



This document was developed for occupational and physical therapy practitioners who are interested in taking a student for a clinical rotation in hand and upper extremity rehabilitation. Included are resources and tips to help make it a successful experience for both the student and the clinician. If you are looking for a more comprehensive guide check out “The ASHT Guide for Clinical Educators”. Available at <https://asht.org/store>

1. Developing rapport with your student: It is important to develop an understanding of certain aspects of your student’s personality in order to facilitate the best learning environment. Below are a few things to go over with your student either during an interview or during the first week of the placement.
 - a. Discuss communication style
 - b. Discuss learning style (visual, audio, see-one/do-one, hands-on etc.)
 - c. Discuss preferred ways to receive feedback (verbal, written, combination, etc.)
 - d. Provide recommended study topics or materials
 - e. Provide orientation to the facility and review facility procedures to ensure your student feels like a member of the team
2. Setting a schedule:
 - a. *Educational review*: it can be handy to go over topics for your student to review in preparation for each week. A good way to help structure this review is by utilizing the **Student Guided Learning Workbook** provided in the student center of ASHT.
(https://asht.org/sites/asht/files/docs/2020/asht_guided_learning_in_hand_therapy_a_student_workbook_final_0.pdf)
 - b. *One-on-one meetings*: meeting with your student on a one-to-one basis away from patients and other clinicians will help to provide an open forum for questions and feedback as needed. The frequency of these meetings will depend on the learning and communication style of your student. During the interview or within the first week of the placement you should decide the frequency of these meetings and set aside time for them. It is helpful to discuss strengths, areas for improvement and ways you as a supervisor can help progress the student’s skills and achieve their goals.
 - c. Create a calendar for you and your student. Include orientation, anatomy/diagnosis review, staff meetings, one-on-one meetings.

3. Developing goals:
 - a. It is helpful for a student to both understand their expectations and take ownership over their clinical learning during their fieldwork placement.
 - b. Depending on the student, consider setting daily, weekly or monthly goals to help guide their experience.
4. Evaluation/Treatment planning:
 - a. Begin with observation to teach evaluation and treatment planning.
 - b. Progress the student's skills and independence based on their learning style. For instance, if the student learns "by doing," have the student perform parts of the evaluation first (e.g., take the occupational profile/subjective) and then progress to the objective measures.
 - c. All students will reach independence in various aspects of evaluation and treatment at their own rate. Helping them to identify their strengths and weaknesses in various areas during one-on-one meetings will help cater to their individual needs and support their ability to be an independent clinician by the end of their placement.

For more guidance check out "The ASHT Guide for Clinical Educators". Available at <https://asht.org/store>