

PHTH 662 ADVANCED MANUAL THERAPY

General Information

Course #: PHTH 662

Section #: 001

Term: Winter

Year: 2022

Number of Credits: 3

Instructor Information

Course Coordinator: Frangiska Xenopoulos, MCISc., FCAMPT, pht

Email : Frangiska.xenopoulos@mcgill.ca

Virtual office hours : Available by appointment

Communication Plan: please send an email request for any questions or if you would like to schedule a meeting through zoom. Emails will be responded to within 48 hrs.

Course Description: This professional complementary course will provide M1 students with the opportunity to gain higher level of manual therapy knowledge and skills in patient assessment, re-assessment, and treatment. It will focus on a case-based, client-centered approach following the SOAPIE format.

Course Structure: The course consists of a combination of short lectures, directed labs and group discussions for six (6) hours a week over 8 weeks.

Instructional Method: The course is giving mainly in a lab setting with a very practical hands on approach. Lectures are integrated into lab time.

Course Content: The course focuses mainly on the assessment and treatment of the spine using manual therapy skills. Other physical therapy approaches such as Mulligan, McKenzie and Myofascial techniques will also be introduced.

The structure of the course is divided as follows:

1. Thoracic spine (PPIVM, PAIVM, linear stability tests (including T7-10 level))
2. Peripheral manipulation (assessment, reassessment and treatment including Mulligan approach)
3. Mid-cervical spine (PPIVM, PAIVM, linear stability tests, treatment techniques including basic locking)
4. Craniovertebral spine (Anatomy, biomechanics, PPIVM, PAIVM)
5. Lumbar spine (PPIVM, PAIVM, linear stability tests and treatment techniques including Lx locking)
6. Mckenzie extemities, myofascial approaches (introduction)

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Learning Outcomes

General Learning outcomes: Building on previously learned orthopaedic knowledge, the student will be able to assess and treat clients of different ages using more advanced manual therapy techniques. This course is design to better prepare students who have a special interest in working in an orthopedic and/or manual therapy setting.

Specific learning outcomes: Based on Competencies Profile for Physiotherapists in Canada. Following attendance and active participation in lectures, labs, CRWs, the student will begin to demonstrate the following essential competencies for physical therapy practice, for a clientele with more complex musculoskeletal conditions. The student will also have progressed toward the following entry-to-practice milestones, in the context of the topics discussed in this course.

Physiotherapy Expertise:

o Employ a client-centered approach.

- Act in a manner that respects client uniqueness, diversity and autonomy, and is in the client's best interest.
- Provide the client with relevant information throughout care.
- Actively involve the client in decision-making.
- Empower client to engage in his / her own care.
- Build and maintain rapport and trust with the client.
- Ensure ongoing, informed client consent.
- Ensure physical and emotional safety of client.
- Identify client-specific precautions, contraindications and risks.
- Employ safe client handling techniques.
- Apply assessment and intervention procedures in a manner that enhances the client's safety and comfort.
- Monitor and respond to client's physical and emotional state throughout care.
- Identify and respond to near misses and adverse events.

o Conduct client assessment.

- Interview client to obtain relevant information about health conditions, and personal and environmental factors.
- Determine client's expectations, and their relevance to physiotherapy.
- Obtain relevant information about client's status from other sources
- Identify comorbidities that impact the approach to assessment.
- Identify urgent health conditions that require immediate attention and take appropriate action
- Identify non-urgent health-related conditions that may benefit from referral to other services, and advise client accordingly.
- Select and perform appropriate tests and measures.

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- o Establish a physiotherapy diagnosis and prognosis.
 - Interpret assessment findings and other relevant information.
 - Identify client's body structure and function impairments, activity limitations and participation restrictions.
 - Develop a physiotherapy diagnosis.
 - Develop a working prognosis.
 - Determine if physiotherapy is indicated.
 - Determine if referral to another physiotherapist or another provider is indicated.
- o Develop, implement, monitor and evaluate an intervention plan.
 - Establish physiotherapy short and long-term client-centered goals.
 - Determine an intervention plan.
 - Implement planned interventions.
 - Assist client to develop self-management skills.
 - Monitor and respond to client status during interventions.
 - Reassess client status and needs as appropriate.
 - Modify intervention plan as indicated.
- o Complete or transition care
 - Evaluate client outcomes and goal attainment.
 - Develop a discharge or transition of care plan.

Communication:

- o Use oral and non-verbal communication effectively.
 - Speak clearly and concisely.
 - Listen actively, to build trust and foster exchange of information.
 - Use and respond to body language appropriately.
 - Give and receive feedback in a constructive manner.
- o Use written communication effectively.
 - Write in a clear, concise and organized fashion.
 - Ensure written communication is legible.
 - Prepare comprehensive and accurate health records and other documents, appropriate to purpose.
- o Adapt communication approach to context.
 - Adjust communication strategy consistent with purpose and setting.
 - Use appropriate terminology.
 - Adjust communication based on level of understanding of recipient.
 - Ensure communication is timely
 - Share information empathetically and respectfully.
- o Use communication tools and technologies effectively
 - Use electronic technologies appropriately and responsibly.

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- Use images, videos and other media to enhance communication.

Collaboration

- o Promote an integrated approach to client services.
 - Identify practice situations that may benefit from collaborative care.
 - Engage client as a team member.
- o Contribute to effective teamwork.
 - Respect accepted principles for teamwork.
 - Participate in shared leadership.
 - Share relevant information with the team.
 - Participate and be respectful of all members' participation in collaborative decision-making.
 - Participate in team evaluation and improvement initiatives.

Management

- o Utilize resources efficiently and effectively.
 - Manage own time effectively.

Leadership

- o Champion the health needs of clients
 - Promote a culture of client-centeredness

Scholarship

- o Use an evidence-informed approach in practice.
 - Incorporate best available evidence into clinical decision-making.
 - Incorporate client context into clinical decision-making.
 - Incorporate personal knowledge and experience into clinical decision-making.
 - Make decisions using an established clinical reasoning framework.
 - Use a structured approach to evaluate effectiveness of decision
- o Engage in scholarly inquiry
 - Access reliable sources of information
 - Critically appraise information
- o Integrate self-reflection and external feedback to improve personal practice.
 - Seek feedback from others on personal performance and behaviour.
 - Compare personal performance & behaviour with professional & organizational expectations.
 - Identify learning needs based on self-reflection and external feedback.
 - Develop and implement a plan to address learning needs.
- o Maintain currency with developments relevant to area of practice
 - Access emerging information relevant to area of practice
 - Determine potential for applicability of emerging information to personal practice
- o Contribute to the learning of others

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- Identify the physiotherapy-related learning needs of others
- Contribute to the education of peers

Professionalism

o Behave ethically.

- Use an ethical framework to guide decision-making.
- Promote services in an ethical manner.

o Act with professional integrity.

- Behave with honesty and respect for others.
- Behave in a manner that values diversity.
- Work within physiotherapy scope of practice and personal level of competence.
- Accept accountability for decisions and actions.
- Maintain professional deportment.
- Maintain professional boundaries.

Course Materials Required texts:

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

Reference texts:

1. Dutton (2017). Orthopaedic Examination, evaluation & intervention. 2nd ed. McGraw-Hill
2. Magee DJ (2014). Orthopedic physical assessment, 6th ed. Elsevier. St. Louis, MO
3. Olson Kenneth A. (2016). Manual physical therapy of the spine. 2nd ed. Elsevier.

Assignments and Evaluation

Assessments	Description	%
Participation	Spot Checks/CRWs	5%
Assignment Case Hx	Written group assignment	25%
Final Exam	Written Exam 30% Practical Exam (OSCE) 40%	70%

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

- All assessments will be graded by the course instructors, and/or teaching assistant(s).

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- Students have a right to an impartial and competent re-read of any written assessment and, where warranted, a revision of the grade received, by a third party, if requested within a reasonable time after the notification of a mark. **Please note that this revision may result in an increase or decrease of the grade.**
- Please refer to the “Rules and Regulation” document for BSc. PT program, “Review of mark” section.
https://www.mcgill.ca/spot/files/spot/b.sc_rehabilitation_science_major_in_physical_therapy_rules_and_regulations_2020-21.pdf

Special Requirements for Course Completion and Program Continuation: For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, 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 both undergraduate and graduate calendars 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 Student Evaluation and Promotion of the Physical Therapy Course Guides.

Plagiarism/Academic Integrity: McGill University and the Faculty of Medicine and Health Sciences 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 and Health Sciences Code of Conduct](#)

L'université McGill et Faculté de Médecine et des Sciences de la Santé attachent une haute importance à l'honnêteté académique. Ils incombent 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 [Université de McGill Code de conduite de l'étudiant et des procédures disciplinaires](#) et [Faculté de médecine et des sciences de la santé](#)

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.

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

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: Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

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.

Course Accessibility: 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/or the [Office for Students with Disabilities](#), 514-398-6009. The *University Student Assessment Policy* exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

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.

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