

POTH 602 ADVANCED EDUCATIONAL AND MANAGEMENT STRATEGIES

Credits: 3

Prerequisites: None

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Access to the Instructors: Please make appointments by **email** to see the instructors.

Course assistants: Various clinical experts.

Course Content: This course includes three components. The first component reinforces the previously acquired theoretical principles of adult learning and education, and presents their applications to knowledge translation. It focuses on the role of advocacy through conceptualization, investigation and articulation of the development of a workshop, a course, a business plan or a children's book. The project can be targeted to clinicians, patients, caregivers or students to advocate for the profession. Students will also practice their teaching skills using microteaching vignettes and simulated clients (**12 hours**). The second component prepares students to operate effectively and efficiently within the comprehensive healthcare system by introducing them to theories and competencies used in practice management. The study of management, 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 component includes a review of relevant human resource policies and regulations (rights and workplace conditions), as well as professional obligations and practice standards. It will also introduce students to employment/contract negotiation, scheduling, workload assignment, program delivery parameters (availability of resources and support services), responsibilities, accountabilities, and categories of permits issued by the regulatory body (i.e., OPPQ's regulation 94m), caseload management, business and financial concepts, and resource management (space and equipment). (**24 hours**). The third component re-examines strategies for implementation of research findings into the practice setting, and revisits the concepts of cultural competence, professionalism, role identity, intraprofessional education (IPE), and interprofessional practice (IPP) (**3 hours**).

Course Structure: Mondays and Wednesdays 12h00 to 14h30

This course will incorporate sessions of 2 to 2 ½ hours twice a week over a 9 week period or the equivalent of 39 hours per term of lectures/seminars and panel presentations. This course is offered in the M1 winter term.

Purpose: The overall intent of this course is to provide a venue in which the student who is becoming an entry-level practitioner will be introduced to advocacy and practice management principles that will allow him/her to recognize the skills-set required to set up or manage his/her public or private practice. In addition, this course will allow the student to revisit the significance of intraprofessional and interprofessional education and practice and respond to his/her role as a knowledge broker and as an educator to the population it serves.

Learning outcomes by essential competencies and roles¹: By the end of this course students will:

Communicator

- 1) **Demonstrate the ability to write learning objectives:** these will address the knowledge as well as the cognitive process dimensions that are appropriate for the chosen final project in a clear and concise manner.
- 2) **Apply the principles of adult learning and teaching to a 5-minute microteaching session on a simulated patient.**

Advocate

- 3) **Apply the principles of knowledge brokerage and knowledge translation (KT), in the design of a workshop, a children's book, and/or a business plan;**

Collaborator

- 4) **In a group of 4 to 5 people, design a workshop, business plan or a children's book that could be delivered in an organization, a professional order, an institution, an association or a community setting;**
 - i. develop a detailed outline of the workshop/business plan/book that demonstrates the use of advocacy to advance the profession, uses an evidenced-based approach, and respects the guidelines and the timeline provided
 - ii. compare and contrast the various instructional strategies applications and select the three most appropriate strategies to present at a microteaching session for a chosen project
 - iii. develop an evaluation for the chosen workshop/business plan/book that considers the benefits of different models and concepts of evaluation
 - iv. advocate for the profession by conceptualizing ideas into a brochure that conveys the overall workshop/business plan/book.

¹ Essential Competency Profile for Physiotherapists in Canada, October 2009
McGill University Master of Science Applied (Physical Therapy) Course Guide 2017-2018

Manager

- 5) Demonstrate an understanding of the concepts of entrepreneurship and the risks and benefits associated with it.**
 - i. understand the skills-set required to become an entrepreneur
 - ii. apply the principles of professionalism in entrepreneurship endeavors
 - iii. understand the potential ethical dilemmas in business management and their possible solutions
 - iv. apply problem-solving skills and logical reasoning process to solve issues
 - v. consider legal and ethical consequences of a business
- 6) Provide input to, and receive feedback from, personnel involved in the delivery of physiotherapy services, including the physical rehabilitation therapist (PRT).**
- 7) Have a basic understanding of physical and human resources planning.**
 - i. recognize the relevance of having appropriate physical, material, human and financial resources that will ensure efficient service delivery
 - ii. use norms and guidelines for practice (space and equipment issues)
 - iii. delegation and supervision (students and staff)
 - iv. salaries/payment
 - v. understanding the various types of contracts (assess the pros and cons of a contract and negotiate employment offers)
- 8) Understand human resource management principles**
- 9) Integrate the marketing and leadership principles acquired in the fall semester course PHTH 563.**
- 10) Understand the financial implications of different practice options**
 - i. identify billing options and different revenue sources (CSST, SAAQ, Private insurance, other...etc.)
 - ii. understand categories of expenditures and how to monitor these (overhead, capital, operating budget)
 - iii. understand the implications of financial & business decisions

Professional

- 11) Demonstrate an understanding of the Quebec law and Canadian business law as it applies to rehabilitation practice**
 - i. understand the regulations concerning the two categories of permits issued by the OPPQ (94m) in order to work in an intra-disciplinary context with the physical rehabilitation therapist;
 - ii. critically appraise the advantages and disadvantages of the regulation on incorporating a business/partnerships (OPPQ regulations)
 - iii. understand the relevance of human resource policies and regulations, professional obligations and standards, and program delivery parameters on physiotherapy practice (OPPQ)
 - iv. understand and apply the professional code of ethics to his/her practice
- 12) Recognize the benefits and challenges of IPE and IPP.**
- 13) Recognize the importance of being Culturally Competent on IPE and IPP.**

Scholarly practitioner

- 14) Demonstrate the use of evidence-based-practice to supplement and reinforce the material covered in the academic curriculum with regard to the principles of interprofessional education (IPE) and interprofessional practice (IPP).**

Evaluation Methods:

See more specific assignments and assessment documents on MyCourses

Assignments & Assessments	Value	Due date
1. <u>Pre & Post</u> Entrepreneur Questionnaire	✚ 5% (Individual)	<u>Pre:</u> March 14, 2018 <u>Post:</u> May 2, 2018 (2 x 2.5%)
2. Student Self-Assessment	✚ 5% (Individual)	
3. Student reflections: Online submission of <u>5</u> “ end of class activity ”, <i>i.e.: muddiest points, lessons learned, and question(s) about a reading.</i>	✚ 10% (Individual)	Student’s choice: submission from any 5 days of class
4. Final Project Outline	✚ 15% (Group)	March 28 at Midnight.
5. In Class Microteaching Oral Presentation Using 10 Vignettes 5 minutes per student*	✚ 30% Individual <u>Breakdown:</u>	<u>In Class</u> April 9: 12:00-14:30 (6-8 students/hr.) April 10: 12:00 -14:30 (6-8 students/hr.) Group sign-up will be on MyCourses *Vignettes will be provided 2 weeks before microteaching
a) Individual verbal presentation and a short written summary report.	○ 10% Evaluation by the Professor	
b) Microteaching should include a clear and concise communication for an effective educational session. Each student will receive a randomly selected vignette.	○ 10% Evaluation by 5 Peers	
○ 10% Students must submit their written document prior to the microteaching class		
5. Final Projects	35% Group Project	May 2, 2018 at Midnight.
a) Workshop Design: 20 double spaced pages - not including Appendices or Brochure	✚ (4 to 5 students per group)	
b) Children’s Book: 30 pages, plus a written report-5 double-spaced pages	Electronic <u>AND</u> Paper submission	
c) A Business Plan – 20 pages not including Appendices or Spreadsheets.	(Paper is 25% and Brochure is 10%)	

The Workshop Assignment and the Business Plan can be based on a topic of interest related to a professional elective course taken by the students in M1 year of the Program.

The Children's Book can advocate any aspects of the PT profession (i.e., PT for Children with Cystic Fibrosis, Living with an Amputation...) See example of the books in class.

Course Material: Required readings are available on Desire2Learn. The Desire2Learn 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.

Plagiarism/Academic Integrity: [Amended by Senate on April 17, 2013]: 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](#).

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, except in courses in which acquiring proficiency in a language is one of the objectives. Knowledge of a language is not an object of this course.

Cultural Awareness Workshop: *“Attendance to the Cultural Awareness Workshop (CAW) **is mandatory** under this course. A reflective assignment to be completed offsite is linked to this Workshop. An individual who does not complete a required assignment and who does not have a university-recognized reason for deferral of that assignment will receive an incomplete for this course.”*

Consequences of not completing assignments as requested: Assignments submitted late will be graded but will receive a deduction of **2% per day**, 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 514-398-6009 before you do this.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester.

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