PHTH 573 PHYSICAL THERAPY CLINICAL PRACTICUM 3 (WINTER 2025)

Credits: 7

Prerequisites
Successful completion of
- Physical Therapy Clinical Practicum 2 (PHTH 572)
- All M1 Fall courses

Ongoing Prerequisites
- Complete immunization status.
- 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	6.2.1 - 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/

- o module 1: Preparation and orientation
- o module 2: Anti-oppressive practices
- o module 3: Developing learning objectives
- o module 4: Developing clinical reasoning
- o module 5: Reflective practice
- o module 6: Feedback and evaluation
- o module 7: Successfully navigating conflicts
- o 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 student meetings Mandatory	April/May (30 minutes)	• 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 6th to February 28th, 2024**	**8 weeks (35 hrs/week)**	**7**
Clinical Practicum 4 (PHTH 620)	September 5th to October 27th, 2024	8 weeks (35 hrs/week)	7

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The Clinical Practice 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.

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 (Module 3)
5. McGill Student Name Tag

Required Text

1. Principles for Moving Patients Safely. ASSTSAS 2009. 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 of physical therapists and physiotherapy technologists, Québec Official Gazette, 2022. Introduced during POTH 563 Foundations of Professional Practice.

Assessments

The Canadian Physiotherapy Assessment of Clinical Performance (ACP 2.0), a 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 grade will be calculated according to the ratings assigned by the clinical educator on each item of the ACP final evaluation (see table below), ***as well as considering 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***. The ACCE/AACCEs may contact the clinical educator if additional information or clarifications are required.

Calculated grade using the ACP 2.0 rating scale for PHTH 573

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).	13 items or more 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 to 12 items are scored at **entry-to-practice** or higher and no items are scored below advanced intermediate. **OR** 4 to 5 items are scored at **entry-to-practice** or higher, no items are

	scored below advanced intermediate and the student's overall performance is rated as "above average", "exceptional" or "credit with distinction".
Credit – student's performance meets expectations for a student at that experience level (B+).	13 to 14 items are scored at **advanced intermediate** or higher and 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 3 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 receiving a grade of B- will be contacted by the ACCE/AACCEs to discuss performance and to develop a plan to encourage acquisition of essential competencies in subsequent practica.

A failed clinical practicum is investigated by the ACCE/AACCEs with recommendations for remedial work to enhance chances of success in the subsequent, repeated clinical practicum. 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. https://www.mcgill.ca/study/2022-2023/faculties/spot/graduate/gps_spot_evaluation_promotion. Two failed clinical practica may require a student be asked to withdraw from the program.

The ACCE or their delegate 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 clients, student, or staff at a clinical site. Course termination for these reasons will constitute a course failure ('F' grade).

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.

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.

Additional information and McGill policies

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/.'

Copyright of course materials
Instructor generated course materials (e.g., handouts, notes, summaries, 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.

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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 have the right to submit in English or in French any 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 the Senate on January 21, 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 parle Sénat le 21 janvier 2009).

Accessibility
McGill University endeavors to provide an inclusive learning environment. Students who anticipate that they will need **accommodations for clinical placements** must register with Student Accessibility and Achievement (https://www.mcgill.ca/access-achieve/) and meet with an advisor 4 months prior to the start date for the placement (i.e., no later than the start of the Winter U3/QY term for the first placement in Summer M1). Once appropriate accommodations are determined and the student has provided written consent, the ACCE/AACCE will ensure that a clinical site who can provide the accommodations is selected for the placement. As needed, a meeting will be arranged between the student, ACCE, the Student Accessibility and Achievement advisor, and a representative from the clinical site to determine what accommodations can be provided. Students who are registered with Student Accessibility and Achievement but **do not anticipate needing accommodations during clinical placements** are strongly encouraged to meet with the ACCE to ensure that this decision is based on all relevant information.

No accommodations will be provided without the involvement of Student Accessibility and Achievement.

https://www.mcgill.ca/spot/files/spot/student_accessibility_and_achievement_process_and_flowchart_for_students_2022-2023_ot_3.pdf

WELL Office
Students have access to the WELL Office that provides a safe and confidential place for resources that protect and enhance the well being of learners from McGill Health Professional programs. Both Academic Support and Wellness Support is provided to learners from the SPOT, ISoN and SCSD.
See website: https://www.mcgill.ca/thewelloffice/isonspotscsd

Technology in class/while on clinical integration courses
Respectful attentive presence is expected; therefore, it is understood that laptops or cell phones are not to be used for social purposes during course times. Cell phones are to be on

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silent and phone calls should only take place during breaks or after course times. During clinical placements, supervisors may permit students to use the cell phones to communicate with them. If cell phones are used to take pictures or videos for intervention purposes, the patient's written consent is required.

Artificial Intelligence
Artificial Intelligence (AI) will likely have an impact on many areas of society, including health care. When completing assignments recall that AI can be useful for creative problem solving, however AI has been shown to invent theoretically reasonable solutions not based on evidence. For example, always verify any reference suggested by AI in order to confirm that the reference does exist. In this course, you are allowed to use AI, as long as you clearly identify where and how you have used it, and reference the sources used appropriately.

Teaching and Learning Services (TLS)
Ethical use of generative AI: The development of generative AI has brought many ethical considerations that must be addressed with its use. The 2018 Montreal Declaration for a Responsible Development of Artificial Intelligence and the 2021 UNESCO Recommendation on the Ethics of Artificial Intelligence provide a number of principles important to the adoption of these new technologies. Both documents offer an excellent framework for what one needs to consider when using these new technologies.

See also TLS resources for students: https://www.mcgill.ca/tls/students/learning-resources/learning-resources-text-only-versions

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. An email notification will be sent when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

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

Additional policies governing academic issues which affect students can be found in the Academic Rights and Responsibilities.

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