

## PHTH 623 DIFFERENTIAL DIAGNOSIS AND MANAGEMENT

<b>Credits:</b>	4
<b>Prerequisites:</b>	Successful completion of all U3/qualifying year courses including Clinical Affiliation requirements
<b>Course coordinator/ Instructor:</b>	Frangiska Xenopoulos, MCISc., FCAMPT, Pht
<b>Email :</b>	<a href="mailto:frangiska.xenopoulos@mcgill.ca">frangiska.xenopoulos@mcgill.ca</a>
<b>Virtual office hours:</b>	Available by appointment
<b>Communication Plan:</b>	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.
<b>Lectures:</b>	Wednesday and Thursday 8:30am – 11:30am
<b>Lab:</b>	Thursday 1:00pm – 5:00pm

**Course Description:** This course is the third 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. The course will provide M1 students with the opportunity to build upon their previous musculoskeletal skills and to integrate assessment and treatment approaches with client care experiences gained from their clinical rotations. The course will prepare the students for differential diagnosis in clinical setting.

**Course Structure:** The course is made up of a combination of lectures, directed labs and clinical reasoning workshops (CRW) over 13 weeks.

**Instructional Method:** The course focuses mainly on the assessment and treatment of more *complex orthopedic conditions* using manual therapy skills including peripheral manipulation of the ankle/foot, knee, wrist/hand & elbow.  
The CRWs will focus on a case-based, client-centered approach following the SOAPIE format.

### **Instructional Method: Remote Course Delivery (2020-21)**

The course will be conducted in a hybrid format. All lectures and CRWs will be online using the zoom platform through myCourses. The lab component of the course will require the students

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to be present on campus to practice assessment and treatment techniques. Most of the lectures will be asynchronous, with a synchronous meeting every week to provide students with the opportunity to ask questions or get clarifications. The CRW will be fixed/synchronous and done with breakout rooms to get maximal student participation. 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.

**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.

The structure of the course is divided into four (4) modules as follows:

1. Module 1: Lumbosacral spine, knee, ankle/foot and pelvic floor (5 weeks)
2. Module 2: Peripheral nerve, elbow and wrist/hand (2 weeks)
3. Module 3: Shoulder, cervical and thoracic spine (3 weeks)
4. Module 4: Temporomandibular joint, headache and dizziness (3 weeks)

## **Learning Outcomes**

**General Learning outcomes:** Building on previously learned orthopedic knowledge, the student will be able to assess and treat clients of different ages with *more complex conditions* affecting the musculoskeletal system.

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**Specific learning outcomes:** Based on Competencies Profile for Physiotherapists in Canada. Following attendance and active participation in lectures, labs, CRWs, the student will begin to demonstrate the following essential competencies for physical therapy practice, for a clientele with *more complex musculoskeletal conditions*. The student will also have progressed toward the following entry-to-practice milestones, in the context of the topics discussed in this course.

Physiotherapy Expertise:

- o Employ a client-centered approach.
  - Act in a manner that respects client uniqueness, diversity and autonomy, and is in the
  - Provide the client with relevant information throughout care.
  - Actively involve the client in decision-making.
  - Empower client to engage in his / her own care.
  - Build and maintain rapport and trust with the client.
  - Ensure ongoing, informed client consent.
- o Ensure physical and emotional safety of the client.
  - Identify client-specific precautions, contraindications and risks.
  - Employ safe client handling techniques.
  - Apply assessment and intervention procedures in a manner that enhances the client's
  - Monitor and respond to client's physical and emotional state throughout care.
  - Identify and respond to near misses and adverse events.
- o Conduct client assessment
  - Interview client to obtain relevant information about health conditions, and personal and
  - Determine client's expectations, and their relevance to physiotherapy.
  - Obtain relevant information about client's status from other sources
  - Identify comorbidities that impact the approach to assessment.
  - Identify urgent health conditions that require immediate attention and take appropriate
  - Identify non-urgent health-related conditions that may benefit from referral to other
  - Select and perform appropriate tests and measures.
- o Establish a physiotherapy diagnosis and prognosis
  - Interpret assessment findings and other relevant information.
  - Identify client's body structure and function impairments, activity limitations and
  - Develop a physiotherapy diagnosis.
  - Develop a working prognosis.
  - Determine if physiotherapy is indicated.
  - Determine if referral to another physiotherapist or another provider is indicated.
- o Develop, implement, monitor and evaluate an intervention plan.
  - Establish physiotherapy short and long-term client-centered goals.
  - Determine an intervention plan.
  - Implement planned interventions.

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- Assist client to develop self-management skills.
- Monitor and respond to client status during interventions.
- Reassess client status and needs as appropriate.
- Modify intervention plan as indicated.

o Complete or transition care.

- Evaluate client outcomes and goal attainment.
- Develop a discharge or transition of care plan.

Communication:

o Use oral and non-verbal communication effectively

- Speak clearly and concisely.
- Listen actively, to build trust and foster exchange of information.
- Use and respond to body language appropriately.
- Give and receive feedback in a constructive manner.

o Use written communication effectively

- Write in a clear, concise and organized fashion.
- Ensure written communication is legible.
- Prepare comprehensive and accurate health records and other documents, appropriate to purpose.

o Adapt communication approach to context.

- Adjust communication strategy consistent with purpose and setting.
- Use appropriate terminology.
- Adjust communication based on level of understanding of recipient.
- Ensure communication is timely
- Share information empathetically and respectfully.

o Use communication tools and technologies effectively

- Use electronic technologies appropriately and responsibly.
- Use images, videos and other media to enhance communication.

Collaboration:

o Promote an integrated approach to client services. • Identify practice situations that may benefit from collaborative care.

- Engage client as a team member.

o Contribute to effective teamwork. • Respect accepted principles for teamwork.

- Participate in shared leadership.
- Share relevant information with the team.

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- Participate and be respectful of all members' participation in collaborative decision-making.

#### Management:

- o Utilize resources efficiently and effectively.
  - Manage own time effectively.

#### Leadership:

- o Champion the health needs of clients
  - Promote a culture of client-centeredness

#### Scholarship:

- o Use an evidence-informed approach in practice.
  - Incorporate best available evidence into clinical decision-making.
  - Incorporate client context into clinical decision-making.
  - Incorporate personal knowledge and experience into clinical decision-making.
  - Make decisions using an established clinical reasoning framework.
  - Use a structured approach to evaluate effectiveness of decision
- o Engage in scholarly inquiry
  - Access reliable sources of information
  - Critically appraise information
- o Integrate self-reflection and external feedback to improve personal practice.
  - Seek feedback from others on personal performance and behaviour.
  - Compare personal performance & behaviour with professional & organizational e
  - Identify learning needs based on self-reflection and external feedback.
  - Develop and implement a plan to address learning needs.
- o Maintain currency with developments relevant to area of practice
  - Access emerging information relevant to area of practice
  - Determine potential for applicability of emerging information to personal practice
- o Contribute to the learning of others
  - Identify the physiotherapy-related learning needs of others
  - Contribute to the education of peers

#### Professionalism

- o Behave ethically
  - Use an ethical framework to guide decision-making.

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- Promote services in an ethical manner.
- o Act with professional integrity.
  - Behave with honesty and respect for others.
  - Behave in a manner that values diversity.
  - Work within physiotherapy scope of practice and personal level of competence.
  - Accept accountability for decisions and actions.
  - Maintain professional deportment.
  - Maintain professional boundaries.

### Course Materials

Required texts:

Whitmore, S., Gladney, K. & Driver, A. (2008). The upper Quadrant: A workbook of

Manual Therapy Techniques, 2nd Edition. Whitmore Physiotherapy Consulting Inc. Canada.

Whitmore, S., Gladney, K. & Driver, A. (2008). The lower Quadrant: A workbook of

Manual Therapy Techniques, 2nd Edition. Whitmore Physiotherapy Consulting Inc. Canada.

Reference texts:

1. Dutton (2017). Orthopaedic Examination, evaluation & intervention. 4th ed. McGraw-Hill
2. Magee DJ (2014). Orthopedic physical assessment, 6th ed. Elsevier. St. Louis, MO
3. Olson Kenneth A. (2016). Manual physical therapy of the spine. 2nd ed. Elsevier.

**Copyright 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.

### Assignments and Evaluations

Assessments	Description	%
Assignments	Four case Hx: Participation 5%; graded 10%	<b>15%</b>
Midterm Exam	Written Exam 25% Practical Exam (OSCE) 15%	<b>40%</b>
Final Exam	Written Exam 30% Practical Exam (OSCE) 15%	<b>45%</b>

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**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. 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:** [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).

*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.*

**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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

*Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).*

**Consequences of not completing assignments as requested:** An individual who does not complete a required assignment and does not have a university recognized reason for deferral would receive a 0 in that portion of the evaluation.

**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.

**Attendance:** Students are expected to attend all lectures and are required to attend all clinical reasoning workshops and labs. Students who have missed more than 15% of laboratory or small group sessions, without prior approval, will have a 10% deduction of their final grade. This rule applies to labs and to all required workshops, seminars or professional activities.

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**Dress Code:** Professionalism with respect to dressing is encouraged throughout the course of the semester. It is each student's responsibility to have appropriate attire during all class assignments and learning activities.

**Professional Conduct:** Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

**Technology in Class:** Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, msn, sms). Your cell phone should be on silence during class time and phone calls should only take place during the break or after class.

**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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