

POTH 602 ADVANCED EDUCATIONAL AND MANAGEMENT STRATEGIES

Credits: 3

Prerequisites: None

Course Co-Coordinator: Liliane Asseraf-Pasin. PT. Ph.D.

Davis House, Room D22

liliane.asseraf.pasin@mcgill.ca

Access to the Instructors: Please make appointments **by email** to see the instructors.

Guest Lecturers: Various clinical experts.

Course Content: This course includes three components. The first component reinforces the previously acquired theoretical principles of adult learning and education, and presents their applications to advocacy for the profession, knowledge translation and leadership. Students will also practice their advocacy skills using microteaching vignettes that require to establish communication strategies **(12 hours)**. The second component prepares students to operate effectively and efficiently within the comprehensive healthcare system by introducing them to theories and competencies used in practice management across Canada. The study of management, business practice and entrepreneurship principles will facilitate the student acquiring the fundamental skills necessary for career development, such as setting-up a physiotherapy department or a private practice, and managing resources in the public/private sector. This component includes a review of relevant human resource policies and regulations (rights and workplace conditions), as well as professional obligations and practice standards (OPPQ regulations). It will also introduce students to resilience, employment/contract negotiation, scheduling, responsibilities, accountabilities, working with a physiotherapy assistant or physiotherapy support personnel, categories of permits issued by the regulatory body (i.e., OPPQ's regulation 94m), business, accounting and financial concepts, and resource management (space and equipment) **(21 hours)**. The third component re-examines the concepts of cultural competence, professionalism, role identity, intraprofessional and interprofessional education and practice (IPEP) **(6 hours)**.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

Course Structure: This remotely delivered course will comprise of asynchronous pre-recorded lectures (N=16) and four (4) synchronous sessions after each block of 4 lectures. Synchronous sessions will be 1½ hours long over 8 weeks (one every two weeks). Students will independently listen to the lectures and watch videos prior to each synchronous sessions. This course is offered in the M1 winter term.

Purpose: The overall intent of this course is to provide a venue in which the student who is becoming an entry-level practitioner will be able to advocate for his/her clients and apply practice management principles required to set up or manage his/her public or private practice anywhere in Canada. In addition, this course will allow the student to revisit the significance of intraprofessional and interprofessional education and practice and respond to his/her role as a leader, a knowledge broker, and as an educator to the population, it serves.

Learning outcomes by Domains and Milestones. By the end of this course, students will:

| Domain 2: <u>Communication</u> | Milestones |
|--|-------------------|
| 2.1 Use oral and non-verbal communication effectively. | |
| Learning objectives | |
| ○ Speak clearly and concisely. | 2.1.1 |
| ○ Give and receive feedback in a constructive manner. | 2.1.4 |
| 2.3 Adapt communication approach to context. | |
| Learning objectives | |
| ○ Use appropriate terminology | 2.3.2 |
| ○ Apply the principles of adult learning and teaching to advocate for clients. | 2.3.1 |
| ○ Demonstrate the ability to write learning objectives that corresponds to the needs of the patient and address the knowledge and the cognitive process dimension. | 2.3.1 |
| ○ Adjust communication based on level of understanding of recipient. | 2.3.3 |
| ○ Share information empathetically and respectfully. | 2.3.5 |
| ○ Use appropriate terminology | |
| 2.4 Use communication tools and technologies effectively. | |
| Learning Objectives | |
| ○ Use electronic technologies appropriately and responsibly. | 2.4.2 |
| ○ Use images, videos and other media to enhance communication. | 2.4.3 |

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

| Domain 3: <u>Collaboration</u> | Milestones |
|---|-------------------|
| 3.1 Promote an integrated approach to client services | |
| Learning objectives | |
| <ul style="list-style-type: none"> ○ Engage client/standardized patient as a team member when advocating for him/her | 3.1.1 |
| 3.2 Facilitate collaborative relationships | |
| Learning objectives | |
| <ul style="list-style-type: none"> ○ Share information about physiotherapist's role and knowledge | 3.2.2 |
| <ul style="list-style-type: none"> ○ Negotiate shared and overlapping roles and responsibilities | 3.2.3 |
| <ul style="list-style-type: none"> ○ Maintain mutually supportive working relationships | 3.2.4 |
| <ul style="list-style-type: none"> ○ Interact with others in a manner that promotes inclusion | 3.2.5 |
| 3.3 Contribute to effective team work | |
| Learning Objectives | |
| <ul style="list-style-type: none"> ○ Participate in shared leadership | 3.3.2 |
| <ul style="list-style-type: none"> ○ Share relevant information with team | 3.3.3 |
| <ul style="list-style-type: none"> ○ Participate and be respectful of all members' participation in collaborative decision-making | 3.3.4 |
| <ul style="list-style-type: none"> ○ Participate in team evaluation and improvement initiatives | 3.3.5 |
| Domain 4: <u>Management</u> | Milestones |
| 4.1 Support organizational excellence | |
| Learning objectives | |
| <ul style="list-style-type: none"> ○ Support organizational mission and vision | 4.1.1 |
| <ul style="list-style-type: none"> ○ Follow proper business practices | 4.1.4 |
| 4.2 Utilize resources efficiently and effectively | |
| Learning objectives | |
| <ul style="list-style-type: none"> ○ Provide services that balance client needs and available resources | 4.2.1 |
| <ul style="list-style-type: none"> ○ Manage own time effectively | 4.2.3 |
| 4.5 Supervise others | |
| Learning objectives | |
| <ul style="list-style-type: none"> ○ Assess the competence of personnel involved in physiotherapy service delivery prior to assigning care | 4.5.1 |
| <ul style="list-style-type: none"> ○ Assign care to personnel involved in physiotherapy service delivery | 4.5.2 |
| <ul style="list-style-type: none"> ○ Provide guidance and feedback to personnel involved in physiotherapy service delivery | 4.5.4 |

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

| | |
|--|-------------------|
| 4.6 Manage practice information safely and effectively. | |
| Learning objectives : understand the provincial rules and regulations with regard to: | |
| ○ Maintaining comprehensive, accurate and timely records of client and practice management | 4.6.1 |
| ○ Maintaining confidentiality of records and data, with appropriate access | 4.6.4 |
| Domain 5: <u>Leadership</u> | Milestones |
| 5.3 Contribute to leadership in the profession. | |
| Learning objectives | |
| ○ Promote the value of physiotherapy to client health. | 5.3.1 |
| ○ Engage in activities to support advancement of the physiotherapy profession | 5.3.2 |
| ○ Contribute to leadership activities in the workplace | 5.3.3 |
| | |
| Domain 7: <u>Professionalism</u> | Milestones |
| 7.1 Comply with legal and regulatory requirements | |
| Learning objectives | |
| ○ Comply with applicable federal and provincial / territorial legislation | 7.1.1 |
| ○ Comply with regulatory requirements | 7.1.2 |
| ○ Maintain confidentiality and privacy as appropriate | 7.1.3 |
| 7.2 Behave ethically | |
| Learning objectives | |
| ○ Use an ethical framework to guide decision-making | 7.2.1 |
| ○ Address real, potential or perceived conflicts of interest. | 7.2.2 |
| ○ Promote services in an ethical manner | 7.2.3 |
| 7.4 Act with professional integrity | |
| Learning objectives | |
| ○ Behave with honesty and respect for others | 7.4.1 |
| ○ Behave in a manner that values diversity. | 7.4.2 |
| ○ Work within physiotherapy scope of practice and personal level of competence | 7.4.3 |
| ○ Accept accountability for decisions and actions | 7.4.4 |
| ○ Maintain professional deportment* | 7.4.5 |
| ○ Maintain professional boundaries. | 7.4.6 |
| ○ Respond constructively to changes affecting the workplace | 7.4.7 |

* Deportment refers to presentation, behaviour, manner of speaking, appearance, grooming and personal hygiene.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

| Domain 6: <u>Scholarship</u> | Milestones |
|---|-------------------|
| 6.3 Integrate self-reflection and external feedback to improve personal practice | |
| Learning objectives | |
| ○ Seek feedback from others on personal performance and behaviour | 6.3.1 |
| ○ Identify learning needs based on self-reflection and external feedback | 6.3.3 |
| ○ Develop and implement a plan to address learning needs. | 6.3.4 |
| 6.5 Contribute to the learning of others. | |
| Learning objectives | |
| ○ Contribute to the education of peers and other healthcare providers | 6.5.2 |
| ○ Assess effectiveness of learning activities | 6.5.4 |

Course Material: Required readings are available on Desire2Learn. The Desire2Learn environment allows for exchanging views, developing joint resources and the conceptual integration of assigned readings.

Communication process: Under normal circumstances, all E-mail correspondence between professor and students will be answered within 48 hours.

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.

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.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester.

Information about Polling:

- During a class with polling questions, you will respond to questions from the instructor from a personal device (smartphone, tablet, or laptop).
- Students should come to class with their devices charged and [connected to the Internet](#).
- Polling will be available through www.mcgill.ca/polling.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

- For your responses to be connected to your username for participation grading, you **MUST** first register for an account by clicking on “Register Your Account” at www.mcgill.ca/polling and logging in with your McGill username and password.
- For any technical problems with polling, please contact the IT Service Desk: <http://www.mcgill.ca/it/get-started-it/need-help>.
- If you do not have a phone, tablet, or laptop to use to respond to polling questions, please contact the instructor immediately in order for appropriate arrangements to be made.
- To maintain a safe and respectful classroom environment, please ensure that any polling responses you submit are appropriate and relevant to the question asked. Please note that unless the poll is labelled as anonymous, your responses are identifiable to the instructor. Please see the [Code of Student Conduct and Disciplinary Procedures](#).

Student Assignment and Evaluation:

| See more specific assignment descriptions and evaluation rubrics on MyCourses | | |
|--|------------|---|
| Assignment and Exams | Milestones | Marks & Due date |
| Four individual online Quizzes Multiple choice and short answers format) | | 4 x 10% = 40% Every two weeks (TBD) |
| Final Exam (Take home exam completed during the exam period – pre-submission of 12 vignettes in preparation for exam). Microteaching Vignette randomly assigned on the day of the exam. Respond to questions: point-form responses based on a vignette, and a 2-page summary of a microteaching session. | | 40% TBC: end of June 2021 Format: Short answers covering professional issues, legal issues and ethical issues for each vignette. |
| Assignment: Submission of a self-reflection paper following the cultural competence workshop (20%) | | 20% Due last day of class |

The guidelines for the assignment and the evaluation rubric will be posted on MyCourses.

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.

This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational and Physical Therapy Course Guides.

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](#).

Since polling records may be used to compute a portion of course grades, **responding as someone other than yourself is considered an academic offense**. During class, possession of more than one response device or using the credentials of another student will be interpreted as intent to commit an academic offense. Please refer to McGill's policy on Academic Integrity and Code of Conduct (see <http://www.mcgill.ca/deanofstudents/plagiarism> and <http://www.mcgill.ca/students/srr/honest/>)

"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/)."

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. **Assignments** submitted late will be graded but will receive a deduction of **2% per day**, including week-ends.

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 (online at <http://www.mcgill.ca/osd>) before you do this."

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

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodian of the lands and waters on which we meet today.