

PHTH 573 PHYSICAL THERAPY CLINICAL PRACTICUM 3 (WINTER 2023)

Credits: 8

Prerequisites: Successful completion of:
Physical Therapy Clinical Practicum 2 (PHTH 572)

Ongoing Prerequisites:

- Complete immunization status.
- Adequate vaccination against Covid-19: 2 doses minimum, booster is strongly recommended.
- Valid First Aid and CPR course certificate, Level HCP (Health Care Provider) or equivalent.
- Solemn Affirmation with the Commissioner of Oaths (report changes)

Additional prerequisites:

- Basic conversational French language proficiency is necessary to complete clinical practica in a timely manner. All sites have French patients. Some sites require documentation to be completed in French.
- If required, mask fitting will be carried out by the clinical site.
- Some sites may require a criminal record check.

Failure to complete any of the above prerequisites may result the delay or cancellation of the clinical practicum.

Instructors:

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Site Clinical Coordinators and Clinical Educators from McGill affiliated clinical institutions provide clinical education support and supervision of students.

Course Description:

The third clinical practicum takes place as a full-time presence in the clinic, usually 35 hours per week for 8 weeks, in the winter term of M1. This practicum is the third in a series of four (4) clinical practica, where the student has the opportunity to assess, re-evaluate and treat patients with musculoskeletal, cardiovascular, neurological disorders and complex health conditions across the lifespan 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 practica in order to ensure that students fulfill the national requirements for entry to practice.

Student Learning Objectives:

The Student Learning Objectives are based on the [Competency Profile for Physiotherapist in Canada 2017](#) which defines each of the seven Domains of practice, their essential competencies and entry to practice milestones. The Minimum Skills, outlined in Part B of [The National Physiotherapy Entry-to-Practice Curriculum Guidelines 2019](#), further define the essential competencies and entry-to-practice milestones. These skills represent the minimum level of performance expected at entry-to-practice. During the clinical practicum, 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

The level of performance expected in acquiring essential competencies and entry-to-practice milestones progresses with each clinical practicum. During the third clinical practicum, a student shall demonstrate a progression in acquiring competencies that reflect movement from a performance considered **intermediate** at the start of the practicum, to that of **advanced intermediate or higher** in the last 2 weeks of the practicum. These performance levels are defined by the Canadian Physiotherapy Assessment of Clinical Performance (ACP 2.0) assessment tool. An exceptional student will demonstrate performance at the **entry level** or higher. Although a student can be rated at any point on the rating scale, for the third clinical practicum the following are the three most relevant levels of performance:

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.

Entry Level Performance:

- The student requires infrequent clinical supervision managing patients with simple conditions and minimal guidance/supervision for patients with complex conditions.
- The student consistently performs comprehensive assessments, interventions and clinical reasoning in simple and complex situations.
- The student consults with others and resolves unfamiliar or ambiguous situations.
- The student is capable of maintaining at minimum 75% of a full-time physical therapist's caseload in a cost-effective manner.

Instructional Method:

Clinical supervision is provided by a Clinical Educator who is a licensed Physical Therapist. Clinical Educators are encouraged to use various models of supervision, including the 2:1 model of supervision (2 students to 1 physical therapist) to enhance clinical reasoning through reciprocal peer coaching.

MyCourses (e-Clinical): All clinical practica and clinical seminars materials will be housed on the e-Clinical, MyCourses online platform. This platform will also be used for student document submissions and important communications related to clinical practica.

Online Modules: Students are encouraged to review online modules as needed before or during their clinical practicum. The modules are available at:

<https://www.preceptor.ca/>

- module 1: Preparation and orientation
- module 2: Anti-oppressive practices
- module 3: Developing learning objectives
- module 4: Developing clinical reasoning
- module 5: Reflective practice
- module 6: Feedback and evaluation
- module 7: Successfully navigating conflicts
- module 8: The virtual practicum (optional)

Clinical Seminars: There are no clinical seminars prior to this clinical practicum. After the third clinical practicum in the Winter term of M1, students attend a 30-minute mandatory individual meeting with the ACCE/AACCEs. This session allows students to debrief on all of their clinical experiences to date.

Term	Date	Content
M1, Winter Individual meetings Mandatory	April/May (30 minutes)	<ul style="list-style-type: none"> • Review a student’s trajectory to meeting the clinical education requirements and plan the final practicum. • Discuss the quality of the learning environment/ clinical educator interaction experienced to date during the previous three clinical practica.

Clinical Practica Dates:

Course Number	Dates	Duration	Credits
Clinical Practicum 3 (PHTH 573)	January 4th to February 24th, 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 Practica Sites:

The clinical practicum takes place at the McGill University Health Centre (MUHC), other McGill affiliated facilities, such as hospitals, rehabilitation centres, private clinics, and community centres such as Centre Local de Services Communautaires (CLSC), Centre Hospitalier de Soins de Longue Durée (CHSLD), schools, and industry.

Pending approval from the ACCE/AACCEs a maximum of two clinical practica can be completed outside the McGill clinical catchment area.

As of the 2nd clinical practicum, a student may apply to complete their rotation out-of-province. International practica can occur in the third or fourth clinical practica. Travel and accommodations are the student's responsibility. Guidelines and criteria for eligibility are presented during the Winter U3/QY term. Guidelines and application forms are available on MyCourses e-Clinical.

Covid-19 guidelines for learners in a health care setting are provided by the Ministère de Santé et Services Sociaux/ Direction des Affaires Universitaires:

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

Course Materials:

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

Assessments:

The Canadian Physiotherapy Assessment of Clinical Performance (ACP 2.0) this competency-based assessment tool is used to determine if a student has attained the expectations for each clinical practicum and ultimately is ready to practice. All learning objectives (and therefore all entry-to-practice milestones) are assessed by the ACP 2.0.

The clinical educator will assess the student's performance at midterm using the ACP 2.0. The midterm assessment is a formative assessment and provides the student with insight

on their strengths and areas to improve during the second half of the practicum. The clinical educator will assess the student's performance at the end of the practicum, this is considered a summative evaluation. The student must also complete a mid-term and final ACP 2.0 self- evaluation which they will share with their clinical educator and will use to inform discussions regarding their progress in the clinical practicum.

Student presentation: Students are expected to present a 45-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 educator.

Assessment	Timing	% of final grade
ACP 2.0 Clinical Educator Midterm Evaluation	occurs halfway through the practicum	Formative
Student presentation (~45 minutes)	usually occurs in the last 2 weeks of practicum	Assessed as part of the Final Evaluation (competency Scholarly Practitioner)
ACP 2.0 Clinical Educator Final Evaluation	occurs in the last few days of practicum	*100%

***Letter grades:** The ACCE/AACCEs are responsible for assigning a letter grade to each clinical practicum. The ACCE/AACCEs will first calculate the grade according to the ratings assigned by the clinical educator on each item of the ACP final evaluation (see table below). The clinical educator's comments regarding student performance for each of the essential competencies, their credit recommendation, and global rating of the student's performance by are also considered when assigning the final grade.

Calculated grade using the ACP 2.0 rating scale in a third practicum:

Student profile	Criteria defining each student profile based on the rating scale of the ACP 2.0
Credit with exceptional performance - student's overall performance is exceptional and exceeds expectations for a student at that experience level (A).	At least 12 items on the ACP are scored at entry-to-practice level or higher. No item is scored below advanced intermediate level.
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 practicum level (A-).	6-11 items are scored at entry-to-practice level or higher. No item is scored below advanced intermediate level.
Credit – student's performance meets expectations for a student at that experience level (B+).	At least 13 items are scored at advanced intermediate level or higher. The remaining items are scored 1 level below advanced intermediate.

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 advanced intermediate level. No item is scored below intermediate 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).	9 or more items are scored below advanced intermediate level or 1 item or more is scored below intermediate level.

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

- a. The student’s ACP 2.0 self-evaluation upload to the clinical education portal.
- b. The student’s completed evaluation of fieldwork experience questionnaire found on the clinical education portal.
- c. The student clinical experience module: PHTH 573 - Module 4 must be co-signed by the clinical instructor and submitted to MyCourses: e-Clinical, Assignments.

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

Students are strongly encouraged to remind the clinical educator to upload their ACP on the clinical education portal. (scanned hand-written or electronic copy).

Attendance: Attendance to all clinical 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. During a clinical practicum, **all absences must be made up with additional clinical hours/days**. Absences of more than one day need to be justified with a university-sanctioned reason and supporting documentation.

Once a clinical practicum has started it cannot be terminated unless there is a university sanctioned reason (health, religious) and approval from the program director.

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

Additional information and McGill policies:

Accessibility: As the instructors of this course we endeavor to provide an inclusive learning environment. If accommodations are needed for clinical practica, 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 practicum start date.
- A meeting will take place between the student, faculty member, and OSD advisor.
- In order to properly plan and implement a clinical practicum, the student will be required to sign a consent form for relevant information to be communicated with the clinical site.

Policy statement: Language of submission: “In accord with McGill University’s [Charter of Student Rights](#), students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

« 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. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

Policy statement: 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](#).” (Approved by Senate on 29 January 2003) (See McGill’s [guide to academic honesty](#) 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 procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

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/>

Additional policies governing academic issues which affect students can be found in the [Academic Rights and Responsibilities](#).