

# PHTH 623 DIFFERENTIAL DIAGNOSIS AND MANAGEMENT

## ***General Information***

**Credits:** 3

**Prerequisites:**

Successful completion of all U3/qualifying year courses including Clinical Affiliation requirements

**Instructors:** Isabel Audette, Pht, FCAMPT, MSc (Faculty lecturer & Coordinator)  
Frangiska Xenopoulos Pht, MCISc FCAMPT (Faculty lecturer)  
Chantal Ball Pht, MCISc FCAMPT (Sessional)  
Crystal Garnett Pht (Faculty Lecturer)  
Jasmine Pollice, Pht (Sessional)  
Claudia Brown, Pht (Guest Lecturer)

**Access to the Instructor:**

Isabel Audette:

E-Mail: [isabel.audette@mcgill.ca](mailto:isabel.audette@mcgill.ca)

**Course Description:**

This course is the third in a series of three where more complex musculoskeletal conditions will be addressed in order to provide students with higher level of Physical Therapy skills in patient evaluation and treatment.

The course will focus on a case-based, client-centered approach following the SOAPIE format. The course will provide M1 students with the opportunity to build upon their previous musculoskeletal skills and to integrate assessment and treatment approaches with client care experiences gained from their clinical rotations.

**Course Structure:**

The course is made up of a combination of short lectures, group discussion and directed labs for five (5) hours a week over 13 weeks. The course emphasizes a gradual increase in student responsibility for course matter.

Open labs will be scheduled based on the availability of instructors and facilities as per students' request.

Weekly:

Lecture: Monday 8h05 to 9h55 (2h)

Lab class & CRW: Wednesday 8h05 to 10h55 (3h)

## **Learning Outcomes**

### **General Learning outcomes:**

Building on previously learned orthopaedic knowledge, the student will be able to assess and treat clients of different ages with more complex conditions affecting the musculoskeletal system.

### **Specific learning outcomes:**

Reference to key physiotherapy competencies<sup>1</sup>: Expert (E), Communicator (Com), Collaborator (Col), Manager (M), Advocate (A), Scholarly Practitioner (S), Professionalism (P)

On completion of this course the student will be able to:

#### **1. Demonstrate evidence of theoretical knowledge and practical skills in the following areas relevant to musculoskeletal rehabilitation:**

- a. Pain with complex aetiology (E)
  - i. Facilitated segment
- b. Complex musculoskeletal pathologies and associated symptoms (E)
  - i. Temporomandibular joint dysfunctions
  - ii. Dizziness
  - iii. Headache
  - iv. Peripheral neuropathy of the upper extremity
- c. More complex objective components of a physical therapy assessment including manual therapy techniques (E)
  - i. TMJ assessment
  - ii. Dizziness protocol
  - iii. Extremities – more advance manual therapy techniques
  - iv. Cx spine PPIVM and AP
  - v. Lx spine using PPIVM
  - vi. SI joint PPIVM
  - vii. Neuromeningeal assessment
- d. Pelvic floor and related structures: (E)
  - i. Describe the basic anatomy
  - ii. Describe the basic physiology of the urinary system and lower digestive tract.
  - iii. Discuss pelvic floor dysfunctions in relation to urinary, ano-rectal and sexual disorders.
  - iv. Demonstrate knowledge in the physiotherapy approach to pelvic floor dysfunction (evaluation, treatment and outcome measures).

<sup>1</sup> Essential Competency Profile for Physiotherapists in Canada, October 2009.

**2. Integrate the theoretical knowledge and practical skills described above in order to perform a physiotherapy assessment of clients with more complex musculoskeletal conditions affecting the extremities and spine.**

- a. Demonstrate effective, professional verbal and written communication skills in order to:
  - i. Interact with clients, care-givers and other health care professionals in a manner which promotes: the clients' and/or care-givers' dignity and autonomy, respectful, ethical and professional relationships (Com, Col, P, A)
  - ii. Conduct an appropriate, thorough and focused client interview (E, Com, A)
  - iii. Document a client assessment including the findings of standardized outcome measure using the SOAPIE format (P, Com)
  - iv. Document the findings of standardized outcome measures (P, Com)
- b. Select relevant subjective and objective findings (E, Com)
- c. Select and apply manual therapy techniques and evidence based special tests appropriate to a patient's condition (E)
- d. Ensure a safe environment for client and therapist at all times. (E, M)
  - i. Select contraindications to manual therapy
  - ii. Report "red flags" which indicate the presence of serious pathology (and need for physician referral).
- e. Demonstrate professionalism and leadership (Com. Col P)

**3. Apply clinical reasoning skills in order to establish a physiotherapy diagnosis**

- a. Analyse and synthesize the subjective and objective findings in order to: (E, P)
  - i. Choose the structures that could be at fault
  - ii. Predict the severity, irritability and nature of the condition
  - iii. Justify significant clues related to the patient's condition
  - iv. Interpret manual therapy techniques and special tests
  - v. Analyse more complex working hypotheses
  - vi. Generate an evidence-informed physiotherapy diagnosis
  - vii. Formulate a realistic prognosis, anticipate frequency of visits and discharge planning
  - viii. Select appropriate outcome measures
  - ix. Elaborate a physiotherapy progress note

#### 4. Design a more complex evidence-informed intervention plan related to the physiotherapy diagnosis

- a. Formulate a problem list based on the WHO International Classification of Functioning, Disability and Health Model (E, P)
- b. Elaborate a complex clinical impression (E, S, P)
- c. Invent short and long-term client-centered goals (E, S, P)
- d. Educate client regarding his/her condition and its overall management
  - i. Promote active self-management (E, A, Com)
- e. Create an intervention program based on client's status and stated preferences (E)
- f. Re-evaluate and modify an intervention plan and treatment according to [client's/client's](#) response and progress (E)
- g. Justify the need for referral to other services (E, Col)
- h. Judge when client discharge is appropriate (E)

### **Course Content**

The structure of the course is divided into three (3) modules as follows:

- 1) Upper quadrant
- 2) Lower quadrant
- 3) Pelvic floor

### **Instructional Method**

The course consists of lectures, labs and clinical reasoning workshops to prepare the students for differential diagnosis in clinical setting.

### **Course Materials**

#### **Required Text:**

Whitmore, S., Gladney, K. & Driver, A. (2008). [The upper Quadrant: A workbook of Manual Therapy Techniques](#), 2nd Edition. Whitmore Physiotherapy Consulting Inc. Canada.

Whitmore, S., Gladney, K. & Driver, A. (2008). [The lower Quadrant: A workbook of Manual Therapy Techniques](#), 2nd Edition. Whitmore Physiotherapy Consulting Inc. Canada.

**Optional text:** will be available at the library

Dutton, M. (2008). *Orthopaedic Examination, evaluation and intervention*. 2<sup>nd</sup> ed. McGraw-Hill.

## **Assignments and Evaluation**

**Participation** **5%**

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Spot check – 1 spot check

### **Midterm Exam:**

**Practical exam (OSCE)** **15%**

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Monday Oct 27 am & Wednesday Oct 29 am

**Written exam** **25%**

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### **Final Exam:**

**Practical exam (OSCE)** **15%**

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Monday Dec 15 am & Tuesday Dec 16 pm

**Written exam** **30%**

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Date TBA

**Assignments** **10%**

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Four (4) case Hx

Participation marks (2%)

Graded marks (8%)

Group of 5 students

***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. This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on Marks on pages 12-13 of the Course Guide.

## **McGill Policy Statements**

### **Plagiarism/Academic Integrity:**

***“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”*** (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

*« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/)). »*

### **Right to submit in English or French written work that is to be graded:**

***“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.”***

*« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »*

### **Consequences of not completing assignments as requested:**

An individual who does not complete a required assignment and does not have a university recognized reason for deferral would receive a 0 in that portion of the evaluation.

### **Disability:**

*"If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the [Office for Students with Disabilities](#) at 514-398-6009 before you do this."*

### **Copyright 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.

**Attendance:**

Students are expected to attend **all lectures** and are required to attend **all clinical reasoning workshops and labs**. **Students who have missed more than 15% of laboratory or small group sessions, without prior approval, will have a 10% deduction of their final grade.** This rule applies to labs and to all required workshops, seminars or professional activities.

**Dress Code:**

Appropriate clothes (i.e. shorts and T-shirt) will be required for all labs.

**Professional Conduct:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

**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.