will be to identify any areas of weakness that may require further study/practice and to ensure that the student is performing at a level expected for a student at that point in the MScPT program.

Procedures

- The student will be notified of the clinical courses and content that will be evaluated.
- The student will be notified of the number of stations to be completed.
- A standardized patient, faculty member, RHBS student, or volunteer will be used to portray the patient if the station requires it.
- The student must successfully complete each practical station with no safety or professional violations in order to pass the station.
- The student must pass all stations of the practical skills exam.
- A student is offered one attempt at a remedial practical skills exam. If the student is unsuccessful in this repeat exam, they will be asked to withdraw from the program as a result of “failure to progress”.
- The schedule to provide this educational program will be developed collaboratively with the student. The location of the remedial training will be provided on site at Queen’s University at times that are mutually agreeable to both the student and the faculty member providing the supplemental study/practice.
- Only when all components of the clinical skills screen are successfully completed will the student be permitted to enroll in a clinical placement course (PT 881-885).

Appendix F—Susceptible to Not Meeting Placement Performance Standards Status Rescinded



December 13, 2019

Dear [insert student's name],

The Queen's University Occupational Therapy Program/Physical Therapy Program has previously identified you as a student susceptible to not meeting placement performance standards, requiring additional learning time and support both before and during your most recent clinical/fieldwork placement.

This letter is to notify you that you have successfully met the standards of performance to warrant rescinding the susceptibility designation, including successfully completing an academic block and a clinical placement without any identified concerns.

Sincerely,

Name
Associate Director (Program)

cc: Student File