COURSE GUIDE

B.Sc. PHYSICAL THERAPY U-3

2001-2002

IMPORTANT DATES

Term A:  Registration Period  Mar. 12 to July 18, 2001
Labour Day  Sept. 3, 2001
First Day of Classes  Sept. 5, 2001
Course Change (drop/add period)  Sept. 5 - 16, 2001
Thanksgiving Day  Oct. 8, 2001
Last Day of Classes  Nov. 2, 2001
Examination Period  Nov. 5 - 9, 2001
Clinical Rotation  Nov. 12 - Dec. 14, 2001

Clinical Rotation  Jan. 7 - Feb. 8, 2002
First Day of Classes  Feb. 11, 2001
Course Change (drop/add period)  Nov. 5, 2001 - Jan. 20, 2002
Study Break  Feb. 25 - Mar. 1, 2002
Last Day of Classes  Apr. 15, 2002
Examination Period  Apr. 16 - 30, 2002
Easter  Mar. 29 - Apr. 1, 2002

CLINICAL PERIODS

U3 - Two 5 Week Block Rotations

581-420A:  November 12 to December 14, 2001

581-421B:  January 7 to February 8, 2002
## OVERALL COURSE STRUCTURE

- Curricula Plan B.Sc. Physical Therapy 2001-2002 .......................................................... 1
- List of required courses for B.Sc. (OT) & B.Sc. (PT)........................................................ 2

## PROFESSIONAL COURSE DESCRIPTIONS

### COMBINED PHYSICAL & OCCUPATIONAL THERAPY THIRD YEAR COURSES

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<th>Course Title</th>
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<td>582-401A</td>
<td>RESEARCH METHODS</td>
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<tr>
<td>582-445B</td>
<td>ADMINISTRATION/MANAGEMENT</td>
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### PHYSICAL THERAPY THIRD YEAR COURSES

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<th>Course Code</th>
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<tr>
<td>581-420A</td>
<td>CLINICAL AFFILIATION IV</td>
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<td>CLINICAL AFFILIATION V</td>
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<td>COORDINATED REHABILITATION II</td>
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<td>581-438B</td>
<td>FITNESS/INJURY MANAGEMENT</td>
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<td>582-447A</td>
<td>SPECIALIZED AREAS OF PRACTICE</td>
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<tr>
<td>582-446B</td>
<td>CURRENT TOPICS IN REHABILITATION</td>
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# U3 CURRICULA PLAN - 2001-2002 - PHYSICAL THERAPY PROGRAM

## FALL: TERM A

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Exams</th>
<th>Clinical Block</th>
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<tr>
<td>Sept 5 - Nov 2</td>
<td>Nov 5 - 9</td>
<td>Nov 12 - Dec 14</td>
<td>Jan 7 - Feb 8</td>
<td>Feb 11 - Apr 15</td>
<td>Apr 16 - 30</td>
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<tr>
<td>582-401A RESEARCH METHODS</td>
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<td>581-421B CLINICAL AFFILIATION V</td>
<td>3cr</td>
<td>582-445B ADMINISTRATION / MANAGEMENT</td>
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<tr>
<td>581-432A PAIN MANAGEMENT</td>
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## WINTER: TERM B

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<tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Feb 11 - Apr 15</td>
<td>Apr 16 - 30</td>
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### Note:
- 581 - PT
- 582 - OT/PT
Term A: Sept. 5 to Dec. 14, 2001
Courses: Sept. 5 to Nov. 9, 2001 (to include exam week)
Clinical: Nov. 12 to Dec. 14, 2001

Term B: Jan. 7 to Apr. 30, 2002
Clinical: Jan. 7 to Feb. 8, 2002
Courses: Feb. 11 to Apr. 15, 2002
Exams: Apr. 16 to Apr. 30, 2002

### 2001-2002 OCCUPATIONAL THERAPY PROGRAM - U3

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>582-401A</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>580-424A</td>
<td>Splinting and Orthotics</td>
<td>2</td>
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<tr>
<td>580-436A</td>
<td>OT Practice V: Medical &amp; Surgical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>580-437D</td>
<td>OT &amp; Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>580-438A</td>
<td>Psychosocial Theories in OT</td>
<td>3</td>
</tr>
<tr>
<td>580-440B</td>
<td>Prevocational &amp; Vocational Rehabilitation</td>
<td>2</td>
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<tr>
<td>580-441B</td>
<td>Advanced Technology/Ergonomics</td>
<td>2</td>
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<tr>
<td>582-445B</td>
<td>Administration/Management</td>
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<tr>
<td>Term A or B</td>
<td>One professional specialty course</td>
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<td>580-420A</td>
<td>Clinical Affiliation IV</td>
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<tr>
<td>580-422B</td>
<td>Clinical Affiliation V</td>
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</tbody>
</table>

**TERMS A & B - TOTAL CREDITS** 30

### 2001-2002 PHYSICAL THERAPY PROGRAM - U3

<table>
<thead>
<tr>
<th>Course Number</th>
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<td>Pain Management</td>
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<td>Coordinated Rehabilitation I</td>
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<tr>
<td>581-434B</td>
<td>Biomechanics</td>
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<td>Coordinated Rehabilitation II</td>
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<td>Fitness/Injury Management</td>
<td>2</td>
</tr>
<tr>
<td>582-447A</td>
<td>Specialized Areas of Practice</td>
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</tr>
<tr>
<td>582-446B</td>
<td>Current Topics in Rehabilitation</td>
<td>2</td>
</tr>
</tbody>
</table>
582-401A - RESEARCH METHODS

Credits: 3

Lecturer: N. Korner-Bitensky (Coordinator)


STRUCTURE

Two 2-hour interactive sessions per week for nine weeks in addition to 1 hour weekly of self-directed learning or seminar work.

OBJECTIVES

This course is not designed to create a researcher. It will enable the graduating therapist to make sense of the vast amount of literature in rehabilitation.

Upon completing the course the student will be able to:

1. Search various computer and off-line data sources to review a topic of interest.
2. Critique an article, presentation at a conference or seminar. This ability to critique will enable the student to make informed treatment choices with clients.
3. Understand how to choose a measurement tool for use in clinical practice. The choice will vary according to the student's purpose.
4. Sit on an Ethics Committee that reviews rehabilitation protocols. Almost all hospitals have formed or are now forming Ethics Committees.
5. Design a program evaluation. There are many new programs being initiated in rehabilitation. With these initiatives comes the responsibility of evaluation.
6. Understand various research designs and when they are used.
7. Be aware of the main areas of research in rehabilitation that are currently underway.
8. Be able to prepare a questionnaire for use with other health professionals, with family or with clients. Questionnaire design requires special knowledge if the responses are to be of any value.
9. Understand the study of cost, cost-effectiveness and cost-benefit. These issues are especially relevant for therapists today!
10. Last but not least, it is hoped that the student will see participation in research as a way of life for the graduate therapist and not a dreaded event to be discarded after graduation.
COURSE SCHEDULE

Day and Time to be announced

# 1 overview, surveys, sampling frame
#3 statistics that tell the wrong story
#5 reliability, validity, diagnostics
#7 case-control studies
#9 randomized clinical trials

#2 questionnaire design, outcome measures
#4 cross-sectional studies
#6 cohort studies
#8 association versus cause
#10 evidence based therapy

In class Quiz (45 minutes)

#11 Thanksgiving Holiday
#13 asking a research question/ethics in research
#15 critical review process
#17 program evaluation

In class Quiz (45 minutes)

#12 quasi-experimental design
#14 cross-over studies
single subject design
#16 critical review process
#18 cost, cost-effectiveness, gambles

Articles to be placed in topic leaders box.

#19 selected topics discussion
In class Quiz (45 minutes)

#20 seminars for selected topics
held in small classrooms (TBA)

REQUIRED TEXT

No required text. Syllabus and readings will be supplied. Reference readings for specific topics are indicated.

EVALUATION

Oral Presentation of Topic 10 %
Written Presentation of Topic 25 %
Quiz #1 30 %
Quiz #2 35 %
COURSE STRUCTURE

The course geared to Physical and Occupational Therapy will consist of lectures/seminars/presentations over an eight week period on Monday and Wednesday mornings from 9:30 a.m. - 12:30 p.m. starting February 11 to April 15, 2002.

COURSE OBJECTIVES

As the practice of Physical and Occupational Therapy shifts from a hospital/rehabilitation base to ambulatory care, the community and the private sector, increased business and management skills are needed. This course is designed to incorporate business administration as it pertains to the health field to include organizational and management knowledge for the development of skills and behaviours required to support practice both in the public and the private sector. It incorporates an understanding of organizational and change theory, as well as marketing and entrepreneurial strategies.

These skills and behaviours in administration and management are developed and refined with experience gained following graduation, and are not expected to be well developed in the entry-level practitioner.

Thus, the skills and behaviours anticipated in the new graduate will involve knowing where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to administration and management functions which may be required in the work situation. Life-long learning in the area of administration/management is an anticipated outcome.

The goal of this course therefore is to sensitize students to the administrative and management processes appropriate for the changing roles that the physical or occupational therapy graduate will have in the years to come.

LEARNING OUTCOMES

Based on a knowledge of organizational theory, management, health care and human resource policies, the student shall be able to:

1. position the professions of Occupational and Physical Therapy in relation to legislation, health professional organizations and unionization;
2. relate professional ethics and the law to professional practice;
3. apply the dimensions of Codes of Ethics to the practice of Occupational and Physical Therapy.
4. given public and private rehabilitation facility situations:
   a) identify the administrative tasks involved in their management;
   b) identify and prepare pertinent facility records and reports and indicate how they are used and maintained;
   c) design a rehabilitation facility for each setting taking into account the specific client population needs
and the economic, architectural and resource factors and merits;

d) understand and apply marketing principles;

c) outline a total quality management control program including risk and utilization parameters;

5. analyse the intricacies of interpersonal relationships and team interactions within the health care system;

6. identify and provide positive reenforcing recommendations for interpersonal relationships and team management.

COURSE CONTENT

A. Principles of Organizational Theory:
- organizational design and behaviour theory
- development and strategy
- organizational change theory and strategy
- organizational restructuring
- governance

B. Principles of Management Theory to Include:
- development of mission and mandate
- leadership theory
- facilitation of teams
- program and service delivery planning
- matrix and program management and evaluation
- quality management, quality improvement, quality assurance, risk management
- policies and procedures - purpose and development
- departmental planning in public and private sectors

C. Strategic Information Management:
- outcome/effectiveness indicators and charting
- management information, productivity and service utilization
- client-based information systems (case mix, grouping, methodologies and clinical records)
- market and business analysis
- privacy/confidentiality requirements and responsibilities

D. Human Resource Policy, Planning and Management:
- recruitment, selection, retention, evaluation
- compensation systems
- supervision, delegation and facilitation
- labour relations - impact on workplace, work teams, conflict resolution
- curriculum vitae/resume - preparing and interpreting
- job interview process, job preview process
- employee assistance, e.g. stress management counselling
- alternative employment contracts
- equity issues

E. Fiscal Resource Management Including:
- budgeting process
- productivity
- cost-effectiveness

F. Modes of Service Delivery Including:
- institutional practice
- private practice
- community based practice including health management organizations (HMOs), local community health
clinics (CLSCs)
C industrial/worksite based practice
C evidence-based practice

G. Standards of Practice Issues:
C efficiency
C efficacy
C appropriateness
C cost effectiveness
C outcome measures
C ethical/legal considerations

H. Marketing and Entrepreneurial Strategies:
C environmental analysis
C developing the business plan and requests for proposal
C outsourcing on non-core competencies, e.g. technical writing, public relations
C strategic marketing
- business marketing, strategic business planning
- social marketing

REQUIRED READINGS
To be assigned by different lecturers.

RECOMMENDED READINGS

Bailey, D.M. & Schwartzberg, S.L. Ethical and Legal Dilemmas in Occupational Therapy. F.A. Davis.


The Canadian Patient's Book of Rights - Lorne Elkin Rozovsky.


EVALUATION

1. Group OT/PT Project 60%
   a) Presentation (scheduled during last 5 classes) (25%)
   b) Paper (due last day of class) (35%)
COURSE STRUCTURE

These two courses are the fourth and fifth of the five Clinical Affiliation courses which commenced in U1 and continue over the three years of the program. Clinical experience in the various McGill teaching Hospitals or other accredited centres is provided. The student is given the opportunity to practice physical therapy, to observe in other clinical disciplines and participate in teaching rounds and in service education. An evaluation of performance is given for each rotation by the supervising therapists who use the clinical assessment form, *Clinical Performance Instrument*, shown on the following pages. The final evaluations for these rotations will be used to judge the clinical competence of the student in the overall clinical affiliation program. Each of the five clinical affiliations must be passed sequentially.

If a student does not achieve a satisfactory standing on a particular rotation, **IT MUST BE REPEATED AND A SATISFACTORY LEVEL OF ACHIEVEMENT MUST BE OBTAINED.** If a student is unsuccessful in the repeat rotation, he/she will be asked to withdraw from the program. Every effort will be made to arrange the repeat rotation within the three-year period. As this, however, is not always possible, students required to complete an additional clinical rotation should be prepared to convocate in the Fall of the final year. **Please note that only one rotation may be repeated if failed. A failure of any subsequent Clinical Affiliation course will require the student to withdraw from the program.** Satisfactory standing in all required professional courses and clinical placements each year are mandatory to be able to continue in the Physical Therapy program. Students must complete the appropriate professional courses before undertaking the designated clinical course for their level of training. If a clinical placement has to be deferred which would lead to it being completed out of the specified program sequence of professional-clinical-professional courses, the student may not be given permission to take the subsequent professional courses until that clinical placement has been successfully completed. This would lead to delayed graduation.

Please refer to section *f)* of the *Academic Advancement in the Academic Regulations*. These regulations apply to all five clinical affiliation courses given over the three years.

OBJECTIVES

The purpose of the clinical training program is to:

1. provide opportunity for the integration and application of theoretical knowledge of the basic and clinical sciences;
2. encourage the student to make use of all resources to supplement and reinforce the material covered in the academic curriculum;
3. provide guidance in the performance of effective evaluation procedures;
4. develop observational, analytical and interpretive abilities for effective evaluation of the patient and planning of treatment goals;
5. develop student's ability to design appropriate treatment programs and modify them according to the changing
status and safety of the patient;

6. develop student's ability to execute effective therapeutic procedures;

7. develop student's organizational ability so as to make optimal use of time;

8. develop qualities necessary for effective interpersonal relationships (with patients, other health care professionals and non-professional staff);

9. develop verbal and written skills;

10. develop professional behaviour in accordance with the existing code of ethics of the O.P.Q.;

11. define and strive for achievable outcomes;

12. use differential diagnosis and predict prognosis.

CONTENT

Rehabilitation, trauma, surgery, cardio-respiratory, geriatrics, paediatrics, community care.

The Physical Therapy Program is made up of 105 credits of academic and clinical courses given over three years in seven semesters. The five Clinical Affiliation courses make up over 1000 hours of clinical practice and have a course value of 18 credits. These clinical affiliations start in Term B of Year one, incorporate a summer semester of 12 weeks between Years two and three and finish with a fall and winter block in Year three.

<table>
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<tr>
<th>U1</th>
<th>Winter Term</th>
<th>581-220B</th>
<th>6 weeks</th>
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<tr>
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<td>Summer Term</td>
<td>581-320C</td>
<td>6 weeks</td>
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<td>Winter Term</td>
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Clinical Session Dates - 2001-2002

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<tr>
<th>U1</th>
<th>Session I</th>
<th>March 18 - April 26, 2002</th>
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<tr>
<td>U2</td>
<td>Session II*</td>
<td>April 29 - June 7, 2002</td>
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<td>U2</td>
<td>Session III</td>
<td>June 10 - July 19, 2002</td>
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<tr>
<td>U2</td>
<td>Session IV</td>
<td>July 22 - August 30, 2002</td>
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*Only two of the three sessions in the Summer Term must be completed by U2 students.

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<th>U3</th>
<th>Session V</th>
<th>November 12 - December 14, 2001</th>
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<tr>
<td>U3</td>
<td>Session VI</td>
<td>January 7 - February 8, 2002</td>
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</table>

DRESS CODE

Each student is responsible to purchase the following for use in the clinical setting: full length navy blue or black pants; white top either polo style or shirt with sleeves; plain white or navy sweater may be worn over the shirt. Walking shoes (no canvas shoes or sandals) and matching socks are required. An identification tag (purchased through the Students Society) is compulsory and must be worn on the outside of the shirt or sweater at all times when in the
clinical setting.

REQUIRED TEXT

To be announced.

HOSPITAL EVALUATION

For each rotation the student is required to complete the "Student Evaluation of Hospital Affiliation" form. The completed form must be handed to the Centre Coordinator of Clinical Education on the last day of the rotation. As well, students must complete a self evaluation form.

STUDENT EXPERIENCE BOOKLET

During the clinical program the students are required to complete the appropriate clinical experience sheet. The booklet is made available in March of the first year of studies and must be picked up from Room D5 by March 15. The student is responsible to enter the information on each rotation and present it to the next hospital. Following completion of the final rotation in U3 the completed booklet must be returned to the Academic Coordinator of Clinical Education, Room D7, Davis House. Failure to do so may result in a delay of final clinical mark.

HOSPITAL HANDBOOK

Prior to (one week before) the beginning of a rotation the student must obtain the Hospital Handbook from the Clinical Affiliation Office (D5). The student is expected to read it before the start of the rotation.

IMMUNIZATION

Reminder: All students must have obtained the immunization card from the McGill Student Health Services before entering the first clinical placement. This card indicates that the student has the necessary inoculations for clinical practice. The card must be presented to the Centre Coordinator of Clinical Education on the first morning of each clinical practice period.

Failure to complete the required tests before the Clinical Periods will result in the student being unable to enter the clinical setting.

CARDIOPULMONARY RESUSCITATION

Reminder: It is compulsory that all students have a valid up-to-date CPR certificate before entering each clinical placement. This certification must be maintained over the three years of the program.

Failure to attain a valid CPR certificate Level C before the Clinical Periods will result in the student being unable to enter the clinical setting.
Credits: 3

Lecturers: A. Lamontagne (Coordinator), Guest Lecturers

COURSE STRUCTURE

The Pain Management course will be given two mornings per week on Mondays from 9:00 a.m. - 11:00 a.m. and Wednesdays from 9:00 a.m. - 11:30 a.m. starting September 14 to October 31, 2001. There will also be courses on Thursday mornings, October 4, 11, 18, 25, 2001 from 9:00 a.m. - 11:00 a.m.

The final examination will be held during the November examination week, November 5-9, 2001.

Students will attend lectures and student presentations and will participate in clinical problem solving sessions.

GOALS

Terminal outcome: At the end of this course, students will be able to evaluate pain, set treatment goals, plan and apply an efficient treatment to reduce pain using physical agents and rehabilitation approaches.

OBJECTIVES

Following attendance and active participation in the class, the student will be able to:

1. Explain the anatomical and physiological basis of pain.

2. Explain the current theories underlying the physical, psychological and pharmacological basis of pain relief.

3. Recognize how age, gender, culture and the environment contribute to the pain experience and must be considered in the assessment and management of pain.

4. Assess the client's pain experience, i.e. the physical, emotional and cognitive components of pain.

5. Distinguish between acute and chronic pain, and identify the differences in the assessment and management of these two types of pain.

6. Plan an individualized, effective treatment to reduce pain, using physical agents (including thermotherapy, hydrotherapy, electrotherapy, manual therapies and exercises.

7. Be familiar with the psychological and pharmacological intervention to treat pain, and the multidisciplinary approach of pain clinics.

8. Adopt a critical appraisal perspective toward the use of assessment and intervention strategies.

REQUIRED TEXTS

Course Pack.

**RECOMMENDED TEXT**


**EVALUATION**

- Quizzes (3 x 5%) 15%
- Assignment 10%
- Case presentation (oral) 25%
- Final exam (short answers) 50%
COURSE STRUCTURE

This lecture/seminar/practical course will be held from September 11 to November 1, 2001 on Tuesdays and Thursdays as scheduled. It will be divided into three sections as follows:

<table>
<thead>
<tr>
<th>Section</th>
<th>Course Description</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>Obstetrics</td>
<td>September 11 to October 2, 2001</td>
</tr>
<tr>
<td>Section B</td>
<td>Career Planning in Health Care</td>
<td>October 9 to October 16, 2001</td>
</tr>
<tr>
<td>Section C</td>
<td>Ethical Dimensions of Health Care</td>
<td>October 18 to November 1, 2001</td>
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Section A - Obstetrics

OBJECTIVES

This theoretical and practical section is to provide the student with the basic theoretical knowledge and its application in the area of obstetrical management including medical and nutritional aspects.

REQUIRED TEXT


Section B - Career Planning in Health Care

OBJECTIVES

This section is designed to go through the steps of Career Planning for the new graduate. Provincial, national and international job possibilities will be explored including the regulations presently in force in each locale. Writing a résumé and cover letter appropriate to a particular job will be a requirement of the course. There will also be an opportunity to develop skills in the interview process.

Section C - Ethical Dimensions of Health Care

OBJECTIVES

This section will explore the elements of ethics and the elements of law related to the health care field and professional practice. A case-based approach will be used in resolving ethical problems.

REQUIRED TEXTS


Readings will be assigned as necessary.
EVALUATION

Section A: Written Examination - October 11, 2001 60%
Section B: Preparation of Résumés and Cover Letters 10%
Section C: Case-based Project/Report 30%
581-434B - BIOMECHANICS

Credits: 3

Lecturer: S. De Serres (Coordinator)

COURSE STRUCTURE

1. Two 2½-hour lectures (Tuesdays and Thursdays from 9:30 a.m. to 12:00 p.m.) per week from February 12 to April 11, 2002.
2. Two optional tutorial sessions: one during the week prior to the midterm exam and one during the week prior to the final exam.
3. The course involves problem solving assignments, individual quizzes, a term paper, a midterm and a final exam.

OBJECTIVES

Biomechanics is the application of physics, engineering and technology principles to the study of the human body in health and in disease and at the behavioural and environmental levels. Students will develop a knowledge of how these principles relate to physical therapy evaluation and treatments. The structure of the course aims to develop and promote self-directed learning skills and a critical, analytical and multidisciplinary approach to rehabilitation.

The overall objectives of this course are to expose students to:

1. a critical examination of biomechanical principles and experimental techniques relevant to current physical therapy practice, patient treatment and clinical research;
2. various objective evaluation strategies and the rationale for the selection of the appropriate one for a specific outcome;
3. computer-aided assessment procedures to evaluate normal and pathological movement.

The specific objectives of this course are to provide students with:

1. theoretical and practical exposure to the instrumentation used in quantitative biomechanical assessment procedures;
2. experience in using quantitative analytic techniques to evaluate normal and pathological human movement;
3. the ability to interpret the results of these evaluations in terms of standard physical therapy treatment procedures;
4. an understanding of assumptions, simplifications and limitations of qualitative assessment procedures;
5. the necessary analytical tools to implement biomechanical principles to particular situations in the clinical settings;
6. an overview of the multidisciplinary interaction between rehabilitation, physiotherapy treatment and biomechanics.
At the end of the term, the students should be able to:

1. describe the importance of biomechanical principles to current physiotherapy practice;

2. understand how biomechanical principles apply not only to the patient being rehabilitated but also to the posture of the health care professional while providing treatment;

3. implement or assess various quantitative evaluation strategies and select appropriate ones for specific outcomes;

4. describe methods to assess normal and pathological movement;

5. describe the implementation of computer-based systems that could aid in the diagnosis and treatment of the physically disabled;

6. demonstrate skill and self-confidence in the interpretation of the results of evaluations in terms of standard physical therapy treatment methods.

RECOMMENDED TEXTS


Supplemental articles, texts and lecture materials will be made available to the students when necessary.

Note: The text recommended for purchasing will be identified in September 2001.

EVALUATION

Students will be evaluated by the following:

i) individual quizzes
ii) assignments
iii) term paper
iv) mid-term examination
v) final examination
COURSE STRUCTURE

The 3-hour classes consist of lectures/seminars and small group sessions.

COURSE DESCRIPTION

This course aims at reinforcing concepts of evidence-based practice, and introducing students to the challenges of translating research into practice both at a patient level and at a program level. Guest lecturers will present evidence that has lead to planning for or implementation of new programs or projects. They will also present their evaluation plans, including the choice of outcome measures. Topics will cover programs for children, adults and the frail elderly. The role of physical therapists and other participating health professionals in planning, implementing and evaluating the programs will also be described.

The small group discussions will encourage learning through exchange and interaction among students. The instructor will act as a resource person and consultant. Information from group work will be shared with the class at large in both informal and formal presentations.

AIMS

The course has four specific aims:

- To reinforce concepts of evidence-based practice, and to introduce students to the challenges of translating research into practice both at a patient level and at a program level;
- To expose students to existing local programs or interventions associated with rehabilitation professionals;
- To allow students an opportunity to share information and to integrate their experiences with existing literature in specific topics;
- Introduce concepts of behavioral change as it relates to adopting desirable practices (by patients or other professionals).

OBJECTIVES

On completion of this course, the student shall be able to:

- Search and critically evaluate the existing literature to describe pattern of recovery or progression of illness, and expected health service use and outcomes for specific patient populations;
- Develop a framework for understanding where patients are within the course of recovery or decline, and to identify the roles of other health professionals or health services.
- Design a brief proposal for the implementation of a new intervention or a new program.
- Discuss behavioral change theories in relation to translating research into practice.

EVALUATION

The evaluation procedures will be discussed during the first class.
COURSE STRUCTURE

This lecture/seminar/practical course will be held in nine 3-hour sessions on Tuesdays from 3:00 p.m.- 6:00 p.m. starting February 12, 2002.

OBJECTIVES

The focus of this lecture/seminar/practical course is on fitness management, exercise prescription and injury prevention as a means of promoting an active lifestyle across the lifespan. This includes the integration of pathology, physiology and exercise science as applied to our clinical practice.

By integrating previous knowledge and experience gained throughout the program coupled with new knowledge and skills, the student will be able to:

1. describe the aetiology, signs, symptoms, pathology and treatment of common orthopaedic conditions;
2. analyse osteokinematics, arthrokinematics and functional patterns of movement;
3. describe the effects of trauma, infection degeneration and immobilization on cartilage, bone, muscle, tendons, ligaments and synovium;
4. demonstrate proficiency in current joint play and other mobilization techniques used by physiotherapists;
5. explain and perform dynamic tests for the various joints of the body to determine whether the client may return to activity;
6. select, justify and perform appropriate measures to obtain relevant subjective and objective assessment data;
7. integrate the current theories of pain, pain transmission and pain pathways, and measurement of pain;
8. describe the various muscle development techniques, their advantages and disadvantages, and which are best to improve speed, strength, power and endurance;
9. demonstrate knowledge of prevention of injuries and re-injury;
10. integrate the different aspects of physiotherapy knowledge and skills in the overall management of client problems;
11. describe how the treatment of common orthopaedic conditions might differ for manual labourers, sedentary workers, recreational athletes and elite athletes;
12. discuss the effects of injury as it relates to the psychology of the client;
13. perform, justify and rationalize the most common taping techniques for use in the acute, sub-acute and chronic setting;
14. describe normal and abnormal patterns of menarche and the effects of training, competition, anorexia and bulimia on the menstrual cycle;
15. describe the basic elements of nutrition including their function, sources, storage and effect of an excess or lack of these elements and the different requirements for children, women, men, the aged, adolescents
and athletes;

16. discuss nutritional fallacies and fads including pre-game meals, nutritional loading, supplements and fluid intake.

CONTENT

Topics covered include the following:

- Fitness measures across the lifespan
- Concepts of wellness
- Workplace injury and the physiotherapeutic interventions
- Workers’ compensation issues
- Ergonomics - resources, environment and technical aids
- Shoulder and knee rehabilitation
- Designing exercise programs across the lifespan
- Monitoring and progressions of exercise programs
- Nutrition in the context of fitness and wellness
- Injury management through the lifespan
- Wellness issues specific to girls and women
- Mobility in the elderly
- Labs include the topics of taping, and head and neck injury in sporting events as well as case studies dealing with the above topics.

REQUIRED TEXTS


RECOMMENDED TEXTS


EVALUATION

The evaluation of this course will be a combination of one during semester written mid-term (value 30%) and one written final examination (value 70%) given during the exam period, both in the short-answer format.
582-447A - SPECIALIZED AREAS OF PRACTICE
Integrative E1/V1 Manual Therapy

Credits: 2

Lecturers: J.P. Dumas

COURSE STRUCTURE

This course will be given in the format of lectures, seminars, workshops and practical sessions in Term A starting on September 7, 2001, lectures: 9:00 a.m. - 12:00 p.m. and laboratory: 1:00 p.m. - 4:30 p.m. The schedule and groups will be given out on the first day of class.

OVERALL COURSE OBJECTIVES

This E1/V1 Manual Therapy course (the third in the series) will give U3 students the opportunity of building upon their previous U1 and U2 Manual Therapy skill learning and give them the opportunity of integrating this treatment approach with the client care experience gained from their clinical rotations. The presentation of this course will focus on a case-based, client centred approach, using the latest technology and emphasising outcome measures. As a result of these three courses in peripheral and vertebral manual therapy the student upon graduation is eligible to take the E1/V1 examination given by the Ordre professionnel des physiothérapeutes du Québec.

EV/V1 DESIRED OUTCOMES

Following these three courses the graduate should be able to:

1. Demonstrate clinical reasoning skills during the performance of a basic musculoskeletal subjective and physical examination (upper or lower quadrant scanning examination).

   This includes the following:
   - identify the nature, severity and irritability of the patient's problem;
   - identify musculoskeletal structures that require treatment or further examination, including:
     - architectural designs
     - articular signs
     - neurological signs
     - neuromeningeal test
     - compression and traction tests
     - arterial patency tests
     - basic palpation of articular and soft tissue structures
     - peripheral joint screening tests
     - specific peripheral joint examination including observation
     - active, passive, resisted movements
     - muscle length and recruitment, and
     - ligament stress tests

2. Analyze the examination data, including relevant pathology, to establish the patient's problems and understand the process of wound repair and the role of physiotherapy in this process.

3. Show knowledge of the clinical manifestations of pain and dysaesthesias.
4. Demonstrate and ability to recognize non-mechanical disorders of the neuromuscular articular system clinical features and differential diagnosis.

5. Demonstrate an ability to critically, evaluate and discuss the anatomical and biomechanical bases for discussed physical examination and treatment techniques.

REQUIRED TEXT

Course Pack.

EVALUATION

Oral Presentation  25%
Practical Examination  25%
Written Examination  50%
COURSE STRUCTURE
This course is given for 9 weeks for 3 hours per week from 3:00 p.m - 6:00 p.m. starting on Wednesday, February 13, 2002.

OVERALL GOAL
The overall goal of this course is to integrate and build upon previously learned orthopaedic knowledge. The course will also introduce serious pathology seen in orthopaedic conditions. Physiological principles will be applied to the development of treatment programs.

OBJECTIVES
By the end of this course, the student will be able to:
1. include and apply the appropriate special tests to the evaluation of an orthopaedic case.
2. properly and safely perform the special tests included in the course.
3. discuss the positive and negative findings of an orthopaedic evaluation and integrate these findings to develop a physical diagnosis.
4. appreciate the team approach to orthopaedic treatment.
5. develop an index of suspicion as applied to serious pathologies which can masquerade as orthopaedic conditions.
6. draw upon previous knowledge to develop complete treatment plans based on examination findings.

COURSE CONTENT
The Handout for the course containing the schedule, contents and reading assignments for each week will be available on the first day of class, February 13, 2002.

REQUIRED TEXTS

Selected readings from The Journal of Orthopaedic and Sports Physical Therapy.

DRESS CODE
Shorts and shirts will be required for all classes. Students will not be allowed to attend lectures and practical
sessions of this course if they do not conform to this DRESS CODE.

EVALUATION

1. **Paper** - (25%)

   Each student will be assigned a condition seen in orthopaedics and be expected to present the relevant anatomy, physiology and pathology and discuss the role played by physiotherapists in the management of this condition. This paper should be approximately 5 pages in length.

2. **Oral Examination** - (25%)

   The student will be required to demonstrate some of the special tests and discuss the positive findings. This exam will take about 15 minutes to complete.

3. **Written Final Examination** - (50%) Short answer format

   The answers to the questions should incorporate the objectives of the course which could include:
   
   a) showing an understanding of the evaluation process and specifically the use of special test;
   b) applying the evaluation findings to plan a rehabilitation program;
   c) integrating the anatomy and physiology and the stages of tissue healing; and
   d) recognizing possible other findings which should cause suspicion during the examination.