QUALIFYING YEAR FOR M.SC. APPLIED IN PHYSICAL THERAPY:
COURSE GUIDE 2011-2012
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I. Qualifying Year for M.Sc. Applied in Physical Therapy

A. Important Dates

**FALL 2011**
March 31 – September 13  U3 and QY Registration period
September 1     Classes officially begin
September 13    Course add/drop deadline
December 7      Study day Wednesday
December 8      Exams begin
December 22     Classes and Exams end

**LEGAL HOLIDAYS**
September 5     Labour Day
October 10      Thanksgiving Day

**WINTER 2012**
January 9      Classes officially begin
January 18     Course add/drop deadline
February 20 - 24 Study Week
April 16       Classes end Monday
April 14 & 15   Study days Saturday and Sunday
April 17       Exams begin Tuesday
April 30       Exams end Monday

**LEGAL HOLIDAYS**
New Year’s Day Sunday
January 1        (Administrative offices will be closed Monday January 2)
April 6         Good Friday
April 9         Easter Monday
### B. Curriculum Plan 2011-2012

#### QY Fall Term

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHTH 550</td>
<td>PT Orthopedic Management</td>
<td>7cr</td>
</tr>
<tr>
<td>PHTH 551</td>
<td>PT Neuro Rehabilitation</td>
<td>4cr</td>
</tr>
<tr>
<td>PHTH 570</td>
<td>Strategies in PT Professional Practice</td>
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#### QY Winter Term

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PHTH 560</td>
<td>Integrated Ortho Management</td>
<td>7cr</td>
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<tr>
<td>PHTH 561</td>
<td>Integrated Neuro Rehabilitation</td>
<td>5cr</td>
</tr>
<tr>
<td>PHTH 552</td>
<td>Cardiorespiratory Rehabilitation</td>
<td>4cr</td>
</tr>
</tbody>
</table>
C. Course Guides

The following course guides are meant to provide an overview of each course. Please be sure to confirm course details with the appropriate course instructor or coordinator at the start of the term.
PHTH 550 PHYSICAL THERAPY ORTHOPEDIC MANAGEMENT

Credits: 7

Prerequisites: Successful completion of all U2 courses or admitted to the qualifying year of PT program

Instructors: Isabelle Pearson, PT, MSc, Cert. Sport PT (Co-coordinator)
Office: H201
514-398-4400 Ext: 09214
isabelle.pearson@mcgill.ca

Richard Preuss PT, PhD (Co-coordinator)
Office: H308
514-398-4400 ext. 00652
richard.preuss@mcgill.ca

Course Description: This course is the first in a series of three where an integrated approach is used to provide the students with the necessary competencies to familiarize them with common musculoskeletal conditions across the lifespan and provide them with Physical Therapy skills for evaluation and treatment.

Course Structure: Weekly:

2-½ hour lecture
Two 1 ½ hour Clinical Reasoning Workshops
Two 3 hour clinical skills lab

General Learning Outcomes: On completion of this course the student will be able to evaluate and treat clients with known conditions affecting the musculoskeletal system.

Specific Learning Outcomes: On completion of this course the student will:

1. Demonstrate evidence of theoretical knowledge and practical skills in the following areas relevant to musculoskeletal rehabilitation:

   a. Anatomy and biomechanics of the musculoskeletal and peripheral nervous systems, including surface anatomy and palpation
   b. Psychometric properties of assessment tools
   c. Principles of massage and soft tissue mobilization
   d. Principles and stages of wound healing
e. Principles of exercise testing and prescription
   i. Aerobic / Cardio-respiratory
   ii. Resistance (for strength, power, local muscle endurance)
   iii. Flexibility
   iv. Balance & Proprioceptive
f. Gait assessment and training*
   i. Mobility aids
g. Postural assessment*
   i. Positional / postural control
   ii. Alignment of body segments
h. Principles of joint assessment
   i. Range of motion (including goniometry)
   ii. Strength (including manual muscle testing)
i. Aetiology, epidemiology, pathophysiology and management of:
   i. Fractures
   ii. Arthroplasties
   iii. Limb Amputations
   iv. Osteoarthritis†
   v. Rheumatoid Arthritis and other Rheumatic Diseases
   vi. Burns
   vii. Low Back Pain†

j. Pharmacological management of the conditions above:
   i. Classes of medication
   ii. Principal and side effects of medication
   iii. Relevance to physiotherapeutic management
k. Biophysical agents*
   i. Ultrasound
   ii. Interferential currents
   iii. Thermal modalities

*Topic will overlap with PHTH-551

†Topic will be introduced, with additional information presented in PHTH-560 and PHTH-623.

2. Integrate the theoretical knowledge and practical skills described above in order to perform a physiotherapy assessment of clients with known musculoskeletal conditions affecting the extremities.

   a. Develop and demonstrate verbal and written communication skills in order to:
      i. Interact with clients, care-givers and other health care professionals
      ii. Conduct an appropriate and thorough client interview, including:
1. relevant past medical history
2. relevant subjective information
3. individual and environmental factors which may affect management
   iii. Document a client assessment and intervention using the SOAPIE format
   iv. Document the findings of standardized outcome measures
b. Identify subjective and objective findings in order to:
   i. Develop a clinical impression
   ii. Assess the nature, severity and irritability of the condition
   iii. Develop a problem list based on the WHO International Classification of Functioning, Disability and Health Model
   iv. Determine a realistic prognosis
c. Ensure a safe environment for client and therapist at all times.
   i. Identify contraindications in the management of specific conditions
   ii. Ensure appropriate use of transfer and mobility aids

3. Develop and apply an evidence-informed intervention plan for clients with known musculoskeletal conditions affecting the extremities.
   a. Make use of treatment protocols and clinical practice guidelines
   b. Identify short and long-term client-centered goals
   c. List appropriate outcome measures
   d. Educate client regarding his/her condition and its management
      i. Promote active self-management
   e. Adapt the interventions based on the client’s response and progress
   f. Recognize the need for referral to other services
   g. Estimate when client discharge is appropriate

Course Content: TBA

Course Materials:


3. Course pack - by McGill Ancillary Services
Reference Texts:


Student Assignment and Evaluation: TBA

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

Special Requirements for Course Completion and Program Continuation:
For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion of the 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. For more information please refer to: [www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf](http://www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf)

Dress Code: Appropriate clothes (like shorts and T-shirt) will be required for all labs.

Attendance: Students who have missed more than 10% of laboratory or small group sessions, or who miss any required professional workshop or seminar,
without prior approval, will receive 0/10 for participation in the course. If a course does not have a participation mark, then the final course mark will be deducted by a 10% mark. This rule applies to labs and to all required workshops, seminars or professional activities.

**Right to Submit in English or French:** 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, except in courses in which acquiring proficiency in a language is one of the objectives.

**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.

**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 Office for Students with Disabilities at 398-6009 before you do this.
PHTH 551 PHYSICAL THERAPY NEUROLOGICAL REHABILITATION

Credits: 4

Prerequisites: For the students entering the qualifying year of the M.Sc. (A) PT program, knowledge of basic neuroanatomy and neurophysiology is required. Self-directed learning modules in basic neuroanatomy and neurophysiology are available to students via webCT once registered.

For students currently registered in the B.Sc. Rehabilitation Science (major PT) program, successful completion of POTH 455 and ANAT 321 is required to register for PHTH 551.

Instructors:

Co-coordinators:
Mindy Levin, PT, PhD
Office: Hosmer House room 303
514-398-5734
mindy.levin@mcgill.ca

Adriana Venturini PT, MSc
Office: Davis House room 44
514-398-5541
adriana.venturini@mcgill.ca

Lab coordinator: Claire Perez, PT, MSc
Office: Davis House room 44
514-398-5541
claire.perez@mail.mcgill.ca

Other instructors:
Isabelle Gagnon, PT, PhD, Anuja Darekar, PT, PhD(c), Jadranka Spahija, PT, PhD, and Mike Trivino PT, MSc.

Access to Instructors: WebCT email preferred.

Course Description: This four-credit course introduces the principles of neurological rehabilitation pertinent to physical therapy. By emphasizing the fundamentals of neuro-assessment, problem analysis, clinical reasoning, treatment planning and progression in various neurological conditions, this course builds a conceptual framework that continues into the winter semester course PHTH 561 where more conditions and treatment methods will be presented. The fall semester course PHTH 551 incorporates the foundations of best evidence, informed practice,
rehabilitation science, motor learning and neuroplasticity to develop a client-centered approach for the evaluation and management of neurological impairments and dysfunctions.

**Course Structure:** The course includes two 3-hour classes per week for 13 weeks. Both weekly lectures and smaller group laboratory sessions (labs) or clinical reasoning workshops (CRW’s) provide the theoretical knowledge base and the opportunity for clinical skill development and practice. There are also two clinical site visits and optional open labs where an instructor is present for additional clinical skills practice.

**Learning Outcomes:** Following attendance and active participation in lectures, labs and CRW’s, the student will be able to:

1. recognize the principles of neurological rehabilitation across the life span and explain the underlying assumptions and scientific basis for intervention;
2. appraise the principles of normal development and aging and apply basic neuroscience concepts in the appraisal;
3. apply the International Classification of Functioning (ICF) model/framework to neurological populations and recognize the individual bio-medical, psychological, social, environmental and contextual factors which can influence health, treatment, rehabilitation and disease management;
4. describe the components of a physical therapy neuro-assessment (including postural and balance control, motor (tone) and sensory evaluations and functional mobility assessments) and interpret assessment results and objective findings;
5. demonstrate the appropriate choice and application of selected standardized assessment tools and (re-) evaluation techniques for neurological pediatric and adult populations;
6. appraise the results/findings from initial and on-going clinical assessments; demonstrate clinical reasoning, problem-solving abilities and sound rationales for goal setting, treatment planning, as well as for treatment modifications and progressions;
7. outline the essential pathophysiology and basis for sensori-motor dysfunctions and treatment for selected pediatric and adult movement disorders and neuromuscular conditions (like muscular dystrophy, Guillain Barré Syndrome, Multiple Sclerosis, *Amyotrophic Lateral Sclerosis*,...
Spinal Muscular Atrophy, Post-polio Syndrome) as well as for traumatic and non traumatic lesions of the spinal cord;

8. describe the cardiovascular and respiratory pathophysiological alterations that may occur in neurological conditions and demonstrate some management techniques;

9. comprehend the concepts and philosophies of individualized care including prevention, restoration, remediation, compensation, maintenance, health promotion and self-management;

10. document neuro-assessment results (impairments and activity limitations), analysis of results, clinical impression/prognosis, treatment goals and intervention plans with skill and competency;

11. develop and demonstrate professional and effective communication (verbal, non-verbal and written) during both the assessment and application of treatment for selected neurological conditions in pediatric and adult populations;

12. develop and demonstrate basic clinical skills related to the performance of selected assessment procedures and some basic treatment methods (hands-on skills, task-oriented approaches and neurofacilitation techniques).

**Instructional Methods:**

**Lecture:** Didactic lecture with assigned readings and power point presentations available through webCT.

**Labs:** Hands-on practical skill laboratories for clinical assessment and some basic treatment techniques. Preparatory work/reading is required. Attendance is compulsory.

**Clinical reasoning workshops (CRW):** Generally case-based workshops where problem-solving skills are practiced. Preparatory work/reading is required. Attendance is compulsory.

**Clinical site visits:** With the guidance of a physical therapist, students visit two of the following health care settings to observe neurological assessments and treatments: acute care, in-patient rehabilitation, out-patient and either pediatric or a community setting.

**Open labs:** These are optional labs for students to practice the learned hands-on skills. The labs are staffed by clinical instructors or teaching assistants.
Neurophysiology tutorials: Optional tutorials for students working through self-learning modules in neuroanatomy and neurophysiology.

Course Content: Refer to webCT for weekly schedule and content. Below is an outline of major topics discussed.

- Frameworks for neurological assessment and models of clinical reasoning and care
- Charting initial and re-evaluation findings, problem analysis, planned intervention and progress notes (SOAPIE format)
- Normal development and movement acquisition across the lifespan
- Motor learning principles
- Control of balance and posture
- Control of mobility and gait functions
- Assessment of basic sensory function
- Assessment of muscle tone
- Functional mobility assessment and training using neuro-facilitation approach (ie. PNF)
- Concepts and application of evidence-informed practice
- Assessment and management of specific neuromuscular diseases and neuro-degenerative conditions and movement disorders (pediatric and adult)
- Spinal Cord Injury

Course Materials:

Required textbooks: can be purchased through the McGill Chapters bookstore. The following textbooks are required for PHTH 561:


Online coursepack: available through webCT. Contains required readings, lab and CRW material for the course.

Student Assignment and Evaluation:

10%  Report on clinical site visits
      Two charting reports using SOAPIE format. One report is submitted for formative feedback and the second report is graded. Details will be discussed in class before the clinical site visits.

10%  Individual and Group Reading Assessment Tests (IRAT & GRAT) pre & post selected laboratory sessions

10%  In-class test -1, Tuesday, October 4th, 14:30-16:00
      Content until September 30th
      Multiple choice questions based on lectures, case studies and vignettes.

10%  In-class test -2, Friday, November 2nd
      Content from Oct 7th-Oct 28th
      Multiple choice questions based on lectures, case studies and vignettes.

20%  Evidence-informed practice group project.
      Current topics of discussion in the physical therapy community will be assigned to groups of 3-4 students last week of Oct. Powerpoint presentations due on/before November 18th. Oral presentation (Nov 18th) graded by instructor and peers.

40%  OSCE (Objective Structured Clinical Examination) held during exam period Dec 6–21.

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

Special Requirements for Course Completion and Program Continuation:
For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

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Dress Code: Students are expected to demonstrate professional behavior and wear appropriate attire at all times. During lab sessions students are expected to be dressed appropriately for practicing and demonstrating clinical skills.

Attendance: Students who have missed more than 10% of laboratory sessions, clinical reasoning workshops or clinical site visits without a university-sanctioned reason for their absence, will see their final course mark reduced by 10%. Please refer to section on attendance in the Rules and Regulations guide.

Right to Submit in (English or in) French: 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, except in courses in which acquiring proficiency in a language is one of the objectives

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 receive a penalty of 2% per day late, including week-ends.

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 Office for Students with Disabilities at 398-6009 before you do this.
PHTH 570 Strategies in Physical Therapy Professional Practice

Credits: 3

Prerequisites: Successful completion of OCC1-245 and POTH-250 or admission to qualifying year of entry-level professional masters program.

Lecturers/Coordinator:

C. Storr (OT)   M. Hunt (PT)
Office: D2   H205
398-6561   398-4400 ext. 00289
caroline.storr@mcgill.ca   matthew.hunt@mcgill.ca

Access to the Instructors: Office hours by appointment. Please email or call ahead to make appointment.

Course Description: Study and analysis of strategies and systems which impact the role of the occupational and physical therapy professional in health service delivery settings. This course includes selected topics on healthcare environments, service delivery models, professional competence, ethics, global health, administration, management and patient safety.

Course Structure: This course offered in the Fall U3/QY term will be hybrid in nature consisting of lectures, self-learning modules, case work, seminars and site visits for clinical reasoning/skill development. Lectures will be scheduled on Tuesday afternoons of varying duration with the exception of the first two weeks of October. This is the third of seven professional development courses offered in the combined undergraduate and master’s professional program.

Course Objective: This course is intended to prepare students for the 4 Clinical Practica Courses and future practice by offering foundational knowledge and skills for developing, leading and managing OT/PT practice, both in the public and private healthcare sectors.

It incorporates an understanding of organizational and change theory, as well as professional competence at the level of the person, organization and policy.

Students will learn where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to practice which may be required in the work
situation. The students will be exposed to both the Canadian and the Quebec health care system as students are expected to learn in this Quebec environment for their 4 related clinical practicum courses.

**Student Learning Outcomes:** The students will be able to:

1. define and analyze personal leadership attributes and competencies related to respective profiles of practice;

2. understand and analyze the current social, economic, political, geographic and demographic factors that promote the provision of OT/PT services and health promotion;

3. understand the human, physical and financial resources needed for delivery of a service program;

4. describe the principles of effective team work with colleagues, clients, employers;

5. understand and apply principles of patient education, safety (including PDSB), and professionalism;

6. understand the principles of evidence-base and best practice in PT/OT client-centred management;

7. understand and apply ethical practice guidelines;

8. apply the principles of OT/PT advocacy in practice domains;

9. apply the principles of reflective practice, mentoring and professional portfolios.
### Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
<th>Lect.</th>
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<tbody>
<tr>
<td></td>
<td>Course Introduction; National Essential Competency Profiles, Reflective Practice (including professional portfolios, leadership)</td>
<td>- Final Assignment introduced</td>
<td>2. On-line module on reflective practice (to be completed by Sept 20th)</td>
<td></td>
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<tr>
<td>Sept 13</td>
<td><strong>McMed 504</strong></td>
<td>- Debate groups, topics and dates assigned</td>
<td>On WebCT</td>
<td>M. Hunt</td>
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<td></td>
<td>Global Health and Rehab (including intro to international fieldwork opportunities)</td>
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<tr>
<td>Sept 20</td>
<td><strong>McMed 504</strong></td>
<td>- Online module to be completed by this date</td>
<td>On WebCT</td>
<td>S. Ahmed</td>
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<td></td>
<td>Health Promotion and Well-Being (chronic disease model)</td>
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<td>Sept 27</td>
<td><strong>McMed 504</strong></td>
<td>- Reflective Journal Assignment Due</td>
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<td>C. Storr</td>
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<td></td>
<td>Evolving Canadian and Quebec healthcare and rehab</td>
<td>- Group Case Assignment introduced</td>
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<td>Oct 5</td>
<td>(1/2 of class)</td>
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<td></td>
<td>IPE workshop: Interprofessional Teams (1/2 class)</td>
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<td>Oct 11</td>
<td><strong>McMed 504</strong></td>
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<td>Code of Ethics of OEQ (WebCT)</td>
<td>OEQ (Jacques Gauthier)</td>
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<td>OEQ: legal and ethical issues for OT</td>
<td>Attendance Compulsory</td>
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<tr>
<td>Oct 12</td>
<td>IPE workshop: Interprofessional Teams (1/2 class)</td>
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<td>Oct 13</td>
<td>(2pm) <strong>McMed 504</strong></td>
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<td>Code of Ethics of OPPQ (WebCT)</td>
<td>OPPQ (Maude Laliberté)</td>
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<td>OPPQ: legal and ethical issues for PT</td>
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<td>Date</td>
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<td>Topic/Comments</td>
<td>Attendance</td>
<td>Reading/Assignment</td>
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<tr>
<td>Oct 18</td>
<td>Practice Manager</td>
<td>- Group Case Assignment due</td>
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<tr>
<td>McMed 504</td>
<td></td>
<td>- Team and topics for Final Assignment should be reviewed with C Storr or M Hunt by this date</td>
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<td>Oct 25</td>
<td>Quality Assurance</td>
<td>Attendance Compulsory</td>
<td>1.PDSB text</td>
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<td>McMed 504</td>
<td>and Patient Safety</td>
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<td></td>
<td>PDSB theory</td>
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<td>Nov 1</td>
<td>Ethics for Practice</td>
<td>On WebCT</td>
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<td>McMed 504</td>
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<tr>
<td>Nov 8</td>
<td>PDSB lab/Advocacy</td>
<td>Debate readings</td>
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<td>Hosmer CH + Rooms TBA</td>
<td>CRW</td>
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<td>PDSB lab/Advocacy</td>
<td>Debate readings</td>
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<td>Hosmer CH + Rooms TBA</td>
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<td>Nov 22</td>
<td>PDSB lab/Advocacy</td>
<td>Debate readings</td>
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<td>Hosmer CH + Rooms TBA</td>
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<td>Nov 29</td>
<td>PDSB lab/Advocacy</td>
<td>Debate readings</td>
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<td>Hosmer CH + Rooms TBA</td>
<td>CRW</td>
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**Required Texts:**

1. Required readings will be posted on WebCT and/or placed on reserve in the McIntyre medical library.
2. PDSB Participants Workbook: “Principles for moving patients safely” 2004 version ASSTAS.

**Student Assignment and Evaluation:**

Reflective Journal Assignment 15%

Self-directed learning (On-line module) 5%

Group Case Analysis 25%

Debate 20%

Group Final Assignment 25%

Participation (PDSB, OEQ/OPPQ & class activities) 10%

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

**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. A supplemental assignment is permitted in this course. Please refer to Section 9.4.7, Examinations, pages 154-155 of the 2010-2011 McGill University Health Sciences Calendar for information on University regulations regarding final and supplemental examinations.

**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. For more information please refer to: [www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf](http://www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf)

**Dress Code:** Professionalism with respect to dressing is encouraged throughout the professional program. It is each student’s responsibility to have appropriate, professional attire during lectures, presentations and site visits.

**Attendance:** Students are expected to attend every lecture. Attendance is compulsory for all debates/PDSB/ OEQ and OPPQ content and will be marked accordingly.
Right to Submit in English or French: 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, except in courses in which acquiring proficiency in a language is one of the objectives. Group poster presentations are to be given in English as they are a group learning activity.

Consequences of Not Completing Assignments as Requested: Assignments are due on dates posted on the schedule. Late assignments will be penalized by two (2) marks deducted for each day late.

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 Office for Students with Disabilities at 398-6009 before you do this.
PHTH 560 INTEGRATED ORTHOPEDIC MANAGEMENT

Credits: 7

Prerequisites: Successful completion of PHTH 550

Instructor: Isabel Audette, Pht, FCAMT, MSc (Coordinator)
514 398-4511
isabel.audette@mcgill.ca

Isabelle Gagnon, Pht, PhD (Coordinator)
514 398-4400 x 099057
isabelle.gagnon8@mcgill.ca

Frangiska Xenopoulos Pht, FCAMT, MSc (Coordinator)
frangiska.xenopoulos@mcgill.ca

Heidi Clavet Pht, MSc (Course Lecturer)

Course Description: This course is the second in a series of three where more complex musculoskeletal conditions will be addressed in order to provide students with higher level of Physical Therapy skills in patient evaluation and treatment.

Course Structure: Weekly:

Lecture: 2h30 (Monday 8h30 to 11h)
Clinical Reasoning Workshop: 2 x 1h30 (Tuesday and Wednesday 8h00 to 9h30)
Practical/Lab class: 2 x 3h (Tuesday and Wednesday 9h30 to 12h30)

General Learning outcomes: Building on previously learned orthopaedic knowledge, the student will be able to evaluate and treat clients of different ages with simple conditions affecting the musculoskeletal system

Specific Learning Outcomes: On completion of this course the student will be able to:

1. Demonstrate evidence of theoretical knowledge and practical skills in the following areas relevant to musculoskeletal rehabilitation:
   a. Theory and foundation of Manual Therapy
      i. Historical perspective
ii. Evidence-informed application to the practice of physiotherapy

1. Role of joint and soft-tissue mobilisation
2. Principles of joint mobilisation
   a. Osteokinematics and arthrokinematics
   b. Passive accessory glides
   c. End feel - normal vs. abnormal

b. Simple musculoskeletal pathologies
   i. Paediatric
   ii. Adult

c. Components of a physiotherapy scan/assessment:
   i. Neurological exam
   ii. Extremities
   iii. Spine (regional)
   iv. Specific assessment for the pediatric population

d. Special tests related to simple musculoskeletal pathologies
   i. Application
   ii. Interpretation
      1. psychometric properties
      2. individual vs. multiple tests

2. Integrate the theoretical knowledge and practical skills described above in order to perform a physiotherapy assessment of clients with complex musculoskeletal conditions affecting the extremities and spine.

   a. Demonstrate effective verbal and written communication skills in order to:
      i. Interact with clients, care-givers and other health care professionals
      ii. Conduct an appropriate, thorough and focussed client interview, including:
         1. relevant past medical history
         2. relevant subjective information
         3. individual and environmental factors which may affect management
i. Document a client assessment and intervention using the SOAPIE format
ii. Document the findings of standardized outcome measures

b. Select subjective and objective findings in order to:
   iii. Develop a clinical impression
   iv. Assess the nature, severity and irritability of the condition
   v. Appropriately identify, apply and interpret manual therapy techniques and special tests
   vi. Develop a problem list based on the WHO International Classification of Functioning, Disability and Health Model
   vii. Determine a realistic prognosis

c. Ensure a safe environment for client and therapist at all times.
   viii. Identify contraindications to manual therapy
   ix. Identify “red flags” which indicate the presence of serious pathology (and need for physician referral).

3. Demonstrate and apply clinical reasoning skills in order to establish a physiotherapy diagnosis

   a. Analyse the subjective and objective findings
   b. Elaborate simple working hypotheses / differential diagnoses
   c. Select an evidence-informed physiotherapy diagnosis

4. Develop and apply an evidence-informed intervention plan related to the physiotherapy diagnosis

   d. Determine short and long-term client-centered goals
   e. Apply appropriate outcome measures
   f. Educate client regarding his/her condition and its overall management
      i. Promote active self-management
   g. Adapt the interventions based on the client’s response and progress
   h. Explain the need for referral to other services
   i. Determine when client discharge is appropriate

Course Content: Professional and ethical as well as functional and psychosocial issues will be considered when assessing and treating patients in different age groups with different conditions/injuries.

Instructional Method: A case/problem-based approach, emphasizing evidence-base practice, will be used to discuss an interdisciplinary approach in the overall
managements of patients. The course comprises 12 hrs per week of a combination of lectures, small group discussions and clinical skill labs.

**Required Texts:**


Pediatric content from coursepack shared with PHTH 561.

**Optional Text:** will be available at the library


**Student Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Participation</td>
<td>2%</td>
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<tr>
<td>Spot checks</td>
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<tr>
<td>Midterm Exam: Module 1 (Peds &amp; 2 LE)</td>
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<tr>
<td>Practical exam (OSCE)</td>
<td>25%</td>
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<td>Date TBA</td>
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<tr>
<td>Written exam</td>
<td>35% (12% Peds; 23% LE)</td>
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<td>Date TBA</td>
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<tr>
<td>Final Exam: Module 3 (UE)</td>
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<tr>
<td>Practical exam</td>
<td>15%</td>
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<tr>
<td>Date TBD</td>
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<tr>
<td>Written exam</td>
<td>23%</td>
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<td>Date TBA</td>
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In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

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. Please refer to Section 9.4.7, Examinations, pages 154-155 of the 2010-2011 McGill University Health Sciences Calendar for information on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on Marks in the Rules and Regulations.

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. For more information please refer to: www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf

Dress Code: Appropriate clothes (i.e. shorts and T-shirt) will be required for all labs.

Attendance: Students who have missed more than 10% of laboratory or small group sessions, or who miss any required professional workshop or seminar, without prior approval, will receive 0/10 for participation in the course. This rule applies to labs and to all required workshops, seminars or professional activities

Right to Submit in English or French: 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, except in courses in which acquiring proficiency in a language is one of the objectives.

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.

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 Office for Students with Disabilities at 398-6009 before you do this.
PHTH 561 INTEGRATED NEUROLOGICAL REHABILITATION

Credits: 5

Prerequisites: Successful completion of PHTH 551 Physical Therapy - Neurological Rehabilitation, given in the Fall semester.

Instructors:

Course coordinator: Adriana Venturini, PT, MSc

Lab/Clinical visit coordinator: Claire Perez, PT, MSc

Other instructors: Anouk Lamontagne, PT, PhD, Joyce Fung, PT PhD (on sabbatical), Isabelle Gagnon, PT, PhD, Mindy Levin, PT, PhD, Sara Ahmed, PT, PhD., Jadranka Spahija, PT, PhD., Richard Preuss, PT, PhD, Philippe Archambault OT, PhD, Isabelle Gelines, OT, PhD., Elizabeth Dannenbaum, PT, MSc.

Access to Instructors:
Adriana Venturini
Office: Davis House, Rm. 44
514-398-5541
adriana.venturini@mcgill.ca or via webCT mail function (preferred)

All instructors are available through their McGill email accounts, unless otherwise specified in class.

Course Description: This five-credit course pursues the integration of the principles of neurological rehabilitation as applied to complex neurological conditions. Emphasis is on evidence-based practice, interdisciplinary and client-centered care as well as health promotion and prevention of secondary conditions pertaining to neurological conditions. This practical and problem-based course fosters clinical reasoning skills for the PT assessment and treatment of complex problems and multiple handicaps encountered by patients with neurological conditions.

Course Structure: The course includes three classes each week of 3-hour duration. Classes are divided between lectures, clinical reasoning workshops and laboratories. Clinical site visits are included within this time frame.
Learning Outcomes: Following attendance and active participation in class, the student will be able to:

1. Recognize key principles of different neurological rehabilitation models and how these are applied to the physiotherapy assessment and treatment of complex neurological conditions across the lifespan. Complex neurological conditions may include multiple handicaps and secondary conditions.

2. Appraise how the motor, cognitive and social domains interact with each other during normal and abnormal development, in motor learning and throughout the ageing process.

3. Explain the essential pathophysiology and basis for movement dysfunction in conditions such as stroke, head injuries (TBI), movement disorders (Parkinson’s disease), vestibular dysfunction, chronic pain as well as most common paediatric conditions.

4. Demonstrate the components of a physiotherapy neurological assessment for the conditions listed under objective 3, as well as for the assessment of complex neurological cases.

5. Formulate treatment goals which are objectively measurable, client-centered and functional.

6. Elaborate and justify a treatment plan integrating manual techniques, rehabilitation technology and biophysical agents as well as patient and family education for cases presenting the neurological conditions listed under objective 3.

7. Demonstrate skill and competence in carrying out a treatment for the neurological conditions described under objective 3.

8. Evaluate the effectiveness of a treatment and recognize the need to modify treatment parameters.

9. Appraise the importance of inter-disciplinary teams in the intervention of multiple handicaps resulting from complex neurological problems.

10. Describe and apply principles of health promotion and prevention of secondary conditions as key aspects of neurorehabilitation.
11. Explain the alterations in cardiovascular and respiratory pathophysiology as well as in exercise response for complex neurological conditions.

12. Demonstrate skill and competence in the cardiorespiratory assessment and treatment of complex neurological conditions.

Course Content: The topics listed below are not necessarily presented in order. A detailed schedule will be posted on WebCT on the first day of class. Unless otherwise specified, the topics are presented in the format of a lecture.

1. Framework in neurorehabilitation
2. Paediatric assessment and treatment principles (lecture & lab)
3. Assessment & treatment of common paediatric conditions (lecture & lab)
4. Paediatric rehabilitation setting (clinical site visit)
5. Multidisciplinary approaches to chronic neurological conditions across the lifespan
6. Assessment and management of movement disorders such as Parkinson’s disease
7. Stroke rehabilitation: general principles & approaches
8. Stroke assessment & treatment (lab)
9. Chronic diseases & health promotion (CRW)
10. Aging & CNS control of posture & movement (Inter-professional education)
11. Advanced balance & mobility (lab)
12. Advanced sensory & UE functional tests (lab)
13. Traumatic brain injury
14. Traumatic brain injury: assessment and treatment (one site visit)
15. Neurological physiotherapy intervention in acute care and intensive functional rehabilitation (two clinical site visits)
16. Integration of PT rehabilitation concepts for cardiorespiratory/pediatrics/neurotrauma cases and complex case analysis (Cases, CRW)
17. SCI cardiorespiratory techniques for secretion clearance (lecture/lab)
18. Acute neuro/ICU mobilizing, positioning (lab/Sim Centre)
19. Pain mechanisms & pharmacology
20. Assessment and management of chronic pain conditions.
22. Applications of (functional) muscle electrical stimulation and TENS (Labs)
23. Vestibular rehabilitation (two sessions lecture & lab)
24. Assistive technologies in rehabilitation (To be determined)
25. Cognitive rehabilitation
26. Geriatric rehabilitation/Pharmacology
27. Open laboratories and tutorials (optional)
28. OSCE preparation (Cases/Lab)

Instructional Methods:

Lecture: Didactic lecture with assigned readings and power point presentations available through webCT.

Labs: Hands-on skills laboratories requiring previous preparation. Attendance is compulsory.

Clinical reasoning workshops (CRW): Generally case-based workshops where problem-solving skills are practiced. Preparation includes pre-class case history discussion and/or readings. Attendance is compulsory.

Clinical site visits: Students visit an acute care centre (McGill University Health Centre) and two in-patient rehabilitation centres (Jewish Rehabilitation Centre, Institut de Réadaptation Gingras-Lindsay de Montreal (IRGLM) and one other TBD), Centre de Réadaptation Marie-Enfant (a paediatric rehabilitation centre) to participate in the assessment and treatment of TBI, paediatric and other adult neurological conditions. The students will be in small groups and asked to prepare an assignment based on the visit.

Open labs: These are optional labs for students to attend to practice the skills learned to date. The labs are staffed by clinical instructors or teaching assistants.

Course Materials:

Required textbooks: can be purchased through the McGill Chapters bookstore. The first two textbooks are also required for PHTH 551.

- Manual describing the Chedoke-McMaster Stroke Assessment. Details available the first week of class.
Coursepack from PHTH 550 is used for Functional Electrical Stimulation and TENS.

Student Assignment and Evaluation (final version to be presented the first day of class)

- Final OSCE: 50%
- Assignment: 15%
- Test 1 (content wk 1-7): 20%
- Test 2 (content wk 8-11): 10%
- Site visits – clinical reports: 5%

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

Special Requirements for Course Completion and Program Continuation:
For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation as well as individual and group evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

PHTH 551 and PHTH 561 need to be successfully completed before attending a clinical placement.

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. For more information please refer to:

Dress Code: Students are expected to demonstrate professional behaviour and wear appropriate attire at all times.
Attendance: Students who have missed more than 10% of laboratory sessions, clinical reasoning workshops or clinical site visits without a university-sanctioned reason for their absence, will see their final course mark reduced by 10%. Please refer to section on attendance in course guide.

Right to Submit in English or French: 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, except in courses in which acquiring proficiency in a language is one of the objectives.

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 receive a penalty of 2% per day late, including week-ends.

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 Office for Students with Disabilities at 398-6009 before you do this.
PHTH 552 CARDIORESPIRATORY REHABILITATION

Credits: 4

Coordinator: Jadranka Spahija PhD
Office: Hosmer 300 (by appointment please)
McGill: (514) 398-4922
Lab: Hôpital Sacré-Cœur de Montreal: (514) 338-2222 x 3654
jadranka.spahija@mcgill.ca

Course Description: Theoretical knowledge pertaining to the pathophysiology of various medical and surgical cardiorespiratory conditions, including evaluation and treatment will be acquired.

Expanded Course Description: The general objectives of the course are to enable the students to i) acquire and integrate theoretical knowledge pertaining to the pathophysiology of various medical and surgical cardiorespiratory conditions, and ii) acquire the practical skills necessary for evaluating and treating such acute and chronic conditions in individuals of all ages.

Course Structure: The course consists of a combination of lectures, small group teaching and practical laboratory, totalling 6 hours per week.

Overall Objective: This course provides an integrative approach to the physiotherapy management of cardiorespiratory conditions. In addition to learning the practical techniques used in cardiopulmonary physiotherapy, students will develop and integrate their knowledge-base of anatomy, pathology as well as respiratory, cardiovascular, muscle and exercise physiology using a case-based approach and evidence-based practice. This will facilitate critical thinking and provide students with the necessary competencies for assessing and treating cardiorespiratory clients.

Learning Outcomes: On completion of this course, the students will be able to:

1. understand the pathophysiology underlying various cardiopulmonary conditions;
2. evaluate a patient’s cardiopulmonary status by integrating findings from the physiotherapy assessment, standardized outcome measures, and diagnostic tests;
3. plan and implement a physiotherapy treatment program based on the above findings, taking into account any relevant contraindications to treatment;

4. perform physiotherapy treatment techniques used in cardiopulmonary care, and be able to justify their use based on knowledge of evidence-based practice;

5. modify a treatment program based on the patient’s response and/or change in clinical status;

6. recognize when to notify another team member in the event of an acute deterioration in patient status;

7. recognize when referral to another health care professional is necessary for comprehensive patient care and discharge planning;

8. apply skills in literature searching, information retrieval, and critical appraisal to (i) update knowledge of clinical conditions/procedures and (ii) evaluate the effectiveness of physiotherapy treatment techniques.

Course Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture (3 hours)</th>
<th>Clinical reasoning workshop/Practical (3 hours)</th>
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<tbody>
<tr>
<td></td>
<td>Mon. 8:30-11:30 am</td>
<td>Fri. 8:30-11:30 am (unless otherwise indicated)</td>
</tr>
<tr>
<td>1</td>
<td>Intro: Course outline and objectives</td>
<td>Investigative techniques: Radiography, arterial blood gases, pulmonary function tests, electrolytes, blood count, blood glucose</td>
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<tr>
<td></td>
<td>Respiratory system anatomy, physiology, mechanics, control of breathing</td>
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<td>2</td>
<td>COPD</td>
<td>Surface anatomy, muscle palpation</td>
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<td></td>
<td>Restrictive pulmonary disease</td>
<td>Respiratory assessment I: History taking, symptoms assessment, dyspnea.</td>
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<tr>
<td>3</td>
<td>Restrictive: atelectasis, pleural disease, chest trauma, infectious conditions</td>
<td>Respiratory assessment II: Inspection, palpation, mediate percussion, voice sounds, diaphragm excursion and chest expansion.</td>
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<td>Medications</td>
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<tr>
<td>4</td>
<td>Pulmonary rehabilitation</td>
<td>Respiratory assessment III: Auscultation, pulse oximetry</td>
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<td>Normal and abnormal exercise responses</td>
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<td>5</td>
<td>Surgery: Effects of anesthesia, patient-related risk factor identification, thoracic</td>
<td>Treatment I: Positioning (dyspnea, V/Q); Breathing exercises: PLB, lateral costal</td>
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<td>Course</td>
<td>Content</td>
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<tr>
<td>6</td>
<td>Surgery II: Heart/Heart-Lung transplantation</td>
<td>Treatment II: Secretion clearance: ACBT/ huffing/supported coughing/PEP/ Flutter, Acapella, Vest and other devices.</td>
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<td></td>
<td>Ventilatory muscle strength and endurance testing; Critical Care I - Hemodynamic monitoring, catheters</td>
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<tr>
<td>7</td>
<td>Study Break</td>
<td>Study Break</td>
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<tr>
<td>8</td>
<td>Critical Care II – Oxygen therapy, respiratory failure/ mechanical ventilation, sepsis, ARDS, medications, effects of bed rest</td>
<td>Treatment III: Postural drainage, percussion, vibration, rib springing.</td>
</tr>
<tr>
<td>9</td>
<td>Cardiovascular System: anatomy, physiology, mechanics, hemodynamics, conduction system/ neural control</td>
<td>Lab: McGill Simulation Center</td>
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<tr>
<td></td>
<td>Lifestyle/acquired cardiac conditions: Atherosclerosis, coronary artery disease (CAD), hypertension, obesity, dyslipidemia, diabetes, lipid profile, cardiac enzymes</td>
<td>ICU, suctioning</td>
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<tr>
<td>10</td>
<td>Electrical activity of heart (ECG analysis)</td>
<td>Lab: McGill Simulation Center</td>
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<td><em>Exam #2</em></td>
<td>Cardiac assessment I: ECG interpretation, HR and BP measurement, heart sounds</td>
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<tr>
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<td>Patient interview via teleconference.</td>
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<tr>
<td>11</td>
<td>Cardiac interventions &amp; Surgery: angioplasty, atherectomy, stents, coronary artery bypass grafts (CABG), valve repair/replacements, heart transplant, cardiac assistive devices: intra-aortic balloon pump, ventricular assist devices, mechanical hearts</td>
<td>Lab: McGill Simulation Center</td>
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<tr>
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<td>Phase 1 Cardiac rehab</td>
<td>Physiotherapy post cardiac surgery: Mobilization, transfers, positioning</td>
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<td></td>
<td>Cardiac medications</td>
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<td>12</td>
<td>Cardiac disease: Myocardial ischemia (MI)/infarction, heart failure, valvular disease, pericarditis, tamponade, myocarditis, infectious endocarditis, cardiomyopathies Peripheral arterial disease (PAD), Abdominal aortic aneurysm (AAA), chronic venous insufficiency, BP measurement, heart sounds</td>
<td>Cardiac assessment II: Fitness assessment, body composition, risk factor modification, Canadian CV Society Functional Classification of Angina, New York Heart Association Classification of Cardiac Function Cases</td>
</tr>
</tbody>
</table>
13  Cardiac rehabilitation: indications / contraindications, exercise prescription.  | Good Friday
14  Easter Monday  | Cardiac exercise prescription, cases
15  Early developmental & childhood respiratory disorders
    Congenital heart diseases

**Required text:** (can be purchased through the McGill Chapters bookstore):


**Other suggested reference texts (NOT Mandatory Reading unless stipulated in class):**


**Equipment Required:** A stethoscope and a watch with a second hand. Stethoscopes can be purchased at the McGill Bookstore and at Dufort & Lavigne Ltée.

**Student Assignment and Evaluation:** Students are evaluated by their performance in two components:

*Theoretical:*
- Mid-term exam 1: 20%
- Mid-term exam 2: 20%
- Quizzes: 10%
- Final written exam: 20%

*Practical:*
- Final practical (OSCE) exam: 30%
- Total: 100%

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

**Special Requirements for Course Completion and Program Continuation:** For U3 students, in order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. For QY students, in order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark. Please refer to the appropriate sections in both undergraduate and graduate calendars on University regulations regarding final and supplemental examinations.

This course falls under the regulations concerning theoretical and practical evaluation. Please refer to the section on marks in the Rules and Regulations for Student Evaluation and Promotion.

**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. For more information please refer to: [www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf](http://www.mcgill.ca/files/integrity/Code_of_Student_Conduct.pdf)

**Dress Code:** Students are required to wear shorts and T-shirt or tank top is required for all practical laboratory sessions. For clinical site visits, the same dress code as clinical affiliation applies.
Attendance: Students who have missed more than 10% of laboratory or small group sessions, or who miss any required professional workshop or seminar, without prior approval, will receive 0/10 for participation in the course.

Right to Submit in English or French: 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, except in courses in which acquiring proficiency in a language is one of the objectives.

Consequences of Not Completing Assignments as Requested: Will lose 5 marks per day unless a prior agreement with the professor is reached.

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 Office for Students with Disabilities at 398-6009 before you do this.