

PHTH 661 SPORT PHYSIOTHERAPY

Credits: 3

Prerequisites: PHTH 623 Differential Diagnosis and Management

Instructors: Isabelle Pearson PT, MSc, Cert. MDT, Dip. Sport PT
Office: Hosmer 201
514-398-4400, ext. 09214
isabelle.pearson@mcgill.ca
Office hours by appointment

Course Description: This three-credit lecture/CRW/laboratory course is designed for physical therapy master's students as part of the professional complementary course. The students will learn effective and evidence-informed assessment and treatment techniques for the management of athletes as part of an interdisciplinary approach.

Course Structure: Lecture, case/problem-based approach, small group discussion and clinical skills labs will all be used to a varying degree while emphasizing evidence-informed practice, clinical reasoning and an interdisciplinary approach in the overall management of the athletes. The course comprises of 8 hours per week for 8 weeks (subject to change).

Student Learning Objectives:

This course will cover essential competencies and milestones related to the domains of physiotherapy expertise, communication, collaboration, management, leadership, scholarship and professionalism. Upon completion of this course, the student will be able to:

Learning objectives	Milestones
1. Understand training principles and sport-specific demands using evidence-informed practice.	6.1.1
a. Understand the basic principles of periodization of training.	6.1.1
b. Contrast the basic principles and demands of aerobic, anaerobic, strength, power and flexibility training in the context of sport physiotherapy.	6.1.1
c. Explain the biomechanics of different sports and identify potential sport-specific injuries.	6.1.1
d. Recognize and prevent situations that can result in acute or chronic injuries during activity/sport	4.3.1
e. Recognize and prevent athletic burnout and overtraining.	4.3.1

Learning objectives	Milestones
2. Evaluate and manage injured athletes of all ages and sports according to evidence-informed practice.	6.1.1
a. Explain the common pathologies encountered by the sport therapist.	6.1.1
b. Perform emergency care procedures and on-field assessments and interventions.	1.1.3.1, 1.3.3 to 1.3.7, 1.4.1, 1.4.3 to 1.4.6, 1.5.2 to 1.5.7, 1.6.2 to 1.6.4
c. Evaluate injured athletes with a wide range of acute and chronic sporting conditions.	1.3.1 to 1.3.7
d. Develop PT diagnosis using clinical reasoning skills.	1.4.1, 1.4.3 to 1.4.6
e. Develop care plans based on the assessment findings, knowledge of anatomy, biomechanics, phases of healing and sport-specific demands.	1.5.2
f. Execute sport-specific interventions according to the plan of care and prevent further injuries.	1.5.3, 1.5.4
g. Monitor effectiveness of care and readiness to return to play via periodic reassessments and modifications of the plan of care.	1.5.5 to 1.5.7
h. Understand the psychological factors impacting on injury and injury rehabilitation and how to monitor and respond to them.	1.2.4
i. Identify when referral or consultation with other professional(s) is necessary for proper management of the athletes.	1.4.6, 3.1.1, 3.2.1
3. Identify sport-specific needs of athletes and design sport-specific pre-season evaluations in order to develop and promote injury prevention strategies.	4.3.1, 6.1.1, 6.1.2
4. Demonstrate effective and appropriate verbal and nonverbal communications in the context of sport physiotherapy while promoting respect and ethical principles.	2.1.1 to 2.1.3, 2.2.1 2.2.3, 2.3.1 to 2.3.3, 2.4.3, 4.6.1, 4.6.2, 4.6.4, 7.1.3, 7.2.3, 7.4.1

Learning objectives	Milestones
5. Explain the role of an interdisciplinary and client-centered approach for the overall management of healthy and injured recreational or elite athlete.	1.1.1 to 1.1.6, 3.1.1, 3.1.2
a. Identify the roles and issues of the sport therapist within the sports medicine team.	1.4.5
b. Describe the roles of the other members of the sport medicine team.	3.1.2, 3.2.1, 3.2.3, 3.2.4
c. Understand the importance of promoting interprofessional approaches and client-centredness in the management of athletes	3.2.1, 3.2.4, 3.3.1, 5.1.3
d. Identify situations where the sport therapist may play leadership roles in the management of the athletes.	3.3.2
6. Describe the steps and actions required to organise the medical aspect of a sporting event and within the context of traveling with a team.	4.1.2, 4.2.1, 4.2.4, 4.3.2 to 4.3.4, 4.3.6, 4.5.1, 4.5.2, 4.6.1, 4.6.2, 4.6.4, 7.5.1
7. Demonstrate safe and effective sport-specific assessments and interventions.	1.2.1 to 1.2.5, 4.3.4, 4.3.6
8. Identify and critically evaluate research evidence on sport-specific conditions, evaluation and interventions strategies.	6.2.3, 6.2.4
9. Contribute to the education of peers in the context of sport physiotherapy.	2.4.3, 6.5.2
10. Recognize the importance of adhering to ethical and professional regulations in the context of sport physiotherapy.	7.1.1 to 7.1.3, 7.2.2, 7.2.3, 7.4.3, 7.4.6

Course Content: The course consists of three main blocks with some additional topics related to Sport Physiotherapy. The three main blocks are taping, on-field assessment and interventions and clinical sport physiotherapy, each comprised approximately one third of the course content. Topics include: sport medicine team approach, training principles, biomechanics of sports, injury prevention, protective equipment, emergency action plan, on-field emergency care, taping, splinting, sporting conditions and their management, return to play, sport massage, sport nutrition and sport psychology. More specifically, on-field conditions topics include but are not limited to:

- Respiratory & cardiac conditions
- Bleeding & soft tissue injuries
- Shock
- Acute musculoskeletal conditions
- Head & spinal trauma
- Thoracic & abdominal conditions
- Sudden illnesses/ Medical conditions
- Infections and skin conditions
- Environmental conditions

Course Materials:

- **Required text:** *None*
- **Required readings:**

1. McCrory et al. (2017). Consensus statement on concussion in sport: the 5th International Conference on Concussion in Sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51: 838-847. doi: 10.1136/bjsports-2017-097699
2. A list of additional required readings/videos will be posted on MyCourses.

- **Recommended texts and readings:**

1. Brukner P, Khan K et al (2017). *Clinical Sports Medicine 5th edition volume 1 injuries*, McGraw Hill education. or Brukner P and Khan K (2012). *Clinical Sports Medicine 4th edition*, McGraw Hill.
2. Hewetson T, Austin K, Gwynn-Brett K, Marshall S (2010). *Illustrated Guide to Taping Techniques 2nd edition*, Mosby, Elsevier. Available as a free ebook via the McGill library.
3. Zemek, R., Duval, S., Dematteo, C. et al. (2014). *Guidelines for Diagnosing and Managing Pediatric Concussion: Recommendations for health care professionals*. Toronto, ON: Ontario Neurotrauma Foundation. Available at : <http://onf.org/documents/guidelines-for-pediatric-concussion>

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.

Student Assignment and Evaluation:

Assignment/Evaluation	Value	Due Date	Milestones Assessed
Quiz	10%	Refer to course schedule	1.2.1, 1.3.5, 1.3.7, 1.5.2, 6.1.1, 7.3.1, 7.4.6
Student presentations	25%	Refer to course schedule	2.4.3, 6.1.1, 6.2.3, 6.2.4, 6.5.2
Final written exam	35%	Refer to course schedule	1.1.1, 1.2.1, 1.3.5, 1.3.7, 1.4.1, 1.4.3, 1.5.2, 1.5.4, 1.5.5, 1.6.2, 6.1.1, 6.1.2, 7.3.1, 7.4.6
Final practical exam (OSCE - Objective Structured Clinical Examination)	30%	Refer to course schedule	1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.2.1 to 1.2.4, 1.3.1, 1.3.5, 1.3.7, 1.4.1, 1.4.3, 1.5.2 to 1.5.5, 1.5.7, 1.6.2, 1.6.3, 2.1.1 to 2.1.3, 2.3.1 to 2.3.3, 4.2.1, 4.2.3, 4.3.4, 6.1.1, 6.1.2, 7.4.1, 7.4.6

***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 theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on Marks in the Rules and Regulations for Students Evaluation and Promotion of the Physical Therapy Course Guides.

Attendance: Students who have missed more than 15% of laboratory or small group sessions, or who miss any required professional workshop or seminar, without prior approval, will receive 0/10 for participation in the course. If a course does not have a participation mark, then the final course mark will be deducted by a 10% mark. This rule applies to labs and to all required workshops, seminars or professional activities.

Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine value academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [McGill University Code of Student Conduct and Disciplinary Procedures](#) and the [Faculty of Medicine Code of Conduct](#).

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).”

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.

Dress Code: Students are expected to demonstrate professional behaviour and wear appropriate attire at all times, in accordance with clinical sites specific regulations. It is each student's responsibility to have appropriate attire during all class assignments and learning activities. When working with clients or simulated patients, student must be dressed professionally.

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, social media). Your cell phone should be on silent during class time and phone calls should only take place during the break or after class.

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.

Course evaluations: End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available.

Additional policies governing academic issues which affect students can be found in the [Academic Rights and Responsibilities](#)

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