

PHTH 245 INTRODUCTION TO PROFESSIONAL PRACTICE 1

Credits:	3
Course coordinator/ Instructor:	Frangiska Xenopoulos, MCIsc., FCAMPT, Pht
Email :	frangiska.xenopoulos@mcgill.ca
Virtual office hours:	Available by appointment
Communication Plan:	Please send an email request for any questions or if you would like to schedule a meeting through zoom. Emails will be responded to within 24hrs.

Course overview: This course introduces physical therapy students to the fundamental principles of professionalism and professional practice within the Quebec healthcare context. Physical therapy students will be introduced to the profession of physical therapy and its various domains of practice. Students will learn the basic skills necessary for professional communication, patient education, and interviewing. They will have the opportunity to practice these skills with simulated patients. Throughout this course students are expected to begin to develop a professional identity. Physical therapists from diverse clinical and research fields will present their roles and domain of practice. Students will have the opportunity to visit a clinical site. Other concepts that students will begin to apply in this course include: client-centered practice, self-directed learning, reflective practice, mindfulness, and mental health and global health within a rehabilitation context. Students will also be introduced to the Hospital Elder Life Program (HELP) which will prepare them for their clinical hours in PHTH 250, winter semester.

Course Structure: This course comprises of two (2) X 2 hour classes per week. A variety of formats will be presented including lectures, seminars with guest speakers, active learning contexts including simulation and small group participation. On several occasions, classes will be combined (inter-professionally) with the occupation therapy students (OCC1 245). This course is offered in the fall term of the U1 year.

Instructional Method: *Remote Course Delivery (2020-21)*: The course will be conducted entirely online this year. The majority of the learning activities and assessments will be fixed/synchronous (students participate together online at the same time), although a hybrid

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approach may be used and some content may be more flexible/asynchronous (students participate online at any time of their choosing). For students unable to attend fixed sessions, content will be recorded and made available on myCourses. Students are also encouraged to make use of the myCourses Discussion Forums for peer- and instructor-support. Technologies students will be expected to use in the course include Zoom and myCourses. Students requiring additional technological support can find instructions and tutorials through *McGill's Remote Learning Resources*: <https://www.mcgill.ca/tls/students/remote-learning-resources>.

Recordings of Sessions: All fixed/synchronous sessions will be recorded to accommodate students who are unable to participate in those sessions for reasons such as time zones, inadequate Internet bandwidth, and caregiver responsibilities. Recordings will be made available to students on myCourses, which limits access to students registered in the course. Students must consent to being recorded if they are attending a lecture or participating in a component of a course that is being recorded. Students will be notified through a 'pop-up' box in Zoom if a lecture or portion of a class is being recorded. By remaining in sessions that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course.

Specific Learning Outcomes based on Essential Competencies & Entry-to-Practice Milestones:

With attendance and active participation in class, the students will be actively engaged in developing core competencies as they relate to the roles for physiotherapists. This course will cover essential competencies and milestones related to the domains of physiotherapy expertise, communication, collaboration, leadership, scholarship, and professionalism. Upon completion of this course, the student will be able to:

Physiotherapy Expertise

- Employ a client centered approach. More specifically students will:

Learning objectives	Milestones
Interact with the patient/client to ensure the clients best interest and goals.	1.1.1; 1.1.5; 1.1.6

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- Conduct Client Assessment. More specifically students will:

Learning objectives	Milestones
Conduct a collaborative interview to obtain relevant information about client's health, functional abilities, participation, personal and environmental factors.	1.3.1, 1.3.2; 1.3.4;
Begin to identify the client's personal and environmental factors affecting his/her functional abilities, physical performance, and participation.	1.3.1, 1.3.2; 1.3.4;

Communication

- Use oral and non-verbal communication effectively. More specifically students will:

Learning objectives	Milestones
Employ effective and appropriate verbal and nonverbal communication with clients, peers and educators.	2.1.1; 2.1.2; 2.1.3; 2.1.4
Use written communication effectively in written assignments and email communications.	2.2.1; 2.2.2;
Listen effectively and demonstrate an awareness of self behaviours and the responses of others and adapt communication appropriately.	2.1.2; 2.1.4; 2.3.1; 2.3.2; 2.3.3;

Collaboration

- Facilitate collaborative relationships. More specifically students will:

Learning objectives	Milestones
Establish and maintain interprofessional relationships, which foster effective collaborations.	3.2.1; 3.2.4; 3.2.5;
Demonstrate an understanding of and respects the differing perspectives during collaborative activities.	3.2.1; 3.2.4; 3.2.5; 3.3.4; 3.3.5

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Leadership

- Champion the health needs of clients. More specifically students will:

Learning objectives	Milestones
Begin to recognize the health needs and concerns of individual clients, populations, and communities and how they relate to physical therapy.	5.1.1; 5.1.2; 5.1.3

Scholarship

- Integrate self-reflection and external feedback to improve personal practice. More specifically students will:

Learning objectives	Milestones
Apply principles of self-reflection and self-directed learning through the use of self-evaluation and feedback from classmates, lecturers, professors and clients to reflect upon actions and decisions to continuously improve knowledge and skills.	6.3.1; 6.3.2; 6.3.3; 6.3.4

Professionalism

- Embrace social responsibility as a health professional. More specifically students will:

Learning objectives	Milestones
Begin to recognize and identify the roles that physical therapists play in primary health care.	7.3.1; 7.3.2

Required course materials: No textbook is required for this course. A list of required and suggested readings and lecture notes will be posted on *MyCourses*.

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Course content:**Topics include the following:**

- The history of physiotherapy and future directions
- Professional Organizations
- Professional Roles & Competencies
- Scope of practice
- Introduction to professionalism and professional practice
- Professional identity development
- Bio-psycho-social model and Client-Centered Practice
- Communication and Interviewing Skills
- Hospital Elder Life Program (HELP)
- Reflective Practice
- Teaching and Learning for Patient Education
- Health Promotion
- Guest OT and PT from Summit School and Villa Medica (Burns unit)
- Research in Physical Therapy
- Physical Therapy private practice clinician panel
- Physical Therapy public institution clinician panel
- Mental health in Rehabilitation
- The role of rehabilitation in Global Health

Travel requirements: students may be required to travel for a clinical site visit which will be randomly assigned to them. The sites are located in Montreal, Laval and Brossard.

Copyright of course materials: Instructor generated course materials (e.g., handouts, notes, PowerPoint presentations, student assignments, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructors. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Evaluations:

- All assessments will be graded by the course instructors, and/or teaching assistant(s).
- Students have a right to an impartial and competent re-read of any written assessment and, where warranted, a revision of the grade received, by a third party, if requested within a reasonable time after the notification of a mark. ***Please note that this revision may result in an increase or decrease of the grade.***

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- The following is a link to McGill's student assessment policy:
https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf

Assessments	Description	%	Milestones
Assessment 1 Group	Physical Therapy Emerging areas of practices (pairs PT)	15%	7.3.1; 7.3.2; 3.2.1; 3.2.4; 3.2.5; 3.2.1; 3.2.4; 3.2.5; 3.3.4; 3.3.5
Assessment 2 Group	Case Study: Client-Centred Approach (Groups PT/OT)	20%	1.1.1; 1.1.5; 1.1.6 3.2.1; 3.2.4; 3.2.5; 3.2.1; 3.2.4; 3.2.5; 3.3.4; 3.3.5
Assessment 3 Individual	Communication and Patient Education Practical Assessment (Group PT/OT)	20%	2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.3.1; 2.3.2; 2.3.3
Assessment 4 Individual	Final Examination (individual)	45%	1.1.1; 1.1.5; 1.1.6 2.2.1; 2.2.2; 5.1.1; 5.1.2; 5.1.3 7.3.1; 7.3.2

Special requirements for course completion and program continuation: In order to pass the course, a grade of at least C+ (60%) must be obtained as a total course mark. In order to pass the course, students must also pass the individual components of the course with a grade of at least a C+ (60%). Please refer to the appropriate sections in the undergraduate calendar on University regulations regarding final and supplemental examinations. This course falls under the regulation concerning 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.

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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” (see [McGill’s guide to academic honesty](#) for more information).

Language of submission: 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.

Skills building attendance: Attendance at all classes is strongly recommended. Although lectures will be recorded, breakout rooms will not be. Breakout rooms will be used during lectures, HOWs and SIM activities and participation is key in providing students with the skills to complete graded assignments.

Consequences of unprofessional behaviours: Students who are flagged for unprofessional behaviour during off-site visits will be required to submit remedial work. Continued unprofessional behaviours may result in failure of the course and/or academic disciplinary actions.

Consequences of not completing assignments as requested: Late submissions will be penalized 5% per day, including weekends. It is the student’s responsibility to verify that all electronic submissions to MyCourses were successfully uploaded. Technical issues will not be accepted as a reason for late submission. As such, early submission of assignments is recommended.

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

Course Accessibility: 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/or the [Office for Students with Disabilities](#), 514-398-6009. The *University Student Assessment Policy* exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.

Technology in class: Your respectful and attentive presence is expected. While you are permitted to use your laptop in class, it is understood that you will not be using your laptop or mobile device for social purposes during class time (e.g. email, Facebook, texting, browsing, etc.). Your mobile devices must be on silence during class time.

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Course evaluations: End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on *Minerva/Mercury*, the online course evaluation system. Students are strongly encouraged to complete the end-of-term course evaluations. Please note that a minimum number of responses must be received for results to be available to students.

Health and Wellness Resources at McGill: Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at <https://mcgill.ca/wellness-hub/> or drop by the Brown Student Services Building (downtown). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit <https://mcgill.ca/wellness-hub/get-support/local-wellness-advisors>).

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

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