

PHTH 620 PHYSICAL THERAPY CLINICAL PRACTICUM 4

Credits: 7

Prerequisites: **Successful completion of:**
Physical Therapy Clinical Practicum 3 (PHTH 573)
Second professional complementary course
Advanced educational and management strategies (POTH 602)
Promoting Healthy Activity (POTH 682)
Integrated Pain Management (PHTH 622)

On-going 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 8-week course is the fourth and last 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 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).

Expertise:

- Employ a client-centered approach
- Ensure physical and emotional safety of client.
- Conduct client assessment.
- Establish a diagnosis and prognosis.
- Develop, implement, monitor and evaluate an intervention plan.
- Evaluate client outcomes and goal attainment at discharge or transition to care.
- Plan, deliver and evaluate programs by identifying opportunities for group physiotherapy programming.

Communication:

- Use effective strategies to exchange information and to enhance therapeutic and 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 Competency Profile for Physiotherapists in Canada, 2017. Pgs 8 – 19.

Collaboration:

- Work effectively with others to promote interprofessional practice and achieve optimal client care by promoting integrated client care, facilitating collaborative relationships, contributing to effective teamwork and contributing to conflict resolution.

Management:

- Manage self, time, resources, and priorities to ensure safe, effective and sustainable services.

Leadership:

- Begin to envision and advocate for a health system that enhances the wellbeing of society (individual clients, communities, populations and professions).

Scholarship:

- Commit to excellence in practice through continuous learning, the education of others, the evaluation of evidence, and contributions to scholarship.

Professionalism:

- Commit to maintaining high standards of behaviour including:
 - behaving ethically: addressing real, potential or perceived conflicts of interest
 - acting with professional integrity: behaving with honesty and respect for others
 - maintaining professional deportment: presentation, behaviour, manner of speaking, grooming and personal hygiene
 - responding professionally to feedback.
- Commit to the best interests of clients and society through ethical and legal practice.

Specific Learning Outcomes for PHTH 620 (level 4):

By the end of the fourth and final clinical placement, a student shall demonstrate the competencies that reflect an entry to practice physiotherapist with respect to autonomy, safety, organization and sound clinical decision-making.³

The student's performance will move from an advanced intermediate level to that of an entry to practice physiotherapist.

Advanced Intermediate Performance:

- The student requires clinical supervision less than 25% of the time managing new patients or patients with complex conditions and is independent managing patients with simple conditions
- The student is consistent and proficient in simple tasks and requires only occasional cueing for comprehensive assessments, interventions, and clinical reasoning.
- The student is capable of maintaining ~75% of a full-time physical therapist's caseload

Entry Level Performance:

- The student requires infrequent clinical supervision managing patients with simple conditions and minimal guidance/supervision for patients with complex conditions.
- The student consistently performs comprehensive assessments, interventions and clinical reasoning in simple and complex situations
- The student consults with others and resolves unfamiliar or ambiguous situations
- The student is capable of maintaining at minimum 75% of a full-time physical therapist's caseload in a cost-effective manner

Note: Compared to level 3, in clinical practicum 4, students have completed all the course work and have completed an additional professional complementary course in the area of their choice, which includes, advanced pediatrics, sport physiotherapy, or advanced manual therapy.

³ Competency Profile for Physiotherapists in Canada, 2017 pg. 7

A Performance with Distinction is described as:

- The student is capable of maintaining 100% of a full-time physical therapist’s caseload without clinical supervision or guidance, managing patients with simple or complex conditions, and, is able to function in unfamiliar or ambiguous situations

In addition, the student demonstrates at least one of the criteria listed below:

- The student is consistently proficient at comprehensive assessments, interventions and clinical reasoning.
- The student willingly assumes a leadership role for managing patients with more complex conditions or difficult situations.
- The student is capable of supervising others.
- The student is capable of serving as a consultant or resource for others.
- The student actively contributes to the enhancement of the clinical facility or service with an expansive view of physical therapy practice and the profession

Table 1 - Expectations for each performance dimensions by level

Performance Dimensions	Level 1	Level 2	Level 3	Level 4
Clinical Practicum	PHTH 571	PHTH 572	PHTH 573	PHTH 620
Quality of intervention	25%	50%	75%	Up to 100%
Complexity of tasks/environment	25%	50%	75%	Up to 100%
Consistency of performance	25%	50%	75%	Up to 100%
Efficiency	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%	Less than 50% - 75%	Less than 25%	infrequent

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 fourth clinical placement:

Near the beginning of the Fall term, returning M2 students

- are encouraged to use the Competency Profile to auto-evaluate their readiness for practice before beginning their fourth clinical placement.
- attend a seminar (7th in a series) to discuss issues relating to entry to practice (licensure), successful early careers (auto-evaluation & the inspection process), maintaining competency throughout a career (continuing professional development/learning portfolio), job-searching and developing resilience. Representatives from the CaPS or the WELL Office may be invited guests at this seminar.

Note: Not completing the pre-placement preparation may result in preventable difficulties during the final placement.

Preparatory seminar M2:

Term	Date	Content	Preparatory Learning Activities
M2 Summer	Seminar 7: Aug (2 hr.)	Reflection readiness for practice Early career auto-evaluation Maintaining competency	MyCourses PHTH 620
M2 Fall	Sept – Oct. 8 weeks	Clinical Practicum 4 (PHTH 620) Submit Clinical Experience Booklet	MyCourses PHTH 620
Convocation following Spring			

The clinical placement:

The fourth clinical practicum takes place as a full-time presence in the clinic (usually 35 hours/week), during the first half of the Fall term of M2. The clinical practicum course takes place at the McGill University Health Centre (MUHC), other McGill affiliated facilities, such as hospitals, rehabilitation centres (Centre de 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.

In addition to facilities in the Montreal region, a number of out-of-province affiliated sites are available upon request. The Physical Therapy Program has developed specific guidelines pertaining to out-of-province practicum, which follow the guidelines of the National Association for Clinical Education in Physiotherapy (NACEP) for out-of-province practice. For out-of province placements travel and accommodation are the student's responsibility. International placements can occur in the third or fourth clinical placements. Guidelines and criteria for eligibility to complete a clinical placement abroad are discussed with students during the Winter U3/QY term and posted on MyCourses (e-clinical). Pending approval from the ACCEs a maximum of two clinical placements can be completed outside the McGill clinical catchment area.

Course Materials:

MyCourses E-clinical ongoing

- Assessment of Clinical Performance (ACP)
- ACP grading resource
- Competency Profile for Physiotherapist in Canada 2017

Student Clinical Experience Booklet

Required Text:

1. Principles for Moving Patients Safely. ASSTSAS 1999.

This text is required for workshop participation and a reference for all future clinical practica. Available during POTH 563 Foundations of Professional Practice

2. Code of Ethics. La Gazette Officielle du Québec, 1999. Available during POTH 563 Foundations of Professional Practice

Evaluation:

With each Clinical Practicum, the student is expected to have reflected on his/her strengths and areas for improvement and increase his/her confidence in order to achieve competence for an Entry-Level Physical Therapist. A student must complete a mid-term and final self- evaluation in order to better discuss progress during the clinical placement with their clinical educator.

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

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+). **A grade of B- in PHTH 620 will be reviewed, by the ACCEs, in the context of performance in previous placements. ** This review may result in a request for additional hours to be completed during a clinical placement in order to ensure acquisition of entry to practice competencies.

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:

- a. The student's self-evaluation using the ACP on the clinical education portal.
- b. The student evaluation of fieldwork experience feedback form found on the clinical education portal.
- c. The student clinical experience booklet (blue book) must be submitted to the ACCEs or the clinical education office by the first week of January 2019.
- d. Students are strongly encouraged to make sure the clinical supervisor's ACP is placed on the clinical education portal.(scanned hand-written or electronic copy) on e-clinical.

If the student fails to submit all above documents, their grade may be withheld until all documents are submitted.

According to the OPPQ (provincial licensing body), processing a license takes about 7 days, once confirmation of program completion is received. Students can expedite the process by submitting their application to the OPPQ before the end of their placement. The application would be completed when the Associate Director PT program at SPOT sends confirmation of successful completion of the program to the OPPQ. The ACCEs have to receive the final ACP in order to declare the student has successfully completed the last clinical placement.

Special Requirements for Course Completion and Program Continuation:

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_2016-17.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. 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.

Once a clinical placement has started it cannot be terminated unless there is a university sanctioned reason (health, religious) and approval from the program director. Please refer to the Graduate Studies e-calendar for more details.

Dress Code and Deportment: Students are expected to demonstrate professional behavior, adequate grooming, personal hygiene, and wear appropriate attire at all times.

Professional Code of Conduct is applied during all clinical placements. Specific mention is made of the issue of maintaining client confidentiality.

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 to 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.