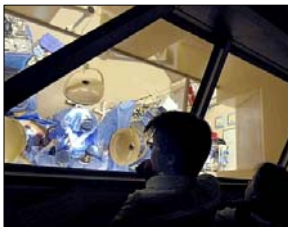


Optional Activities during Placements

Suggestions for activities when caseloads are low on your placement

It is important for students to have as much “hands on” experience as possible during their clinical placements. When caseloads are down or appropriate clients are not available in the student’s assigned area, the preferred option is for students to be temporarily moved to another clinical area or caseload so that they can continue to get as much practical experience as possible (it is understood that this may involve a change in practice area). However, if this option is impractical, the following list contains suggested learning activities which may be appropriate for times when caseloads are low. Students as well as supervisors should be proactive in planning for quiet times, and should be able to suggest activities relevant to the learning needs.



- Attendance at rounds, case conferences, inservices or relevant meetings.
- Observation of surgery, tests or other procedures relevant to the student’s caseload.
- Shadowing of other health care professionals, particularly those involved in the clinical care of clients assigned to the student; also observation of those in non-clinical roles such as clinic or case managers, or those in other leadership or administrative positions.
- Shadow a PT assistant and interview them about their scope of practice and what a typical day looks like for someone in their role.
- Follow a patient through the continuum of care. For example, observe patients similar to those on the student’s caseload in other phases of their injury or disease (if the student is in acute care visits could be made to Home care or Rehabilitation, or vice versa).
- Case studies (including theoretical plans of care) for other clients on the unit or in the clinic.
- Literature searches around topics relevant to the clinical caseload.
- Solving a clinical question or problem, for example streamlining a non-client-related procedure (such as wait list management or scheduling).
- Preparation of patient education materials on topics relevant to the student’s caseload.

This is only a start – there are many other activities which may be appropriate to a specific clinical environment. Feel free to be creative!