

PHTH 652: INTEGRATED CLINICAL EXERCISE REHABILITATION

Credits: 3

Prerequisites: Successful completion of all U3/qualifying year courses including PHTH 552 Cardiorespiratory Rehabilitation.

Course Coordinator:

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Instructors: Nancy Alarie, PT; Julio Fiore, PT, PhD; Isabelle Gagnon, PT, PhD; Sarah Marshall, PT, MSc; Ana Maria Moga, PT, MSc; Richard Preuss, PT, PhD; Shawn Robbins, PT, PhD; Isabelle Pearson, PT, MSc; Claire Perez, PT, MSc; Marc Roig Pull, PT, PhD; Shirin Shallwani, PT, MSc; Timothy Wideman, PT, PhD; Adriana Venturini, PT, MSc.

Access to instructor: Office hours by appointment. Please email to make an appointment.

Time of lectures: This course will generally be held on Fridays 8:30-11:30 am (exceptions to be noted on the class schedule).

Course structure: This course will consist of one three (3) hour class per week over a 13-week semester.

Calendar Course description: This case-based course aims to provide students with an in-depth knowledge of exercise rehabilitation as a preventative and therapeutic tool in patients with multimorbidity. This course builds on previously acquired knowledge of exercise physiology and aims to enhance critical thinking and problem-solving skills through interactive lectures and clinical reasoning workshops.

LEARNING OUTCOMES: On completion of this course, the student will achieve the following core competencies as they relate to the roles for physiotherapists¹ in the context of the physiotherapy practice:

Expert:

1. Describe how the pathophysiology underlying selective chronic conditions and disabilities affect the response of the major physiological systems (respiratory, cardiovascular, neurological, and musculoskeletal) to exercise.
2. Describe the preventative and therapeutic benefits as well as the chronic adaptations that result with exercise in clients with multimorbidity.

3. Identify the indications, risks and contraindications associated with engaging special populations with complex problems and comorbid conditions in exercise.
4. Analyze, interpret and integrate assessment data relevant to evaluation of aerobic fitness, functional exercise capacity, strength, flexibility, balance and coordination of selective populations, taking into account the medical, environmental and psychosocial aspects.
5. Develop an appropriate therapeutic exercise prescription plan for special populations by applying principles of evidence-based practice whilst accommodating the individuals' specific physical disabilities and complications or comorbidities.

Collaborator:

6. Establish and maintain inter-professional relationships, during group assignments and presentations.

Communicator:

7. Demonstrate effective and appropriate verbal, nonverbal, and written communication when interacting with peers and instructors when appropriate throughout the course.

Scholarly Practitioner:

8. Apply skills in literature searching, information retrieval, and critical appraisal to (i) update knowledge of clinical conditions/procedures and (ii) evaluate the effectiveness and safety of therapeutic exercise programs.

(¹ Essential Competency Profile for Physiotherapists in Canada, October 2009)

COURSE MATERIALS:

Required textbook: Can be purchased through the McGill bookstore.

- Pescatello, LS senior editor, Arena R, Riebe D, Thompson PD, associate editors. ACSM's Guidelines for Exercise Testing and Prescription. 9th ed. Baltimore (MD): Lippincott Williams & Wilkins; 2014.
- Additional preparatory reading for each class will be posted on MyCourses. Students are strongly encouraged to read the assigned readings prior to class and be prepared for the discussions in class.

Copyright of course materials: Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

EVALUATION

1. Written summary of the preparatory readings (in group) (15%) + attendance in all classes (5%) = 20%
2. Group Written Term Paper = 35%
3. Final Exam (new clinical case; individual work in the classroom; open book) = 45%

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Special Requirements for Course Completion and Program Continuation:

In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in the graduate calendar on University regulations regarding final and supplemental examinations. This course falls under the regulations concerning individual and group evaluation. Please refer to the section on Marks of the Rules and Regulations document.

Attendance: Students are required to attend all scheduled classes.

Right to write in (English or in) French: In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Plagiarism/Academic Integrity: [Amended by Senate on April 17, 2013]: McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#).

Disability: As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.

Technology in Class: Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

Online Course Evaluations: Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying situations where a course or instructor needs assistance. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed in order to facilitate student learning