

PHTH 450 Intro to PT Clinical Practice

General Information

Course #: PHTH 450

Section #: 001

Term: Winter

Year: 2024

Number of Credits: 3

Instructor Information

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

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Office hours : Virtual or in person meetings available by appointment

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

Course Description: In this course, students will be introduced to clinical skills applicable to various physiotherapy domains of practice. They will learn the basic principles of physiotherapy and the contents of a physical therapy evaluation. Emphasis will be placed on the subjective evaluation, charting, observation, palpation and patient handling skills. Through clinical skills laboratories, self-directed learning, and interactive learning sessions, students will develop communication skills, observation skills, and start working on clinical reasoning skills.

Course Structure: This course consists of a two (2) hour lecture and three (3) hour combined clinical lab and clinical reasoning workshops (CRW). During the labs, a variety of formats will be used, such as practical sessions, small group discussions and case presentations. Students are expected to dress appropriately for the labs (shorts and t-shirt) in order to expose the area being assessed or palpated.

Course Content: Topics include, but are not limited to:

- 1) Introduction to physical therapy terminology
- 2) Introduction to the PT Assessment Form
- 3) Introduction to charting, SOAPIER notes
- 4) Introduction to postural assessment*:
 - a. Postural observation (normal and abnormal)
 - b. Elements of postural control
 - c. Analysis of posture in sitting, lying, & standing

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- 5) Introduction to gait analysis*
- 6) Integration of the notions of planes of movement to PT practice
- 7) Introduction to normal range of motion (ROM)
- 8) Introduction to concepts and the practice of passive, active assisted, active and resisted movements*
- 9) Introduction to concepts of muscular contractions (such as, isometric, isotonic, concentric and eccentric)*
- 10) Introduction to selective tissue tensioning*
- 11) Palpation of anatomical landmarks*
- 12) Functional anatomy linked to specific static body positions and active movements
- 13) Introduction to flexibility testing and stretching techniques (static, dynamic)*
- 14) Introduction to balance and Proprioceptive techniques*
- 15) Basic treatment techniques and practice*

*Topic will be introduced, with additional information presented in PHTH 550 and PHTH 560.

Learning Outcomes

Specific Learning Outcomes based on Essential Competencies & Entry-to-Practice Milestones:

With attendance and active participation in class, the students will be actively engaged in developing core competencies as they relate to the roles for physiotherapists. This course will cover essential competencies and milestones related to the domains of physiotherapy expertise, communication, collaboration, scholarship, and professionalism. Upon completion of this course, the student will be able to:

Physiotherapy Expertise:

- Employ a client centered approach. More specifically students will:

| Learning objectives | Milestones |
|---|------------------------|
| Interact with the patient/client to ensure the clients best interest and goals. | 1.1.1; 1.1.5; 1.1.6 |

- Ensure physical and emotional safety of the client. More specifically students will:

| Learning objectives | Milestones |
|---|------------------------|
| Ensure proper body mechanics and patient positioning during client assessments and interventions. | 1.2.2; 1.2.3; 1.2.4 |
| Assure safe patient handling. | 1.2.2; 1.2.3; 1.2.4 |

- Conduct a client Assessment. More specifically students will:

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| Learning objectives | Milestones |
|---|-----------------------------|
| Become familiar with performing a subjective exam, interviewing clients and screening for red flags | 1.3.1; 1.3.2; 1.3.4; 1.3.5; |
| Develop observation skills regarding normal posture and gait analysis. | 1.3.7 |
| Perform an objective exam assessing posture, gait, ROM and RISOM | 1.3.7 |
| Learn palpation of common anatomical landmarks (bones, tendons and muscles) | 1.3.7 |
| Develop basic palpation and patient handling skills. | 1.3.7 |

- Establish a diagnosis and prognosis. More specifically students will:

| Learning objectives | Milestones |
|---|--------------|
| Understand basic selective tissue tensioning | 1.4.1, 1.4.3 |
| Identify basic prognostic indicators for physiotherapy | 1.4.4 |
| Create a problem list and identify body structure and function impairments, activity limitations and participation restrictions | 1.4.2 |

- Develop, implement, monitor and evaluate an intervention plan. More specifically students will:

| Learning objectives | Milestones |
|---|----------------------------|
| Develop physiotherapy goals based on the problem list | 1.5.1 |
| Implement an effective exercise program, by selecting and applying appropriate exercises for the goals of the patient | 1.5.2; 1.5.3; 1.5.5; 1.5.7 |

Communication

- Use oral and non-verbal communication effectively. More specifically students will:

| Learning objectives | Milestones |
|---|----------------------------|
| Employ effective and appropriate verbal and nonverbal communication in class, with peers and clinical instructors | 2.1.1; 2.1.2; 2.1.3; |
| Adapt communication approach to context | 2.3.1; 2.3.2; 2.3.3; 2.3.5 |

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- Use written communication effectively. More specifically students will:

| Learning objectives | Milestones |
|--|------------------------|
| Demonstrate proper documentation and charting skills | 2.2.1; 2.2.2; 2.2.3 |
| Become familiar with the PT Assessment form, its contents and charting | 2.2.1; 2.2.2; 2.2.3 |
| Become familiar with physiotherapy terminology and with SOAPIER notes/notetaking | 2.2.1; 2.2.2; 2.2.3 |

Collaboration

- Facilitate collaborative relationships. More specifically students will:

| Learning objectives | Milestones |
|--|---|
| Establish and maintain interprofessional relationships, which foster effective collaborations. | 3.2.4; 3.2.5 |
| Contribute to effective teamwork during the in class assignment and throughout the laboratory sessions | 3.3.1; 3.3.2; 3.3.3; 3.3.4; 3.3.5 |

Scholarship

- Integrate self-reflection and external feedback to improve personal practice. More specifically students will:

| Learning objectives | Milestones |
|--|------------------------|
| Use an evidence-informed approach to practice | 6.1.1; 6.1.2; 6.1.4 |
| Apply principles of self-directed learning through the use of self-evaluation and feedback from classmates and professors. | 6.3.1; 6.3.3 |

Professionalism

- Comply with legal and regulatory requirements. More specifically students will:

| Learning objectives | Milestones |
|--|------------------------|
| Respect the Code of Professional Conduct for Physical Therapy Students | 7.1.1; 7.1.2; 7.1.3 |

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- Behave ethically and act with professional integrity. More specifically students will:

| Learning objectives | Milestones |
|---|--|
| Develop respectful and ethical behaviors and attitudes during all class interactions | 7.2.1; 7.2.2; 7.2.3; 7.4.1; 7.4.2; 7.4.3; 7.4.4; 7.4.5; 7.4.6; 7.4.7 |
| Demonstrate professionalism with respect to dressing/undressing during laboratory sessions. | 7.4.1; 7.4.2; 7.4.3; 7.4.4; 7.4.5; 7.4.6; 7.4.7 |
| Demonstrate professionalism with respect to giving and receiving feedback from peers and instructors. | 7.4.1; 7.4.2; 7.4.3; 7.4.4; 7.4.5; 7.4.6; 7.4.7 |

Course Materials Required texts:

Required textbook:

- Biel A. (2010) *Trail Guide to the body* (4th – 6th edition), Books of Discovery, Boulder, CO.

A list of suggested and required readings, handouts and lecture notes will be posted on MyCourses.

Reference Texts:

- Magee D.J. (2014). *Orthopedic Physical Assessment* (6th edition), Saunders (Elsevier), St. Louis, MO.
- Dutton M. (2008). *Orthopedic Examination, Evaluation, and Intervention* (2nd edition), McGraw Hill Companies Inc. USA.
- Quinn L., Gordon J. (2016). *Documentation for Rehabilitation* (3rd edition), Elsevier, Maryland Heights, MO.

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Assignments and Evaluation: Student evaluation will be done in an ongoing format throughout the term and will include both formative and summative evaluations.

| Assignment/ Evaluation | Description | Percentage % | Milestones |
|---------------------------|--|--------------|--|
| Participation | Participation in online polling during lectures and completion of formative mini assignments | 5% | 1.3.1; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.5.1; 1.5.2; 2.2.1; 2.2.2; |
| Spot Check | Each Student will randomly be selected to demonstrate a practical task | 5% | 1.2.2; 1.2.3; 1.2.4; 1.5.3; 1.5.5; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.3.1; 2.3.2; 2.3.3; 6.3.1; 6.3.3; 7.4.1; 7.4.2; 7.4.3;7.4.4; 7.4.5; 7.4.6; |
| Mid-Term Evaluation | Objective Structured Clinical Examination (OSCE) - Midterm | 15% | 1.2.2; 1.2.3; 1.2.4; 1.5.3; 1.5.5; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.3.1; 2.3.2; 2.3.3; 6.3.1; 6.3.3; 7.4.1; 7.4.2; 7.4.3;7.4.4; 7.4.5; 7.4.6; |
| Written Assignment | Group work: Charting skills and exercise program for patient | 15% | 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.5.1; 1.5.2; 2.2.1; 2.2.2; 2.3.2; 3.2.1; 3.2.4; 3.2.5; 3.3.1; 3.3.2; 3.3.3; 3.3.4; 6.1.1; 6.1.2; 6.1.4; 6.3.1, 7.4.1; 7.4.4; 7.4.5 |
| Final Written Exam | Short Answer | 30% | 1.3.4; 1.3.7; 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.5.1; 1.5.2; 2.2.1; 2.2.2; 2.3.2; 6.1.1; 6.1.4 |
| Final Evaluation | Objective Structures Clinical Examination (OSCE) | 30% | 1.2.2; 1.2.3; 1.2.4; 1.5.3; 1.5.5; 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.3.1; 2.3.2; 2.3.3; 6.3.1; 6.3.3; 7.4.1; 7.4.2; 7.4.3;7.4.4; 7.4.5; 7.4.6; |

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- All assessments will be graded by the course instructors, and/or teaching assistant(s).
- 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 one calendar week 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, “Grades and Evaluation” section.
(https://www.mcgill.ca/spot/files/spot/b.sc_rehabilitation_science_major_in_physical_therapy_rules_and_regulations_2022-23.pdf#page=6)

Online Polling Sessions: Polling will be used in this course to enhance engagement, interactivity and will contribute to the student’s participation marks.

- 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](#).
- 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.

Special Requirements for Course Completion and Program Continuation: In order to pass the course, a grade of at least C+ (60%) must be achieved in **both the theoretical and practical evaluation** components individually, as well as in the overall course. This course falls under the regulation concerning 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 Faculte de Medecine et des Sciences de la Sante 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

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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](#).

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.

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 0/5 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.

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.

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 [Student Accessibility and Achievement](#), 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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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. Please note that a minimum number of responses must be received for results to be available to students.

Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see the Handbook on Student 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.

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