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University of Wales
Trinity Saint David

SHSS6060

Clinical Placement: Student Handbook



Student Clinical Handbook

This aim of this handbook is to describe the role of you as a student whilst on clinical work placement. It will outline the expectations and responsibilities that need to be fulfilled and provide the necessary paper work in which you will need to complete.

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Section One: Module Guidance

Hours

You are required to complete **200** hours clinical experience

- 75 hours will be completed in the UWTSD Sports Injury Clinic
- 125 hours will be completed externally

Nature of Placement

You need to select a placement that is suitable for you e.g easy to get to, suitable hours, offering relevant experience. Once your placement has been organised and confirmed you have an obligation to attend all hours. It would be unprofessional to withdraw from a placement due to poor organisation. Therefore factors such as these should be considered before finalising a placement opportunity.

You need to think of your future employment preferences as your work placement choices will hopefully provide you with invaluable experience within your chosen area. It will also provide the opportunity to network with other professionals and gain contacts that have the potential to offer future employment opportunities. For example if you wish to work in a Sports Injury Clinic upon graduation it will not be worthwhile to complete the majority of placement hours with sports teams and vice versa.

Hours and Suitable Placements

Observational Hours

A maximum of **50** hours can contribute to your 200 hours (however you are encouraged to gain more)

Hours	Profession
Observational: Up to 10 hours with each professional.	Osteopath, chiropractor, podiatrist, doctor, nutritionist, psychologist, strength and conditioning coach. Graduate Sports therapist with less than two years experience. Sports Physiotherapist with less than two years experience. Diploma qualified sports therapist
CPD	Courses, conferences, dissection trips (refer to programme director for clarification and approval)

Hands on Hours

Unlimited hours	Graduate Sports Therapist with two years or more experience within sport. Sports Physiotherapist (member of CSP) with two years or more experience within Sport.
Excluded:	Pitchside 1 st aid and massage placements do not count towards hours UNLESS you are supervised by a Graduate Sports Therapists/Sports Physiotherapists with more than two years experience.

Contacting potential placements

Letters/email (followed up by a phone call)

Arranged meetings

Attend training sessions (if possible)

- Be aware that first impressions are extremely important. Ensure you are polite and professional when you contact potential placement providers. If you need any advice when constructing emails or letters then please contact your module tutor.

Preparation for placement

Before a placement can be finalised they need to be quality assured and approved by the programme director. Once approved you need to ensure you understand and follow the guidelines within this handbook. Additionally, you need to read the handbook that is provided for your clinical educator so you are aware of their role and expectations of you. The clinical educator handbook should be emailed/sent to your clinical educator in advance.

You need to organise a clinical folder which contains:

- Sign off sheets: Placement approval and completed hours (See section 4)
- Approval of practical competency supervision (only for hands on placement)
- Reflective sheet with the necessary sections completed.
- Competency forms for all key skills

This folder needs to be presented to your clinical educator on the first day of placement.

Induction

You should have an induction with your clinical educator at the beginning of your placement. At this time you should be introduced to staff, familiarised with your surroundings and notified of procedures.

It is at this time you should present your professional development framework to your clinical educator. Current strengths and weakness and your goals/learning objectives should all be discussed (see section three). This is important as it can ensure the duties and tasks given to you during placement are both appropriate and suitable and your learning objectives/goals can be achieved.

Section Two: Expected Standards

General Standards

All Sports Therapy undergraduate students from UWTSD are required to adhere to the rules of professional conduct set out by the Society of Sports Therapists. A copy of these can be found on the Society website www.society-of-sports-therapists.org

Uniform

Students should present to the Clinical Educator wearing navy or black tracksuit bottoms with either a white or navy UWTSD t-shirt or preferably, polo shirt. This constitutes the standard course uniform. The University's stance in general is that in appearance, students should be safe and hygienic and maintain a professional image. The list below is a general guideline given to students:

- Hair- long hair should be securely tied back and short hair should be of tidy appearance.
- Jewellery – should be discrete. No rings, watches or bracelets when performing any treatments or when in contact with a patient.
- Body piercing – during a placement, no more than one single stud may be worn in each ear. No other body piercing is acceptable and any other ring, bar or stud must be removed with the subsequent hole being covered by a plaster. If the area cannot be covered by a plaster e.g. tongue, the stud/bar/ring must still be removed during placement hours.
- Footwear – trainers may be appropriate but should be in a suitable condition befitting a professional. Under no circumstances should open toe sandals or 'flip-flops' be considered appropriate footwear.

Scope of Practice

Clinical Educators have been advised that they only request you to undertake skills that you are competent in performing and have been previously assessed. You are only insured to perform these skills and therefore should NOT be working out of your scope of practice. If in the unlikely situation you are asked to perform a task outside of your scope of practice you need to explain this to your clinical educator and notify the programme director. You should also be under the supervision of your clinical educator at all times.

The skills that you have been passed competent to perform are as follows:

Student competencies:

Level 1: Pitch Side First Aid, Sports Massage (this includes: effleurage, petrissage, vibrations, compressions, tapotement, dermal lifting, frictions, passive stretching, PNF, STR, SSTM).

Level 2: Peripheral examination and assessment methods (including special tests), taping and strapping, therapeutic exercise and peripheral mobilisations (Maitland technique), vertebral examination and assessment, vertebral mobilisations

Level 3: Peripheral nerve mobilisations, Kinesiology taping, Mulligan mobilisations (NAGS/SNAGS, MWMS), screening/prehab, kinetic control electrotherapy (Ultrasound, Interferential, TENS), sports trauma management.

Section Three: Professional Development

As part of your professional development during your clinical placement module you are required to partake in what is termed as 'reflective practice'. You are asked to reflect upon the learning experience by identifying and then evaluating learning objectives/goals for each clinical education experience undertaken. This process can be guided by completing the reflective practice template (see section form). This includes the following sections:

- 1.) Strengths/Weaknesses: Think of your developing strengths/weaknesses, interests that you would like to address whilst on placement.
- 2.) Learning objectives/goals: List some learning objectives/personal goals that you wish to achieve. These learning needs should be based upon the current strengths/weakness previously listed. These goals may be adapted during the beginning of placement after a discussion with your clinical educator. You may not be aware of the learning opportunities until the placement begins.

Section 1 and 2 should be completed before or at the beginning of placement.

- 3.) Outline of events: Provide a brief description of what you did/observed on your placement.
- 4.) Learning outcomes: Evaluate the learning experience by stating your learning outcomes. This can include the identification of areas of personal development or a list of new skills/treatment approaches that you have been introduced to.
- 5.) Action plan: State how this learning experience has influenced your future practice or development. Has it highlighted any areas that you now wish to address? If so

how will you do so? Are there any goals that you didn't achieve that you wish to carry forward on to future placements?

You are required to complete this framework for every placement that you attend as they will need to be included within your portfolios. One of your assessments will be to expand upon this framework and reflect upon one placement/clinical case in depth. Details of this assessment will be provided during the semester. However in the meantime you may wish to refer to the following reflective models which include additional questions that could be considered to reflect upon your clinical experience.



Looking in

- Find a space to focus on self
- Pay attention to your thoughts and emotions
- Write down those thoughts and emotions that seem significant in realising desirable work.

Looking out

- Write a description of the situation surrounding your thoughts and feelings.
- What issues seem significant?
- Aesthetics

What was I trying to achieve?

Why did I respond as I did?

What were the consequences of that for the patient/others/myself?

How were others feeling?

How did I know this?

- Personal

Why did I feel the way I did within this situation?

- Ethics

Did I act for the best? (ethical mapping)

- What factors (either embodied within me or embedded within the environment) were influencing me?
- Empirics

What knowledge did or could have informed me?

- Reflexivity

Does this situation connect with previous experiences?

How could I handle this situation better?

What would be the consequences of alternative actions for the patient/others/myself?

How do I *now* feel about this experience?

Can I support myself and others better as a consequence?

How available am I to work with patients/families and staff to help them meet their needs?

Reflective Practice

Placement:

Strengths/Weaknesses
Learning Objectives/Goals
Outline of events
Learning Outcomes
Action Plan

SHSS6060 Professional Practice

Placement Approval

This form needs to be completed and signed by the module tutor before the start of placement.

Student Name:	
Name and address of placement:	
Dates of the placement:	
Please delete: Observational OR Hands on Placement.	
Placement details:	
Name of the placement supervisor:	
Supervisor Qualifications (including year obtained):	
I am happy to supervise the above student for the dates stated on this form:	
Signed :	Date:
Programme Director	
Signed	Date:

SHSS6060 Professional Practice Hours Completed

Student Name:	
Name and address of placement	
Dates of the placement:	
Observational OR Hands on placement	
Hours Completed	
Signed Student:	Date:
Signed Placement Supervisor:	Date:

Supervision of Practical Competencies

For the completion of clinical educators supervising hands on placement.

Below is a list of practical competencies that the students are able to perform under the supervision of a clinical educator. Each student should present this form to you to complete so they are aware of their scope of practice whilst on placement.

Practical Competency	Agree to supervisor (please initial)
Sports Massage (to SMA level 4 standard)	
Peripheral joint examination and assessment	
Vertebral examination and assessment	
Electrotherapy (including ultrasound, interferential, TENS)	
Taping and strapping	
Peripheral joint mobilisations (Maitland technique)	
Therapeutic exercise (Rehabilitation)	
Kinesiology taping (KT1 and KT2)	
Specific soft tissue mobilisations	
Peripheral nerve mobilisations	
Mulligan techniques (MWMs, NAGS, SNAGS)	
Kinetic control	
Screening/Prehab	
Sports Trauma Management	

I agree to supervise the student performing the clinical skills above.

Signed (clinical educator):

Date: