

POTH 602 ADVANCED EDUCATIONAL AND MANAGEMENT STRATEGIES

Credits: 3
Prerequisites: None
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Access to the Instructor: Please make appointments **by email** to meet with the instructor.

Guest Lecturers: Various clinical experts.

COURSE CONTENT: This course includes three Modules. The first Module prepares students to operate effectively and efficiently within the comprehensive healthcare system by introducing them to the domain of physiotherapy management. The study of physiotherapy business practice and entrepreneurship principles will facilitate the student acquiring the fundamental skills necessary for career development, such as setting-up a physiotherapy department or a private practice and managing resources in the public/private sector. This module includes an introduction to accounting, power of attorney and advance directives, PT branding, professional obligations, and National PT practice standards. It will also introduce students to mindfulness and resilience, employment/contract negotiation, CNESST and SAAQ and working with a physiotherapy assistant (PTA), physiotherapy technologist and support personnel (**18 hours**). The second Module reinforces the previously acquired theoretical principles of adult learning and education, giving, and receiving feedback. It presents how to deal with patients with dementia, as well as discusses the role of PT in palliative care and end of life, and how to advocate for the profession. Students will practice their advocacy and patient education skills using microteaching vignettes that require the use of ethical & professional values and efficient communication strategies (**12 hours**). Finally, the third component examines the concepts of cultural safety/humility and intersectionality, colonialism and anti-colonialism in healthcare contexts, indigenous health issues, and concepts of social justice, human rights, equity, diversity, inclusion, as well as gender issues, and how to address sexual health in rehabilitation (**9 hours**).

COURSE STRUCTURE: This course is offered in the M1 winter term Tuesdays and Thursdays from 2h30 to 5h30 (March 12 - May 14, 2024). This course will have most lectures using in-person activities and some remotely delivered lectures using synchronous zoom sessions. Students are recommended to attend all lectures. **Lectures provided by guest lecturers are mandatory.**

Purpose: This course provides a venue in which the student who is becoming an entry-level practitioner will be able to advocate for their clients and apply practice management principles required to set up or manage a public or private practice anywhere in Canada. In addition, this course will allow the student to revisit the significance of interprofessional education and practice and act as a leader, a knowledge broker, and an educator to the population it serves.

Learning Objectives by Domains and Milestones. By the end of this course, students are expected to be able to:

*Domain 1: <u>Ethical Practice Learning Objectives</u>	Milestones
Understand the principles of social justice, human rights, equity, diversity, and inclusion. (*based on CCPUP Guidelines, Foundational Entry-To-Practice Knowledge, Section #22: Ethical Practice and on New PEAC Standard 5 (2020): 5.3 & 5.4.	Section 22. d); e); F)

<ul style="list-style-type: none"> ○ Promote student reflection on relational accountability to Indigenous Peoples and their communities. ○ Introduce students to Indigenous practices, Indigenous health issues, the history and legacy of residential schools, the history of Indigenous Peoples in Canada, and the impact of colonization. ○ Provide students with the opportunities to learn from Indigenous educators and Elders. ○ Understand the concepts of healthcare environments that are justice-driven and anti-oppressive. 	5.3; 5.4
Domain 2: <u>Communication Learning Objectives</u>	Milestones
2.1 Use oral and non-verbal communication effectively.	
<ul style="list-style-type: none"> ○ Speak clearly and concisely. 	2.1.1
<ul style="list-style-type: none"> ○ Give and receive feedback in a constructive manner. 	2.1.4
2.3 Adapt communication approach to context.	
<ul style="list-style-type: none"> ○ Use appropriate terminology 	2.3.2
<ul style="list-style-type: none"> ○ Apply the principles of adult learning and teaching to advocate for clients. 	2.3.1
<ul style="list-style-type: none"> ○ Demonstrate the ability to write learning objectives that corresponds to the needs of the patient and address the knowledge and the cognitive process dimension. 	2.3.1
<ul style="list-style-type: none"> ○ Adjust communication based on level of understanding of recipient. 	2.3.3
<ul style="list-style-type: none"> ○ Share information empathetically and respectfully. 	2.3.5
<ul style="list-style-type: none"> ○ Use appropriate terminology 	
2.4 Use communication tools and technologies effectively.	
<ul style="list-style-type: none"> ○ Use electronic technologies appropriately and responsibly. 	2.4.2
<ul style="list-style-type: none"> ○ Use images, videos, and other media to enhance communication. 	2.4.3
Domain 3: <u>Collaboration Learning objectives</u>	Milestones
3.1 Promote an integrated approach to client services	
<ul style="list-style-type: none"> ○ Engage client/standardized patient as a team member when advocating for him/her 	3.1.1
3.2 Facilitate collaborative relationships	
<ul style="list-style-type: none"> ○ Share information about physiotherapist's role and knowledge 	3.2.2
<ul style="list-style-type: none"> ○ Negotiate shared and overlapping roles and responsibilities 	3.2.3
<ul style="list-style-type: none"> ○ Maintain mutually supportive working relationships 	3.2.4
<ul style="list-style-type: none"> ○ Interact with others in a manner that promotes inclusion 	3.2.5
3.3 Contribute to effective teamwork	
<ul style="list-style-type: none"> ○ Participate in shared leadership 	3.3.2
<ul style="list-style-type: none"> ○ Share relevant information with team 	3.3.3
<ul style="list-style-type: none"> ○ Participate and be respectful of all members' participation in collaborative decision-making 	3.3.4
<ul style="list-style-type: none"> ○ Participate in team evaluation and improvement initiatives 	3.3.5
Domain 4: <u>Management Learning objectives</u>	Milestones
4.1 Support organizational excellence	

○ Support organizational mission and vision	4.1.1
○ Follow proper business practices	4.1.4
4.2 Utilize resources efficiently and effectively	
○ Provide services that balance client needs and available resources	4.2.1
○ Manage own time effectively	4.2.3
4.5 Supervise others	
○ Assess the competence of personnel involved in physiotherapy service delivery prior to assigning care	4.5.1
○ Assign care to personnel involved in physiotherapy service delivery	4.5.2
○ Provide guidance and feedback to personnel involved in physiotherapy service delivery	4.5.4
4.6 Manage practice information safely and effectively.	
understand the provincial rules and regulations regarding:	
○ Understand the provincial rules and regulations regarding: Maintaining comprehensive, accurate and timely records of client and practice management, and	4.6.1
○ Maintaining confidentiality of records and data, with appropriate access	4.6.4
Domain 5: Leadership Learning objectives	Milestones
5.3 Contribute to leadership in the profession.	
○ Promote the value of physiotherapy to client health.	5.3.1
○ Engage in activities to support advancement of the physiotherapy profession	5.3.2
Domain 6: Scholarship Learning objectives	Milestones
6.3 Integrate self-reflection and external feedback to improve personal practice	
○ Seek feedback from others on personal performance and behaviour	6.3.1
○ Identify learning needs based on self-reflection and external feedback	6.3.3
○ Develop and implement a plan to address learning needs.	6.3.3
6.5 Contribute to the learning of others.	
○ Contribute to the education of peers and other healthcare providers	6.5.2
Assess effectiveness of learning activities	6.5.4
Domain 7: Professionalism Learning objectives	Milestones
7.1 Comply with legal and regulatory requirements	
○ Comply with applicable federal and provincial / territorial legislation	7.1.1
○ Comply with regulatory requirements	7.1.2
○ Maintain confidentiality and privacy as appropriate	7.1.3
7.2 Behave ethically	
○ Use an ethical framework to guide decision-making	7.2.1
○ Address real, potential, or perceived conflicts of interest.	7.2.2
○ Promote services in an ethical manner	7.2.3
7.4 Act with professional integrity	
○ Behave with honesty and respect for others	7.4.1
○ Behave in a manner that values diversity.	7.4.2

○ Work within physiotherapy scope of practice and personal level of competence	7.4.3
○ Accept accountability for decisions and actions	7.4.4
○ Maintain professional deportment*	7.4.5
○ Maintain professional boundaries.	7.4.6
○ Respond constructively to changes affecting the workplace	7.4.7

* Deportment refers to presentation, behaviour, manner of speaking, appearance, grooming and personal hygiene.

COURSE MATERIAL: Required readings are available on myCourses. The myCourses environment allows for exchanging views, developing joint resources and the conceptual integration of assigned readings.

Communication process: Under normal circumstances, all E-mail correspondence between professor and students will be answered within 48 hours.

Copyright of course materials: 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.

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. Synchronous lectures are mandatory. Synchronous Question/Answer meetings are not mandatory but recommended.

Dress Code and Online Etiquette: Professionalism with respect to dressing is encouraged throughout the course of the semester. See article on myCourses for online etiquette.

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

Information about Polling:

- During a class with polling questions, you will respond to questions from the instructor from a personal device (smartphone, tablet, or laptop).
- Students should attend remote classes with their devices charged and [connected to the Internet](#).
- Polling will be available through www.mcgill.ca/polling.
- For your responses to be connected to your username for participation grading, you **MUST** first register for an account by clicking on "Register Your Account" at www.mcgill.ca/polling and logging in with your McGill username and password.
- For any technical problems with polling, please contact the IT Service Desk: <http://www.mcgill.ca/it/get-started-it/need-help>.
- If you do not have a phone, tablet, or laptop to use to respond to polling questions, please contact the instructor immediately in order for appropriate arrangements to be made.
- To maintain a safe and respectful classroom environment, please ensure that any polling responses you submit are appropriate and relevant to the question asked. Please note that unless the poll is labelled as anonymous, your responses are identifiable to the instructor. Please see the [Code of Student Conduct and Disciplinary Procedures](#).

Student Assignment and Evaluation: The guidelines for the assignment and the evaluation rubric will be posted on MyCourses.

Assessment of Student Learning	Milestones	Due date
Quiz: 25% Multiple choice exam, True/False and/or Short Answers Format. Covers Lectures #2 to #12. QUIZ MUST be completed in class	2.3; 4.1; 4.6; 7.1;	April 9, (2:35 - 3:25 pm)
Business Plan: 20% Based on Lectures #3 and #4	4.1; 4.2; 4.5; 4.6 7.1; 7.2; 7.4	Due Sunday, April 28th @ 11:59 (Midnight)
Reflective Paper: 20% Submission of a self-reflection paper covering aspects of cultural safety, social justice, human rights, equity, diversity, and inclusion.	5.4; 6.3; 7.4. Section #22 PEAC	Due May 9^h @ 11:59 (Midnight)
Microteaching: 25% Students will select <u>one vignette each</u> , within their assigned group vignettes.	3.1; 3.2; 3.3; 5.3; 7.2;	May 14th
Part 1: Written preparatory work to be submitted on myCourses on May 13th @ 11:59 <u>Format:</u> Short answers covering professional, legal and ethical issues for each vignette. Max 3 pages : 12 font, and point form accepted.	2.1; 2.3; 2.4; 3.1;	Part 1: submit online on May 13 <u>AND bring a paper copy</u> the day of the microteaching
Part 2: Practical Exam <u>Conduct a 6-minute microteaching session</u> with an Actor. Students must use appropriate props, when necessary. Microteaching will be done live in two rooms in groups of 6 students for one hour. MCMed 206/7 & McMed Room TBC.	2.1; 2.3; 2.4; 3.1; 5.3; 6.5; 7.1; 7.2;	<u>TUESDAY MAY 14th</u> 206/7: Group #1: 9 am 206/7: Group #2: 10 am 206/7: Group #3: 10 am 206/7: Group #4: 11 am 201: Group #5: 9 am 201: Group #6: 10 am 201: Group #7 11 am 202: Group #8: 9 am 202: Group #9 10 am 202: Group #10: 11 am
NOTE : Actor may play the role of a patient, a doctor, an organization, a healthcare professional from an interprofessional team, etc. Groups will have 6 students each, except group #3 – will have 3 students		
Part 3: Assessment of student learning Professor’s Assessment: 20% of the final grade (for Part 1 & 2) Self and Peer Assessment: 5% of the grade	6.3; 6.5; 7.4 5.4; 6.3; 7.4;	Part 3: Self-Assessment due <u>May 14th @ 11:59</u> Peer Assessment completed in person
<u>Self-Assessment:</u> Each student will self-assess their own performance using the <u>rubric</u> provided and submit it on myCourses. <u>Peer Assessment:</u> Every student will take turn to provide live feedback to one peer within their group, following the microteaching.		
Participation 10% 5% in Class Participation (attended all classes) 5% participation in the activity at the Currie Gym	All Milestones	April 18 th , 2024 – @ Currie Gym 9:00 am to 11:30 am

Summary: Assessment of Student Learning:

- **Participation/Attendance – 10%:** 5 % for attending and participating in all in-person lectures (- 0.33 % per class missed), and 5 % for participating in the Assessments of Olympic Athletes on **Thursday April 18th**
- **QUIZ — 25%** consists of multiple-choice questions, true/false, and short written answers. Covers Lectures #2 to #12. **April 9th, 2024**, in class.
- **Business Plan – 20 %** to be submitted on **Sunday April 28th** @ 11:59 (Midnight) (Lectures #3 to #10).
- **Reflective Paper – 20 %** to be submitted on **Tuesday, May 9th** @ 11:59 (Midnight) (Lectures #20 to #26).
- **Final Microteaching Practical Exam – 25 %** on **Tuesday May 14th**, from 9am to 12:00 pm and 2h35 to 5h25 – **in person**. Students will attend exam according to groups (**Lecture #11 to #19**). Self & Peer Assessment due **May 14th @ midnight (Self)**.
- **Preparatory work for Microteaching to be submitted on May 13th by midnight (or on May 9th, if you want to receive feedback)**

This course falls under the regulations concerning individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the Occupational and Physical Therapy Course Guides.

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.)

Since polling records may be used to compute a portion of course grades, **responding as someone other than yourself is considered an academic offense**. During class, possession of more than one response device or using the credentials of another student will be interpreted as intent to commit an academic offense. Please refer to McGill's policy on Academic Integrity and Code of Conduct (see <http://www.mcgill.ca/deanofstudents/plagiarism> and <http://www.mcgill.ca/students/srr/honest/>)

"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/)."

Artificial Intelligence (AI)

Artificial Intelligence: Artificial Intelligence (AI) will 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 to confirm that the reference does exist. In this course, you are allowed to use AI, if 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 several 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>

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 be graded but will receive a deduction of **2% per day**, including weekends

Disability: “If you have a disability, please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Students Achievement and Accessibility (SAA) at 514-398-6009 (online at <http://www.mcgill.ca/osd>) before you do this.”

