

## POTH 636 PHYSICAL THERAPY IN PEDIATRICS

**Credits:** 3 credits

**Prerequisites:** Successful completion of all Qualifying year/U3 courses as well as successful completion of the Introductory Pediatric Physical Therapy Course (PPTH 606). **The maximum number of students permitted to take this course is set at 15.**

**Course coordinator and primary instructor:**

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**Other instructors:**

Clinicians from Pediatric Settings in Montreal

**Course Description:** This three-credit course emphasizes the principles of/and practical issues relating to pediatric habilitation and rehabilitation pertinent to the practice of physical therapy.

**Expanded Course Description:** Through a philosophical approach that includes aspects such as client/family-centered care, awareness of cultural diversity, psychosocial dimensions of disability, and accountability/evidence-based practice as well as by emphasizing clinical reasoning, this practical and problem-based course, applies the frameworks of neurological, orthopedic and cardio-respiratory rehabilitation to the assessment and treatment of various pediatric conditions. This course will draw on knowledge, attitudes and skills previously acquired by the students. It is essential that basic principles and approaches in paediatric orthopaedic, neurological and cardio-respiratory rehabilitation taught in PPTH-606 be well integrated prior to participating in this course (including underlying assumptions and scientific basis).

**Course Structure and instructional method:** This course is designed in a flipped classroom format. Students will have material to review and prepare prior to in-person sessions. The course activities will include lectures, clinical reasoning and practical skills teaching, individual and group projects. Students are expected to be available during scheduled class time (Wednesdays and Fridays from 8h30 to 12h00 Eastern Time). Time commitment expectation for this course is aligned with McGill guidelines of 3 hours per week per credit (9 hours per week for this 3-credit course). All class materials will be posted on myCourses.

**Learning Outcomes (how does this course contribute to my learning?):**

With attendance and active participation in class, the student will be actively engaged in achieving the following essential competencies and milestones as they relate to the domains of physiotherapy expertise, communication, collaboration, management, leadership, scholarship, and professionalism in the context of working with children with congenital, developmental, and acquired disabilities. The following objectives are those designed for the whole course.

<b>Competency Domain</b> <b>Completing the evaluation tasks successfully will contribute to the competency</b>	<b>Learning outcome</b> <b>On successful completion of this course you will be able to</b>	<b>Related milestone</b>	<b>Assessment task</b> <b>You will be assessed on the learning outcome in evaluation task</b>
<b>Physiotherapy expertise</b>	Integrate knowledge of human development across all domains with clinical decision making.	n/a	1, 2, 6
	Analyze the development of movement skills across the lifespan.	n/a	1, 2, 6
	Integrate the essential pathophysiology and basis for complex orthopedic, neurological and cardio-respiratory pediatric disorders	n/a	3, 4, 6
	Apply the principles of neurological, orthopedic and cardio-vascular rehabilitation in pediatrics including the underlying assumptions and scientific basis.	n/a	3, 6
	Analyze the current controversies surrounding the principles of normal development, motor control and dysfunctions, as well as plasticity, adaptation and rehabilitation in pediatrics.	n/a	Not assessed
	Use a family-centered approach when consulting with the child and his/her parents to obtain information about his/her health, associated history, previous health interventions, and associated outcomes to determine indications and contra-indications to physiotherapy intervention in children	1.1.1; 1.1.2; 1.1.3; 1.1.5; 1.1.6; 1.3.1; 1.3.2; 1.3.4; 1.3.5	1, 2, 6
	Collect assessment data relevant to the child's and family's needs and pediatric physiotherapy practice. This includes selecting appropriate measurement tools for discrimination, prediction, and evaluation of components of the International Classification of Functioning, Disability and Health specific to each child and condition.	1.3.7	1, 2, 6
	Analyze and interpret assessment findings as well as explain them in terms that families and children/adolescents can understand.	1.4.1; 1.4.2	1, 2, 6

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	Establish a physiotherapy diagnosis and prognosis (when applicable) for children presenting with complex orthopaedic, neurological and cardio-respiratory pediatric disorders.	1.4.2; 1.4.3; 1.4.4	6
	Develop and recommend an intervention strategy that is developmentally appropriate for children of varying ages. This will include integrating basic neuroscience, musculo-skeletal concepts and kinesiology principles to construct and organize developmentally appropriate physical rehabilitation activities for children of varying ages.	1.4.1; 1.4.2; 1.4.4; 1.4.5; 1.4.6; 1.5.1; 1.5.2	5
	Demonstrate how to implement interventions with children of varying ages, <i>including teaching home exercises to be done by children and/or their parents.</i>	1.5.2; 1.5.3	5
	Demonstrate how to <i>evaluate the effectiveness of interventions and progress activities accordingly during interactions in clinical settings throughout the course.</i>	1.5.6; 1.5.7; 1.6.1	5
	Develop problem-solving skills to prepare for a successful advanced clinical placement in pediatric rehabilitation.	1.5.5; 1.5.6; 1.5.7; 1.7.1;	5
<b>Communication</b>	Employ effective and appropriate verbal, nonverbal, and written communications both in interacting <i>with children and families</i> , with other health care professionals and peers when appropriate throughout the course.	2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.2.1; 2.2.2; 2.2.3; 2.3.1; 2.3.2; 2.3.5; 2.4.3;	All group assignments and 1, 2, 5
<b>Collaboration</b>	Establish and maintain collaborative interprofessional relationships during group assignments and presentations.	3.1.1	All group assignments and 5
<b>Management</b>	Identify ways that will promote effective management of practice in both public and private settings.	4.1.4; 4.2.1; 4.2.2;	Not assessed
	<i>Understands the structure, funding and function of the health system</i>	4.2.1; 4.2.2	Not assessed

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<b>Leadership</b>	<i>Identify the health needs and concerns of individual children and families, of populations, and communities as well as understand professional responsibility in responding to those needs.</i>	5.1.2; 5.1.3; 7.4.1; 7.4.2	Not assessed
<b>Scholarship</b>	Use evidence-informed approach towards his/her practice in pediatric physiotherapy through self-assessment during practical activities	6.1.1-6.1.5	Not assessed
	Use appropriate research methods to further advance his/her knowledge in pediatric physiotherapy (appraise evidence; consult evidence-based websites and resources; etc.)	6.4.1; 6.4.2;	3
<b>Professionalism</b>	Have a professional and respectful attitude when <i>interacting with children, families</i> as well as their peers and other professionals involved in the course	7.4.1; 7.4.2;	1, 2, 5
	Recognize and be guided by the scope of practice of pediatric physiotherapy.	7.4.3; 7.4.4	3, 4, 5

**Expectations for Student participation:** For this course, students will be expected to attend weekly sessions. The main mode of communication throughout the course will be email sent through the myCourses platform, as well as announcements on the same platform. Students are expected to check both email and myCourses at least 2x per week for this course.

**Course Materials:**

- **Required text:** No required textbook for this course.
- **Readings:** All readings will be provided on MyCourses weekly. Readings will be contextualized as to their relation to materials presented in the course. A full reading list will be available on the first day of classes.

**Copyright of course material:** © *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.

**Specific Course Content:** List of topics to be covered (detailed weekly schedule will be provided during the introductory lecture):

1. Review of pediatric evaluations and use of more specific standardized assessments.
2. Goal setting and *Goal Attainment Scaling* for pediatric rehabilitation.
3. Creating developmentally appropriate treatment activities and progressions
4. Using ICF to frame evaluation, goal setting and treatment planning
5. Assessment and treatment of children with neurological conditions (brain injury, seizures, autism, intellectual delays, pediatric stroke, prematurity, neuromuscular conditions).
6. Assessment and treatment of children with orthopedic conditions (complex pain conditions, osteogenesis imperfecta, orthopedic problems in neurological conditions).

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7. Assessment and treatment of children with cardio-respiratory conditions (training issues, cardiac surgery).
8. Assessment and treatment of children with arthritis and associated conditions.
9. Transitions to adulthood for children with various conditions
10. Equipment and assistive technologies for children with disabilities

**Student Assignment and Evaluation:**

**Planned Assessments**

#	Assessment task	Individual or Group	Weighing (%)
1	Assessment of a pre-school child	individual	15
2	Assessment of an infant	Pairs	15
3	Treatment activities manual	Individual	10
4	Evidence based review poster	individual	15
5	My 3s	Individual	15
6	Lab skills	Individual	15
7	Clinical Reflection Journal	Individual	5
8	Simulations	Pairs	10

**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 McGill Health Sciences Calendar for information on University regulations regarding final examinations and supplementals. 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.

**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 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:** Students are expected to demonstrate professional behavior and wear appropriate attire at all times, in accordance with clinical sites specific regulations as applicable.

**Attendance:** Students who have missed more than 10% of laboratory sessions, clinical reasoning workshops or clinical site visits without a university-sanctioned reason for their absence, will see their final course mark reduced by 10%. Please refer to section on attendance in course guide.

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**Language of submission: 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 receive a penalty of 2% per day late, including weekends.

**Inclusive learning environment:** 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/or [Student Accessibility and Achievement](#).

**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.

**Respect:** The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

**Preferred pronouns:** Please contact me if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your preferred pronouns.

**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, messages, etc.). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class. Mobile computing and communications devices are therefore permitted in class insofar as their use does not disrupt the teaching and learning process.

**End-of-course evaluations:** [Mercury 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.

**Charter of Students' Rights:** Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students' Rights](#).

**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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