

PHTH 572 PHYSICAL THERAPY CLINICAL PRACTICUM 2 (SUMMER 2022)

Credits: 7

Prerequisites: Successful completion of:

Physical Therapy Clinical Practicum 1 (PHTH 571)

On-going prerequisites include:

- Meeting requirements for immunizations, CPR, and a criminal record check (solemn oath).
- Adequate vaccination against Covid-19: 2 doses minimum (booster is strongly recommended).
- Due to Covid-19 mask fitting cannot be completed at the McGill Wellness Hub. If required, mask fitting will be carried out by the clinical site.
- Proof of having met these requirements must be submitted to the McGill Wellness Hub and on MyCourses e-clinical. Delays in assigning a clinical placement may ensue if proof is not submitted on time.
- The equivalent of a compulsory 2-day workshop on Principles for Moving Patients Safely (PDSB).
- Basic conversational French language proficiency is necessary to complete clinical placements in a timely manner.

Instructors:

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On-site Clinical Coordinators and Clinicians from McGill Affiliated Hospitals and physiotherapy clinics provide clinical support and supervision of students.

Course Description:

This 7-week course is the second in a series of four (4) clinical practicums where the student will be able to assess, re-evaluate and treat patients with musculoskeletal,

cardiovascular, neurological disorders and complex health conditions across the lifespan (except pediatrics) and in various practice settings. [The National Physiotherapy Entry-to-Practice Curriculum Guidelines 2019](#) (Clinical Education Experiences) is used to guide the selection of clinical placements in order to fulfill the national requirements for entry to practice.

Instructional Method:

Clinical supervision is provided by a Physical Therapist to assist the transition of the novice student to an entry-level practitioner. Clinical educators are encouraged to use the 2:1 model of supervision (2 students to 1 physical therapist) to enhance clinical reasoning through reciprocal peer coaching. Clinical practicum experiences in different sites may vary according to the types of clients available.

Web-based technology tools and **clinical seminars** are used to facilitate the student's learning by enhancing readiness for a placement, providing support during a placement and encouraging post-placement reflection. The e-Clinical MyCourses web-based platform is used in conjunction with on-site practicum experience.

On-going faculty development for clinical supervisors, in the form of annual workshops and on-site tailor-made workshops, allow supervisors to learn and upgrade their skills in clinical supervision, providing feedback and performing evaluations.

Given the Covid-19 pandemic, some clinical seminars for students and faculty development seminars for clinical educators are delivered on web-based platforms such as Zoom or Teams.

Course Content - Preparation for the first and second clinical placements:

During the Fall and Winter terms of U3/QY, students:

- Attend four mandatory clinical seminars of 2 - 2.5 hours each.
- Complete seven on-line clinical education learning modules (1 to 7). Certificates attesting to their completion are downloaded and submitted to assignment folders in e-Clinical on MyCourses by the placement start date. The modules are available on-line at <https://www.preceptor.ca/>
- Are strongly encouraged to ensure a basic level of conversational French language proficiency

Note: *Not completing the above preparatory items may delay clinical practica.*

Preparatory and debriefing clinical seminars:

Term	Date	Content
U3/QY Fall Seminar 1 Mandatory	November 8 th 2021 (2 hours) Zoom	<ul style="list-style-type: none"> Understand clinical education program and requirements. Outline essential preparation required prior to clinical placements. Appreciate the clinical site assignment process.
U3/QY Winter Seminar 2: Mandatory	February 11 th 2022 (2.5 hours) Zoom	<ul style="list-style-type: none"> Selecting a clinical placement. Key resources used for clinical education. Roles/responsibilities.
U3/QY Winter Seminar 3: Mandatory	March 10 th 2022 (2.5 hours) Zoom	<ul style="list-style-type: none"> Clinical Experience Manual: completing the clinical experience modules. Clinical evaluation: Assessment of Clinical Performance (ACP 2.0).
U3/QY Winter Seminar 4 Mandatory	March 25 th 2022 (2.5 hours) In person	<ul style="list-style-type: none"> Review placement documents and requirements Giving and receiving feedback & conflict management M1 Student Panel, tips, discussion.
M1 Fall	September 2022 (2.5 hours) In person	<ul style="list-style-type: none"> PHTH 571 & PHTH 572 debrief.

Clinical Course Dates:

Course Number	Dates	Duration	Credits
Clinical Practicum 1 (PHTH 571)	April 19 th to June 6 th , 2022	7 weeks (35 hrs/week)	7
Clinical Practicum 2 (PHTH 572)	June 9th to July 22nd, 2022 *flexible start dates	7 weeks (35 hrs/week)	7
Clinical Practicum 3 (PHTH 573)	January 4 th to February 24 th , 2023	8 weeks (35 hrs/week)	8
Clinical Practicum 4 (PHTH 620)	September 5 th to October 27 th , 2023	8 weeks (35 hrs/week)	7

The clinical placement sites:

The second clinical practicum takes place as a full-time presence in the clinic, usually 35 hours/week for 7 weeks, beginning in the early summer term of M1. The clinical practicum course takes place at the McGill University Health Centre (MUHC), other McGill affiliated

facilities, such as hospitals, rehabilitation centres (Centre de Readaptation en Deficience Physique), private clinics, and community centres such as centres dispensing home care services, Centre Local de Services Communautaire (CLSC), Centre Hospitalier de Soins de Longue Duree (CHSLD), schools, and industry.

Although opportunities for students to complete out of province or international placements exist, the first clinical placement must be completed within the province of Quebec and preferably within the McGill catchment area.

Covid-19 guidelines for learners in a health care setting can be found at:

<https://publications.msss.gouv.qc.ca/msss/document-002715/>

Regular updates are provided by the Ministère de Sante et Services Sociaux/ Direction des Affaires Universitaires. Essentially, for a learner on a clinical placement:

- “Hot”, “red” zones are to be avoided and “warm”, “yellow” zones can receive students.
- No student is obliged to be in an uncomfortable situation.
- Learners and clinical educators have individual circumstances, communication is key to resolve challenges encountered.
- A learner is to stay Covid vigilant in their daily life and ask themselves whether the activities engaged in outside of the clinical placement are covid-friendly.
- A learner should discuss with their clinical educator about the appropriateness of any work taking place aside from the clinical placement.
- Competency is prioritized over number of clinical hours remaining.
- Expectations for entry to practice competencies being met remain the same as usual. i.e.: different context – same expectations for competency.
- If a placement is interrupted due to Covid, and the health of the learner permits, options for completion include: telerehabilitation encounters, completing work on a clinical or a research project, or extending the clinical placement such that competencies are achieved.
- Expect placement interruptions. Flexibility is expected from all persons concerned, the learner, the educator at the clinical site and the ACCEs in order to ensure placement completion.

Course Materials:

1. MyCourses (e-Clinical): main communication and reference tool for documents required during a clinical placement.
2. Canadian Physiotherapy Assessment of Clinical Performance (ACP 2.0) evaluation tool
3. ACP grading resource
4. Student Clinical Experience Manual (Modules 1 & 3)
5. McGill Student Name Tag

Required Text:

1. Principles for Moving Patients Safely. ASSTSAS 1999. This text is required for workshop participation and a reference for all future clinical practica. Available during POTH 563 Foundations of Professional Practice
2. Code of Ethics. La Gazette Officielle du Québec, 1999. Available during POTH 563 Foundations of Professional Practice

Student Learning Objectives:

The Student Learning Objectives are based on the [Competency Profile for Physiotherapist in Canada 2017](#) where each domain describes an essential competency leading to entry to practice milestones. The Minimum Skills, as outlined in Part B of the National Physiotherapy Entry-to-Practice Curriculum Guidelines, further define the essential competencies and entry-to-practice milestones of the seven Domains of the Competency Profile. These skills are basic and represent the minimum level of ability expected at entry-to-practice. The opportunity for meeting the student learning objectives below during a clinical placement will vary according to the placement setting and the area of physiotherapy practice.

During the first clinical placement, the student will achieve the following entry to practice essential competencies:

Domain 1: Physiotherapy Expertise

Learning objective	Milestone
Employ a client-centered approach	1.1.1 -1.1.6
Ensure physical and emotional safety of client	1.2.1-1.2.5
Conduct a client assessment	1.3.1-1.3.7
Establish a diagnosis and prognosis	1.4.1-1.4.6
Develop, implement, monitor and evaluate an intervention plan	1.5.1-1.5.7
Complete or transition care	1.6.1-1.6.4
Plan, deliver and evaluate programs	1.7.1 – 1.7.4

Domain 2: Communication

Learning objective	Milestone
Use oral and non-verbal communication effectively	2.1.1 -2.1.4
Use written communication effectively	2.2.1-2.2.3
Adapt communication approach to context	2.3.1-2.3.5
Use communication tools and technology effectively	2.4.1-2.4.3

Domain 3: Collaboration

Learning objective	Milestone
Promote an integrated approach to client services	3.1.1 – 3.1.2
Facilitate collaborative relationships	3.2.1-3.2.5
Contribute to effective teamwork	3.3.1-3.3.5
Contribute to conflict resolution	3.4.1-3.4.2

Domain 4: Management

Learning objective	Milestone
Support organizational excellence	4.1.1 – 4.1.4
Utilize resources efficiently and effectively	4.2.1 - 4.2.4
Ensure a safe practice environment	4.3.1 - 4.3.6
Engage in quality improvement activities	4.4.1 – 4.4.3
Supervise others	4.5.1 – 4.5.4
Manage practice information safely and effectively	4.6.1 – 4.6.4

Domain 5: Leadership

Learning objective	Milestone
Champion the health needs of clients	5.1.1 – 5.1.3
Promote innovation in healthcare	5.2.1 - 5.2.3
Contribute to leadership in the profession	5.3.1 - 5.3.3

Domain 6: Scholarship

Learning objective	Milestone
Use an evidence-informed approach in practice	6.1.1 – 6.1.5
Engage in scholarly inquiry	6.2.2 – 6.2.6
Integrate self-reflection and external feedback to improve personal practice	6.3.1 – 6.3.4
Maintain currency with developments relevant to area of practice	6.4.1 – 6.4.2
Contribute to the learning of others	6.5.1-6.5.4

Domain 7: Professionalism

Learning objective	Milestone
Comply with legal and regulatory requirements	7.1.1 – 7.1.3
Behave ethically	7.2.1 – 7.2.3
Embrace social responsibility as a health professional	7.3.1 – 7.3.2
Act with professional integrity	7.4.1 – 7.4.7
Maintain personal wellness consistent with the needs of practice	7.5.1 – 7.5.2

Student evaluation:

The Canadian Physiotherapy Assessment of Clinical Performance (ACP 2.0) tool is the competency-based assessment tool used to determine whether a student has attained the expectations for each clinical placement and ultimately is ready to practice. All entry-to-practice milestones are assessed by the ACP 2.0 as follows:

Entry-to-Practice Milestones assessed by the ACP 2.0 by Domain
Physiotherapy Expert 1.1 – 1.7
Communication 2.1 – 2.4
Collaboration 3.1 – 3.4
Management 4.1 – 4.6
Leadership 5.1 – 5.3, 7.3
Scholarship 6.1 – 6.5
Professionalism 7.1 – 7.2, 7.4 – 7.5

During the second clinical placement, a student shall demonstrate a progression in acquiring competencies that reflect movement from a performance considered at an **advanced beginner level** to that of **intermediate or higher**. An exceptional student will demonstrate performance at the **advanced intermediate level** or higher. Although a student can be rated at any point on the rating scale, for the second clinical placement the following are the three most relevant levels of performance:

Advanced Beginner Performance:

- The student requires clinical supervision 75% to 90% of the time managing patients with simple conditions and 100% of the time managing patients with complex conditions.
- The student demonstrates consistency in developing proficiency with simple tasks (eg. chart review, goniometry, muscle testing and simple interventions).
- The student initiates, but is inconsistent with comprehensive assessments, interventions, and clinical reasoning.
- The student will begin to share a caseload with the clinical instructor.

Intermediate Performance:

- The student requires clinical supervision less than 50% of the time managing patients with simple conditions and 75% of the time managing patients with complex conditions.
- The student is proficient with simple tasks and is developing the ability to consistently perform comprehensive assessments, interventions, and clinical reasoning.
- The student is capable of maintaining 50% of a full-time physical therapist's caseload.

Advanced Intermediate Performance:

- The student requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions.
- The student is consistent and proficient in simple tasks and requires only occasional cueing for comprehensive assessments, interventions, and clinical reasoning.

- The student is capable of maintaining 75% of a full-time physical therapist’s caseload.

Range of possible placement outcomes:

Student profile	Criteria defining each student profile based on the rating scale of the ACP
Credit with exceptional performance - student's overall performance is exceptional and exceeds expectations for a student at that experience level (A).	All 18 items on the ACP are scored at the advanced intermediate level or higher.
Credit with above-average performance - student’s overall performance meets the expectations for an average performance. In addition, several competencies indicate performance exceeds the average expectations for the placement level (A-).	9 or more items are scored at the advanced intermediate level or higher and no item is scored below the intermediate level.
Credit – student’s performance meets expectations for a student at that experience level (B+).	All 18 items are scored at least at the intermediate level .
Credit with reservation – student’s performance is borderline, demonstrating areas of weakness that may require remediation (B-).	9 or more items are scored at the intermediate level or higher. Remaining 9 items are scored below the intermediate level and no item is scored below the advanced beginner level.
No Credit – student consistently performs below the expected level and/or demonstrates significant deficits in professionalism, communication, safety or clinical reasoning. Performance does not meet minimal expectations (F).	Greater than 9 items are scored below the intermediate level.

With each Clinical Practicum, the student is expected to have reflected on their strengths and areas for improvement and increase their confidence in order to achieve competence for an Entry-Level Physical Therapist. A student must complete a mid-term and final self-evaluation in order to better discuss progress during the clinical placement with their clinical educator.

Letter grades for clinical courses are assigned by the academic coordinators of clinical education, based on the recommendation of the clinical supervisors. Although each clinical supervisor assesses a student’s performance, it is the ACCEs who are responsible for determining acceptable levels of performance for each clinical experience and, who

ultimately assign a letter grade according to the clinical supervisor's ratings, comments and a global rating of the student's performance during the placement.

Case presentation: Students are expected to present a 30- to 60- minute evidence-informed presentation to the clinical staff and students present in the clinical site. The presentation may be case-based or on a specific topic of interest approved by the clinical supervisor.

In order for a final grade to be entered on Minerva students are required to submit the following documents:

- a. The student's self-evaluation using the ACP 2.0 on the clinical education portal.
- b. The student evaluation of fieldwork experience questionnaire found on the clinical education portal.
- c. The student clinical experience module: PHTH 572 - Module 3 must be co-signed by the clinical instructor and submitted to MyCourses: e-Clinical > Assignments.

Students are strongly encouraged to remind their clinical supervisor(s) to upload the instructor final ACP 2.0 on the educator clinical education portal.

If the student does not submit all above documents, their grade may be withheld until all documents are submitted.

Special Requirements for Course Completion and Program Continuation:

Once a clinical placement has started it cannot be terminated unless there is a university sanctioned reason (health, religious) and approval from the program director. Please refer to the Summer Studies e-calendar for more details.

The Academic Coordinator of Clinical Education or their designate has the authority to terminate the clinical course after the midterm evaluation, IF the overall situation or specific student behaviours are judged to be unprofessional, detrimental or unsafe to the student, clinical educator, clinical site or clients. Course termination for these reasons will only be carried out in extreme circumstances and will constitute a course failure ('F' grade).

A failed clinical placement is investigated by the ACCEs with recommendations for remedial work to enhance chances of success in the subsequent, repeated clinical placement. Please refer to the appropriate sections in the graduate calendars on University regulations regarding final and supplemental examinations. Also, please refer to the SPOT website for the Rules and Regulations for Student Evaluation and Promotion. Two failed clinical placements may require a student be asked to withdraw from the program.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change. During the Covid-19 pandemic, McGill guidelines are implemented as found at <https://www.mcgill.ca/coronavirus/>

Attendance : Attendance to all seminars is mandatory. Seminars typically take place outside of regularly scheduled class time. All efforts are made to advise students adequately

of an upcoming seminar. Students will not be able to miss any of these sessions without a university-sanctioned reason. If they do, they may incur supplemental work. During a clinical placement, **all absences need to be made up with additional clinical hours/days**. Absences of more than one day need to be justified with a university-sanctioned reason.

Dress Code and Deportment: Students are expected to demonstrate professional behavior, adequate grooming, personal hygiene, and wear appropriate attire at all times.

Professional Code of Conduct is applied during all clinical placements. Specific mention is made of the issue of maintaining client confidentiality.

Plagiarism/Academic Integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information.)

"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).*"

Disability: 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 the [Office for Students with Disabilities](#), 514-398-6009.

If accommodations are needed for clinical placements, please refer to the following SPOT website: <https://www.mcgill.ca/spot/programs/ot/bsc-rehabilitation-science/process-mcgills-office-students-disabilities>

- The student must communicate this need with the Program Director or Academic Coordinators of Clinical Education at least 4 months prior to the clinical placement start date.
- A meeting will take place between the student, faculty member, and OSD advisor.
- In order to properly plan and implement a clinical placement, the student will be required to sign a consent form for relevant information to be communicated with the clinical site.

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 [Academic Rights and Responsibilities](#).