

## CREDENTIALED CLINICAL INSTRUCTOR PROGRAM LEVEL II (CCIP II)

### Pre-Course Participant Assignments

#### Complete:

- APTA's [online Professionalism Series](#), including
  - Module 1: Introduction
  - Module 2: History of Professionalism in Physical Therapy
  - Module 3: Ethical Compass

This assignment will prepare participants for the discussion and cases addressed during the onsite program in *Section III: Professionalism of the Credentialed Clinical Instructor Program Level II*.

#### Read:

- The following journal articles from the APTA publication [Physical Therapy \(PTJ\)](#):
  - [Using Clinical Outcomes to Explore the Theory of Expert Practice in Physical Therapy](#)  
For this reading, participants should focus on the concepts of clinical outcomes as related to expert practice.
  - [Expert Practice in Physical Therapy](#)  
For this reading, participants should obtain a broad understanding of the description and hallmarks of expert practice.
  - [A Tool for Clinical Reasoning and Reflection Using the International Classification of Functioning, Disability and Health \(ICF\) Framework and Patient Management Model](#)  
For this reading, participants should focus on the use of reflection to promote clinical reasoning, and consider if portions of the tool would enhance clinical teaching.
  - [Development of an Expert Clinical Instructor: A Theoretical Model for Clinical Teaching in Physical Therapy](#)  
For this reading, participants should focus on the use of reflection to move toward expert clinical instruction, and the CI Expertise in Action Model.

#### Optional:

- The following journal article from the APTA publication [Physical Therapy \(PTJ\)](#):
  - [Examining Diagnostic Tests: An Evidence-Based Perspective](#)  
For this reading, participants should focus on the concepts of evidence-based practice related to specificity, sensitivity, likelihood ratios, and prediction rules.
- The following journal article from the [Pediatric Physical Therapy Journal \(PPTJ\)](#):
  - [Connecting Classroom, Clinic, and Context: Clinical Reasoning Strategies for Clinical Instructors and Academic Faculty](#)  
If choosing to complete this reading, participants should focus on the development of reflection across the continuum, and the teaching and learning tools.