

PHTH 620 PHYSICAL THERAPY CLINICAL PRACTICUM 4

Credits: 7

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

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 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 physiotherapists across all four clinical placements. The learning objectives differ across placements with respect to expectations for each performance dimension. (see Table 1)

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For this fourth clinical placement the student:

will be responsible for **90-100%** of a physical therapist's patient caseload from admission to discharge **during the last 10 consecutive days of PHTH 620.**

with minimal (0-25% of the time) supervision & guidance by the clinical supervisor, will achieve the following competencies and be deemed competent to practice at an entry level for a physical therapist in Quebec:

Expert:

- Evaluate clients with musculoskeletal, neurological, cardio-respiratory disorders or complex health conditions from the perspective of optimal functional performance and social participation.
- Establish a physiotherapy diagnosis.
- Develop & recommend an intervention plan from the perspective of optimal functional performance and social participation.
- Perform interventions adapted to the client's needs, evaluate the effectiveness of the interventions and plan for the discharge or completion of physiotherapy services.

Communicator:

- Use effective communication to develop professional relationships with clients, families, care providers and other stakeholders.

Collaborator:

- Work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

Manager:

- Manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

Advocate:

- Use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

Scholarly Practitioner:

- Improve client outcomes through seeking, creating, applying, disseminating and translating knowledge to physiotherapy practice.

Professional:

- Commit to the best interests of clients and society through ethical practice, support of profession-led regulation, and high personal standards of behaviour.

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%	Increases with time
Complexity of tasks/environment	25%	50%	75%	Up to 100%	Increases with time
Consistency of performance	25%	50%	75%	Up to 100%	Increases with time
Efficiency	25%	50%	75%	Up to 100%	Increases with time
Supervision/Guidance required	75% to 100%	50% to 75%	25% to 50%	25% or less	Decreases with time

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 Essential Competency Profile to auto-evaluate their readiness for practice before beginning their fourth clinical placement.
- Are encouraged to attend a seminar (7) with a representative from the OPPQ to discuss issues relating to entry to practice (licensure), successful early careers (auto-evaluation & the inspection process) and maintaining competency throughout a career (continuing professional development/learning portfolio).

Note: Not completing the above tasks may delay subsequent practicums.

Preparatory seminar M2:

Term	Date	Content	Preparatory Learning Activities
M2		Seminar 7: Reflection readiness for practice	MyCourses PHTH 620

Summer	Aug (5 hr.)	Early career auto-evaluation	
Highly recommended		Maintaining competency	
M2	Aug (4 hrs)	HIV/AIDS IPE workshop	MyCourses
Summer			
M2	Sept – Oct.	Clinical Practicum 4 (PHTH 620)	MyCourses PHTH 620
Fall	8 weeks	Submit Clinical Experience Booklet	
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 des 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 PHTH 620: on-going support before, during and after the clinical placement
 Clinical Performance Instrument
 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:

Although each clinical educator evaluates a student's performance using the CPI and makes a recommendation as to a grade of PASS/FAIL, it is the ACCEs who are responsible for determining acceptable levels of performance for each clinical experience and, who ultimately assign the grade.

In order to pass the fourth and final clinical placement, the student must obtain a **minimum of 8/10** for **criteria 6 to 24** on the Clinical Performance Instrument and a **minimum of 9/10** for **criteria 1 to 5**.

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.

The 4th in a series of interprofessional education workshops, HIV/AIDS, takes place within this clinical course. **Typically the workshop takes places at the** end of August of M2. Attendance is compulsory. **A small reflective piece is required for submission before the final grade for PHTH 620 is released.**

In order for a final grade to be entered on Minerva students are required to submit the following documents to MyCourses (e-Clinical):

- a. copy of their supervisor's CPI (scanned hand-written or electronic copy)
- b. student's self-evaluation using the CPI
- c. the student evaluation of fieldwork experience feedback form completed by the student at the end of the clinical placement. The form is available on the SPOT website/clinical education/physical therapy/forms & documents.
- d. The student clinical experience booklet must be submitted to the ACCEs or the clinical education office by the first week of January 2015.

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

The **Clinical Performance Instrument (CPI)** is used to evaluate student's clinical performance. It is based on 24 criteria. **Five performance dimensions are used to evaluate student's performance: these are 1) Quality of intervention; 2) Supervision/Guidance required; 3) Consistency of performance; 4) Complexity of tasks/environment; and 5) Efficiency.** The CPI incorporates knowledge, skills, attitudes and multiple sources of information such as self-assessment, presentations, and peer review to make decisions about readiness to practice.

With each Clinical Practicum, the student is expected to have improved his/her weaknesses and increase his/her confidence in order to achieve competence for an Entry-Level Physical Therapist.

Special Requirements for Course Completion and Program Continuation:

With each Clinical Practicum, the student is expected to have improved his/her weaknesses and increase his/her confidence in order to achieve competence for an Entry-Level Physical Therapist.

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_2014-15.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

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 highly recommended. 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.

Dress Code: Students are expected to demonstrate professional behavior and wear appropriate attire at all times.

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 with 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. 🚦

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