

PHTH 573 PHYSICAL THERAPY CLINICAL PRACTICUM 3

Credits: 8

Prerequisites: **Successful completion of:**
Physical Therapy Clinical Practicum 1 & 2 (PHTH 571 & 572)
Differential Diagnosis and Management (PHTH-623)
One professional complementary course

On-going prerequisites include:

- meeting requirements for immunizations, CPR, mask fitting, and a criminal record check.
- the equivalent of a compulsory 2-day workshop on Principles for Moving Patients Safely (PDSB).
- basic conversational French language proficiency is necessary to complete clinical placements in a timely manner.

Instructors:

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On-site Clinical Coordinators and Clinicians from McGill Affiliated Hospitals and physiotherapy clinics provide clinical supervision of students.

Course Description:

This 8-week course is the third in a series of four (4) clinical practicums where the student will be able to assess, re-evaluate and treat patients with musculoskeletal, cardiovascular, neurological disorders and complex health conditions across the lifespan and in various practice settings. The Clinical Education Guidelines for Canadian University Programs ¹ are used to guide in the selection of a clinical placement in order to fulfill the national requirements for entry to practice.

Learning Objectives:

Depending on the level of the clinical placement, the student will be able to achieve the following core competencies for physiotherapists² across all four clinical placements. The learning objectives differ across placements with respect to expectations for each performance dimensions. (see Table 1).

Expert:

- Evaluate clients with musculoskeletal, neurological, cardio-respiratory disorders or complex health conditions from the perspective of optimal functional performance and social participation.
- Establish a physiotherapy diagnosis.
- Develop & recommend an intervention plan from the perspective of optimal functional performance and social participation.
- Perform interventions adapted to the client's needs, evaluate the effectiveness of the interventions and plan for the discharge or completion of physiotherapy services.

Communicator:

- Use effective communication to develop professional relationships with clients, families, care providers and other stakeholders.

Collaborator:

- Work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

¹ Entry-to-Practice Physiotherapy Curriculum: A Companion Document - Clinical Education Guidelines for Canadian University Programs June 2011.

² Essential Competency Profile for Physiotherapists in Canada, October 2009.

Manager:

- Manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

Advocate:

- Use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

Scholarly Practitioner:

- Improve client outcomes through seeking, creating, applying, disseminating and translating knowledge to physiotherapy practice.

Professional:

- Commit to the best interests of clients and society through ethical practice, support of profession-led regulation, and high personal standards of behaviour.

Specific Learning Outcomes for PHTH 573 (level 3):

By the end of the third clinical placement, a student shall demonstrate a progression in acquiring the essential competencies that reflect movement from a performance considered at an intermediate level to that of an advanced intermediate level.

Intermediate Performance:

- The student requires clinical supervision less than 50% of the time managing patients with simple conditions and 75% of the time managing patients with complex conditions
- The student is proficient with simple tasks and is developing the ability to consistently perform comprehensive assessments, interventions, and clinical reasoning.
- The student is capable of maintaining ~ 50% of a full-time physical therapist's caseload

Advanced Intermediate Performance:

- The student requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions
- The student is consistent and proficient in simple tasks and requires only occasional cueing for comprehensive assessments, interventions, and clinical reasoning.
- The student is capable of maintaining ~75% of a full-time physical therapist's caseload.

Table 1 - Expectations for each performance dimensions by level

Performance Dimensions	Level 1	Level 2	Level 3	Level 4	
Clinical Practicum	PHTH 571	PHTH 572	PHTH 573	PHTH 620	
Quality of intervention	25%	50%	75%	Up to 100%	Increases with time
Complexity of tasks/environment	25%	50%	75%	Up to 100%	Increases with time
Consistency of performance	25%	50%	75%	Up to 100%	Increases with time
Efficiency/caseload	0 - 25% May begin to share a caseload	~ 50%	75%	75 to 100% Can carry a caseload in a cost-effective manner	Increases with time
Supervision/Guidance required	75% to 100%	50% to 75%	25% or less	infrequent	Decreases with time

Instructional Method:

Clinical supervision is provided by a Physical Therapist to assist the transition of the novice student to an entry-level practitioner. Clinical educators are encouraged to use the 2:1 model of supervision (2 students to 1 physical therapist) to enhance clinical reasoning through reciprocal peer coaching.

Web-based technology tools and **clinical seminars** are used to facilitate the student's learning by enhancing readiness for a placement, providing support during a placement and encouraging post-placement reflection. The e-Clinical MyCourses web-based platform is used in conjunction with on-site practicum experience. Clinical practicum experiences in different sites may vary according to the types of clients available.

On-going faculty development for clinical supervisors, in the form of annual workshops and on-site tailor-made workshops, allow supervisors to learn and upgrade their skills in clinical supervision, providing feedback and performing evaluations.

Course Content:

Preparation for the third clinical placement and subsequent debriefing:




Near the beginning of the Fall term, returning M1 students:

- attend a mandatory debriefing seminar (5)
- complete a learning module on dealing with conflict
- are encouraged to seek individual consultations with the ACCEs to discuss any issues related to preparing for a third clinical placement.
- attend a mandatory seminar (6) within POTH 602, to discuss the role of professional associations in the context of licensure & continued professional development during the Winter term of M1.

Once the third clinical placement is completed students are invited to attend a debriefing seminar with the U3/QY students preparing to start placements in the summer. In addition, each student participates in a mandatory individual consultation with the ACCEs to discuss their evolution towards an entry level practitioner.

Note: Not completing the above tasks may delay subsequent practicums.

Preparatory & Debriefing seminars M1:

Term	Date	Content	Preparatory Learning Activities
M1 Fall Seminar 5 Mandatory	September (3 hours)	 Debriefing of summer clinical practica  Review of learning objectives and clinical experience booklet  Dealing with feedback and conflict	Complete Module 6 www.preceptor.ca
M1 Winter	Jan 3 –Feb 24 (8 weeks)	Clinical Practicum 3 (PHTH 573)	MyCourses (e-Clinical)
M1 Winter	Early March April-May	Participation in U3/QY seminar 4 (optional) Individual meeting Mandatory	
M1 Winter	End- March Optional (3 hours)	International Fieldwork Symposium Student presentation of their international placement experiences to all levels of PT students	
M1 Winter Seminar 6 Mandatory	POTH 602 (2 Hours)	Canadian Physiotherapy Association (CPA) OPPQ licensure OPPQ Guidelines for Documentation workshop World Physical Therapy (WCPT): Opportunities	

The clinical placement:

The third clinical practicum takes place as a full-time presence in the clinic (usually 35 hours/week), during the first half of the winter term of M1, typically early January to late February. The clinical practicum course takes place at the McGill University Health Centre (MUHC), other McGill affiliated facilities, such as hospitals, rehabilitation centres (Centre de Readaptation en Deficience Physique), private clinics, and community centres such as centres dispensing home care services, Centre Local de Services Communautaire (CLSC), Centre Hospitalier de Soins de Longue Duree (CHSLD), schools, and industry.

In addition to facilities in the Montreal region, a number of out-of-province affiliated sites are available upon request. The Physical Therapy Program has developed specific guidelines pertaining to out-of-province practicum, which follow the guidelines of the National Association for Clinical Education in Physiotherapy (NACEP) for out-of-province practice. For out-of province placements travel and accommodation are the student's responsibility. International placements can occur in the third or fourth clinical placements. Guidelines and criteria for eligibility to complete a clinical placement abroad are discussed with students during the Winter U3/QY term and posted on MyCourses (e-clinical). Pending approval from the ACCES a maximum of two clinical placements can be completed outside the McGill clinical catchment area.

Course Materials:

MyCourses (e-Clinical): on-going support before, during and after the clinical placement

Canadian Physiotherapy Assessment of Clinical Performance (ACP) evaluation tool
Student Clinical Experience Booklet

Required Text:

1. Principles for Moving Patients Safely. ASSTSAS 1999.

This text is required for workshop participation and a reference for all future clinical practica. Available during POTH 563 Foundations of Professional Practice

2. Code of Ethics. La Gazette Officielle du Québec, 1999. Available during POTH 563 Foundations of Professional Practice

Evaluation: Letter grades for clinical courses are assigned by the academic coordinators of clinical education, based on the recommendation of the clinical supervisors. Although each clinical educator evaluates a student's performance, it is

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the ACCEs who are responsible for determining acceptable levels of performance for each clinical experience and, who ultimately assign a letter grade according to a clinical performance continuum ranging from exceptional performance (A) to a performance that does not meet minimal requirements for a pass, ie: fail (F).

The Canadian Physiotherapy Assessment of Clinical Performance (ACP) tool is the assessment tool for clinical placements.

Case presentation: Students are expected to present a 30- to 60- minute evidence-informed presentation to the clinical staff and students present in the clinical site. The presentation may be case-based or on a specific topic of interest approved by the clinical supervisor.

Students will organize a shadowing experience with a PT student from U1. PT M1 students will prepare a letter of introduction for the U1 student.

The course IPEA 502 takes place during the Winter term of M1. For students completing a clinical placement within the McGill catchment area, this may lead to a scheduled absence from the clinic for university sanctioned reasons. Ie: students will not have to make up this time in the clinic.

In order for a final grade to be entered on Minerva students are required to submit the following documents:

- a. The clinical supervisor's ACP (scanned hand-written or electronic copy) on e-clinical.
- b. The student's self-evaluation using the ACP on e-clinical.
- c. Submit the clinical learning module 6 certificate on e-clinical.
- d. Complete the student evaluation of fieldwork experience questionnaire found on the clinical education portal.
- e. The student clinical experience booklet must be co-signed by the clinical instructor.

If the student fails to submit all above documents, their grade may be withheld until all documents are submitted.

Special Requirements for Course Completion and Program Continuation:

With each Clinical Practicum, the student is expected to have reflected on his/her strengths and areas for improvement and increase his/her confidence in order to achieve competence for an Entry-Level Physical Therapist.

A failed clinical placement is investigated by the ACCEs with recommendations for remedial work to enhance chances of success in the subsequent, repeated clinical placement. Please refer to the appropriate sections in the graduate calendars on University regulations regarding final and supplemental examinations. Also, please refer to the SPOT website for the Rules and Regulations for Student Evaluation and Promotion. Two failed clinical placements may require a student be asked to withdraw from the program.

The Academic Coordinator of Clinical Education or their designate has the authority to terminate the clinical course after the midterm evaluation, IF the overall situation or specific student behaviours are judged to be unprofessional, detrimental or unsafe to the student, clinical site or clients. Course termination for these reasons will only be carried out in extreme circumstances and will constitute a course failure ('F' grade).

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

Attendance: Attendance to all seminars is **mandatory**. Seminars typically take place outside of regularly scheduled class time. All efforts are made to advise students adequately of an upcoming seminar. Students will not be able to miss any of these sessions without a university-sanctioned reason. During a clinical placement, absences of more than one day need to be justified with a university-sanctioned reason and need to be made up with additional clinical hours.

Dress Code: Students are expected to demonstrate professional behavior and wear appropriate attire at all times.

Professional Code of Conduct is applied during all clinical placements. Specific mention is made of the issue of maintaining client confidentiality.

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](#)

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](#)

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).”*

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

If accommodations are needed for clinical placements, please refer to the following document on the SPOT website: [Process-McGill's Office for Students with Disabilities](#).

The student must communicate this need with the Program Director or Academic Coordinators of Clinical Education at least 4 months prior to the clinical placement start date.

- A meeting will take place between the student, faculty member, and OSD advisor.
- In order to properly plan and implement a clinical placement, the student will need to sign a consent form for relevant information to be communicated with the clinical site.