

PHTH 571 PHYSICAL THERAPY CLINICAL PRACTICUM 1

Credits: 7

Prerequisites: **Successful completion of:**
PT Ortho Management (PHTH-550)
Integrated Ortho Management (PHTH-560)
PT Neuro Rehab (PHTH-551)
Integrated Neuro Rehab (PHTH-561)
Cardiorespiratory Rehab (PHTH-552) and
Foundations of Professional Practice (POTH-563).

Additional prerequisites include:

- meeting requirements for immunizations, CPR, mask fitting, and a criminal record check.
- 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 supervision of students.

Course Description:

This 7-week course is the first 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 Clinical Education Guidelines for Canadian University Programs ¹ are used to guide in the selection of a clinical placement in order to fulfill the national requirements for entry to practice.

Learning Objectives:

Depending on the level of the clinical placement, the student will be able to achieve the following core competencies for physiotherapists² across all four clinical placements. The learning objectives differ across placements with respect to expectations for each performance dimensions. (see Table 1).

Expert:

1. Evaluate clients with musculoskeletal, neurological, cardio-respiratory disorders or complex health conditions from the perspective of optimal functional performance and social participation.
2. Establish a physiotherapy diagnosis.
3. Develop & recommend an intervention plan from the perspective of optimal functional performance and social participation.
4. Perform interventions adapted to the client's needs, evaluate the effectiveness of the interventions and plan for the discharge or completion of physiotherapy services.

Communicator:

5. Use effective communication to develop professional relationships with clients, families, care providers and other stakeholders.

¹ Entry-to-Practice Physiotherapy Curriculum: A Companion Document - Clinical Education Guidelines for Canadian University Programs June 2011.

² Essential Competency Profile for Physiotherapists in Canada, October 2009.

Collaborator:

6. Work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

Manager:

7. Manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

Advocate:

8. Use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

Scholarly Practitioner:

9. Improve client outcomes through seeking, creating, applying, disseminating and translating knowledge to physiotherapy practice.

Professional:

10. Commit to the best interests of clients and society through ethical practice, support of profession-led regulation, and high personal standards of behaviour.

Specific Learning Outcomes for PHTH 571 (level 1):

By the end of the first clinical placement, a student shall demonstrate a progression in acquiring the essential competencies that reflect movement from a performance considered at a beginner level to that of advanced beginner.

Beginner Performance:

- The student requires close supervision 90-100% of the time managing patients with constant monitoring even with patients with simple conditions
- The student requires frequent cueing and feedback
- Performance is inconsistent and clinical reasoning is performed at a very basic level
- The student is not able to carry a caseload

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

Table 1 - Expectations for each performance dimensions by level

Performance Dimensions	Level 1 PHTH 571	Level 2 PHTH 572	Level 3 PHTH 573	Level 4 PHTH 620
Efficiency/caseload	0 - 25% May begin to share a caseload	~ 50%	75%	75 to 100% Can carry a caseload in a cost-effective manner
Supervision/Guidance required	75% to 100%	50% to 75%	25% to 50%	25% or less

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.

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. Clinical practicum experiences in different sites may vary according to the types of clients available.

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.

Course Content:

Preparation for the first clinical placement:

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

11. Four on-line clinical education learning modules of one hour each.
Certificates attesting to their completion are submitted to e-Clinical on MyCourses. The modules are available on-line at www.preceptor.ca.
12. Attend four mandatory clinical seminars of three hours each.
13. Ensure a basic level of conversational French language proficiency

Note: Not completing the above tasks may delay subsequent practicums.

Preparatory seminars:

Term	Date	Content	Preparatory Learning Activities
U3/QY Fall Seminar 1 Mandatory	November (3 hours)	<ul style="list-style-type: none"> ✚ Overview of policies and procedures of clinical education. ✚ Requirements: CPR, immunization, mask fitting, criminal check ✚ Preparation for clinical placements 	MyCourses (e-Clinical)
U3/QY Winter	Mid-January	<ul style="list-style-type: none"> ✚ Review of requirements: CPR, immunization, mask fitting, 	Complete Module 1 www.preceptor.ca

Seminar 2: Mandatory	(3 hours)	criminal check ✚ Selecting a clinical site ✚ Processes for international and out-of-province clinical courses	MyCourses (e-Clinical)
U3/QY Winter Seminar 3: Mandatory	Mid-February (3 hours)	✚ Student/supervisor relationship ✚ Placement expectations ✚ Evaluation: Canadian Physiotherapy Assessment of Clinical Performance (ACP)	Complete Module 2, Module 3, Module 7 www.preceptor.ca MyCourses (e-Clinical)
U3/QY Winter Seminar 4 Mandatory	Mid-March (3 hours)	✚ Feedback – M1s ✚ Dealing with conflict ✚ Setting learning objectives ✚ Review clinical experience booklet	MyCourses (e-Clinical) Clinical experience booklet
U3/QY Winter Optional	End-March	International seminar	MyCourses (e-Clinical)
M1 Summer term April 20-June 5 (7 wks) June 8 – Aug 28 (7 wks – flexible start date)		Clinical Practicum 1 (PHTH 571) Clinical Practicum 2 (PHTH 572)	

The clinical placement:

The first clinical practicum takes place as a full-time presence in the clinic (usually 35 hours/week), 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 des 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 needs to be completed within the province of Quebec and preferably within the McGill region.

Course Materials:

MyCourses (e-Clinical): on-going
Canadian Physiotherapy Assessment of Clinical Performance (ACP) evaluation tool
Student Clinical Experience Booklet
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 practice. 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

Evaluation:

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 educator evaluates 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 a clinical performance continuum ranging from exceptional performance (A) to a performance that does not meet minimal requirements for a pass, ie: fail (C+).

The Canadian Physiotherapy Assessment of Clinical Performance (ACP) tool is the assessment tool for clinical placements.

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 to MyCourses (e-Clinical):

- a. copy of their supervisor's ACP (scanned hand-written or electronic copy)
- b. student's self-evaluation using the ACP
- c. the student evaluation of fieldwork experience feedback form completed by the student at the end of the clinical placement. The form is available on the SPOT website/clinical education/physical therapy/forms & documents.
- d. clinical learning module certificates 1, 2, 3, 7.

If the student fails to submit all above documents, they may incur a penalty to their final grade or they may be required to complete supplemental work.

Special Requirements for Course Completion and Program Continuation:

With each Clinical Practicum, the student is expected to improve his/her weaknesses and increase his/her confidence and competence to that expected of an Entry-Level Physical Therapist. 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.

http://www.mcgill.ca/spot/sites/mcgill.ca/spot/files/master_of_science_applied_physical_therapy_rules_and_regulations_2014-15.pdf. Two failed clinical placements may require a student be asked to withdraw from the program.

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 site or clients. Course termination for these reasons will only be carried out in extreme circumstances and will constitute a course failure ('F' grade).

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

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 a penalty to their final grade or they may be required to complete supplemental work. During a clinical placement, absences of more than one day need to be justified with a university-sanctioned reason and need to be made up with additional clinical hours.

Dress Code: Students are expected to demonstrate professional behavior and wear appropriate attire at all times.

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 document on the SPOT website:

http://www.mcgill.ca/spot/sites/mcgill.ca/spot/files/osd_process_and_flowchart_for_students_may_2014.pdf.

- 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 need to sign a consent form for relevant information to be communicated with the clinical site.