

PTHER 517 A
Clinical Placement I
Course outline

Course Description: Introduction to clinical practice in approved clinical sites.

Course Instructor/ Academic Coordinator of Clinical Education:

Heather Bredy
2-40 Corbett Hall
780 492 3724
cell: 780-722-3300 (emergencies only)
Heather.Bredy@ualberta.ca

Calgary Clinical Education Coordinator
Gabriela Abbud
abbud@ualberta.ca

Clinical Education Administrator
Danielle Vallee
ptclined@ualberta.ca

Office Hours

The course coordinator may be contacted via email or phone to address any questions or concerns that may arise during your placement(s). Appointments, as needed, can be scheduled at times that are mutually convenient.

Date	Activity
Wednesday October 4 or 11, 2023	Shadow experience: 1300-1630 hrs
Wednesday October 18, 2023	In person class session 1230 - 1400hrs
Wednesday, November 22, 2023	In person class session 1500-1630 hrs
December 11-15, 2023	One week placement (full time hours)

Placement Times / Location

Shadowing Experience: One afternoon shadowing experience is part of this course requirement. This will be in a site in or around Edmonton, or Calgary and will take place on a Wednesday afternoon (13h00-16h30), either September 28 or October 5, 2022.

One week Introductory placement: December 12-16, 2022.

The placement is full-time – i.e. 40 hours.

The exact hours of the clinical practice will coordinate with those of the Clinical Instructor. Flex hours (ie. shifts, evenings and weekends) are possible and may be required.

The ACCE will attempt to place you in a location of choice. However, given availability of a placement, you may need to complete this clinical course outside your location of choice. Accommodation and travel expenses are your responsibility.

Course Goals and Expectations

The primary goals of the course are to provide orientation to the healthcare environment, expose you to clinical practice and to expand your knowledge of the role of the physical therapist and other healthcare workers. You will be expected to bring your clinical learning back to the classroom.

This is an introductory placement. You are expected to:

- model professional behavior
- take a focused history (or an in-depth chart review with additional input from the patient) of at least one client or client's family as able with case load, location of placement. If this is not possible, try to work on communication skills with patients and/or family
- engage in hands-on skills as appropriate:
 - o involvement with assessment and / or treatment as the clinical instructor deems is appropriate, given your background knowledge and skills (goniometry, muscle testing, gait aids, transfers, exercise education)

You will need to commit to active-learning in order to optimize your learning.

Student Learning Strategies

As responsible learners, you are expected to:

- prepare for the placement
 - Write a letter of intent and forward this with a résumé to your site contact in advance of your placement.
- 100% attendance is expected. If you are ill you will be required to stay home and make up the time during another placement experience.
- write a learning plan in collaboration / consultation with the Clinical Instructor - you will work on one in PTH 524 and you can use this as the basis for this placement.
- behave professionally throughout the placement and beyond
- seek out supplementary resources to enhance your learning

You will be required to submit a copy of your learning plan to eClass by the end of the placement.

Key Learning Objectives

You are expected to integrate the learning objectives and your course work to date, into this placement. In addition, by the **end of PTH 517** and in line with the **Competency Profile for Physiotherapists in Canada (2017)** you will:

1. Consistently display appropriate **Professional** behaviors, including:
 - a. Comply with legal and ethical requirements (7.1, 7.2)
 - b. Behave with honesty and respect for others (7.4.1)
 - c. Work within physiotherapy scope of practice and personal level of competence. (7.4.3)
2. Promote learning and **scholarship** in physical therapy practice: Integrate self-reflection and external feedback to improve personal practice.:
 - a. Seek feedback from others on personal performance and behaviour. (6.3.1)
 - a. Identify learning needs based on self-reflection and external feedback (6.3.3)
 - b. Develop and implement a plan to address learning needs. (6.3.4)
 - c. Access reliable sources of information. (6.2.3)
3. Through effective **Communication** develop professional relationships with clients, families, care providers and team members by:
 - a. Developing, building and maintaining rapport, trust and ethical professional relationships through effective communication (6.2.1)
 - b. Beginning to use effective oral and non-verbal communication effectively (2.1), written communications (2.2)
4. Work **Collaboratively** and effectively to promote interprofessional practice and achieve optimal client centered care by:
 - a. Beginning to facilitate collaborative relationships with CI and other team members which foster effective client centered collaboration 3.1
 - b. Interact with others in a way that promotes inclusion 3.2.5
5. **Manage** time, resources and priorities for individual practice to ensure optimal client care through:
 - a. Beginning to manage your own time effectively (4.2.3)
 - b. Start to consider how to provide services that balance client needs and available resources. (4.2.1)
 - c. Adhere to individual, team and system-level safety practices (4.3.3)
 - d. Apply best practices for infection control (4.3.3)
6. **Advocate** for the health and well-being of clients, communities and populations as well as the promotion of the profession by:

- a. promote the value of physiotherapy to client health (5.3.1)
7. Demonstrate appropriate skills:
- a. Assessment of range of motion
 - b. Assessment of muscle strength
 - c. Simple patient transfers
 - d. Appropriate provision of gait aids
 - e. History taking or in-depth chart review and follow up

Measures that the Learning Objectives have been achieved

Your CI will evaluate/measure your performance relative to each of the above learning objectives. The CI will provide ongoing **formative** feedback throughout the placement. In addition, structured feedback will be provided at the final **summative** evaluation. At the final evaluation a checklist will be used to indicate whether you have observed or participated in a variety of activities and whether your behaviours relative to the activities were appropriate or not.

In all subsequent placements, the Assessment of Clinical Performance (ACP) will be used to provide structured feedback on your performance at the midterm and final evaluations. The expectations for your performance in **subsequent placements build on and add to** the expectations in this placement.

Required / Recommended Resources

Required: Clinical education section of MScPT Student Manual found on the MScPT Home page in eClass

Required for your clinical site - will be emailed to site:

- evaluation forms for the placement

University Assignments during the Clinical Placement – PThER 517

It is expected that you will:

1. Complete the PThER 517 shadowing experience reflection sheet and submit to the course instructor in PThER 524 via eClass. Please check with your PThER 524 course outline for the due date of this assignment. Worth 5% of the total course mark for PThER 524. **A copy is to be submitted to the Clinical Education team for review on eClass.**
2. Complete a minimum of one history-taking during your placement if possible. This history may be taken directly from a client or from a client's family member.

- This may also take the form of an independent, thorough chart review with additional questions asked of the patient/patient's family to ensure that you have all the necessary information.
3. Bring your completed self-evaluation to the final evaluation session with your Clinical Instructor / Educator. Presenting your self-evaluation contributes to open communication between you and your CI and is an essential component of professional practice.
 4. Complete a reflection and submit to eClass. This will be a reflection of your experiences on placement and should include:
 - How your shadow experience and other experiences in the PT program prepared you for your placement
 - What you have learned,
 - Whether your experiences were in line with your expectations
 - Based on your experiences during the Interprofessional Launch day, how did the role of the physiotherapist you were working with fit into the interprofessional team?
 - Summary of your strengths and weaknesses

This must be submitted to eClass **Sunday December 17, 2023**

Evaluation Methods

Your CI(s) will make a recommendation that you pass or fail the placement.

Grade:

Credit/ No credit

The Department of Physical Therapy expects all students to maintain a cumulative grade point average (GPA) of at least 3.0 throughout the MScPT program. The Department of Physical Therapy will consider recommending to FGSR that a student be placed on academic probation if a student's cumulative GPA is below 3.0.

Marking Scheme

In order to pass this clinical course, you must:

- attend consistently
- consistently demonstrate safe physical therapy practice
- **consistently display appropriate professional behaviour and communication skills**

Professionalism Expectations

- 1) Adheres to local dress code
- 2) Demonstrates respect for the time of others.

- a. Arrives on time each day and fully prepared for scheduled activities and appointments
- b. Gives adequate notice and explanation for absenteeism. Contacts CI and ACCE in a timely manner.
- c. Responds promptly when contacted by ACCE/CECC or CI
- 3) Demonstrates effective time management skills.
 - a. Completes assigned tasks and patient care activities on time
 - b. Meets all deadlines for assignments and placement documentation.
- 4) Shows the ability to balance own needs with the needs of others
 - a. Suspends external personal needs to focus on the task or interaction
 - b. Takes responsibility for own physical and mental health and refrains from practicing physiotherapy while their ability to provide appropriate and competent care is compromised.
- 5) Maintains confidentiality of patient information
 - a. Demonstrates ethical, responsible and respectful use of electronic communication, social media and other forms of digital technology, conforming to confidentiality guidelines in line with local site policies and standards of practice of the College of Physiotherapists of Alberta.
 - b. Exchanges using electronic communication and social media are appropriate for therapeutic relationships established with patients and supervising therapists.
 - c. Accesses only relevant patient information/data when providing professional services for the specific patient, in keeping with legislative compliance.
- 6) Demonstrates non-biased, non-discriminatory behaviour and communication, and is inclusive of all people. Demonstrates tolerance of and respect for others with differing opinions.
- 7) Maintains professional boundaries that honour and respect the therapeutic relationship with patients.
 - a. Establishes and maintains professional boundaries and does not make abusive, suggestive or harassing comments or engage in inappropriate physical contact or sexual advances with patients, colleagues, students, and others.
- 8) Acts honestly, transparently and with integrity in all professional and business practices to uphold the reputation of the profession.
- 9) Accepts constructive feedback and modifies behavior appropriately
 - a. Takes steps to prevent repetition of errors
 - b. Maintains composure during difficult interactions with colleagues
 - c. Takes personal responsibility for expressing own feelings
- 10) Commits to maintaining and enhancing the reputation and standing of the physiotherapy profession, and to inspiring public trust and confidence by treating everyone with dignity and respect in all interactions.

Adapted from the Standards of Practice and Code of Ethical Conduct for Physiotherapists in Alberta and Professional Behaviour Rubric MacKenzie et al, 2004.

You will fail the clinical placement if you:

- are absent without acceptable reasons and/or

- display behaviour that is unsafe or has the potential for causing harm and/or
- display unprofessional behaviour and/or
- display clinical competency that does not meet the expectations of your level

Cell phone use

The Department of Physical Therapy places professional behaviour in the highest regard. The use of cell phones (voice, text or data) in patient care areas is considered unprofessional behaviour and is **strictly forbidden**.

Unauthorized Absence

Any unauthorized absence from clinical practice is regarded as a serious breach of discipline and a lack of professional conduct. The site may refuse to allow the student to continue their placement and **will result in a fail**.

Code of Student Behaviour

The Code of Student Behaviour will apply at all times during a clinical placement both on and off the University Campus.

Academic Accommodations

Students are advised to review the University of Alberta's Reasonable Accommodation Policy (see University GFC Policy Manual (Section 44.8), University's Policy for Students with Disabilities (Section 108.5) and the Faculty of Rehabilitation Medicine Student Accommodations/Illness Students at Risk Procedures. The University of Alberta will take reasonable steps to accommodate individuals who are disadvantaged by employment, tenancy or educational rules, standards, policies or practices because of their race, religious beliefs, colour, gender, physical or mental disability, marital status, age, ancestry, place of origin, family status, source of income, sexual orientation, or political belief, to the extent required by law. (GFC Policy).

Requests for accommodations for clinical placements MUST be discussed with both the ACCE and Department Associate Chair or designate well in advance of any clinical placement. In addition, students must contact [Accessibility Resources](#) as soon as possible

STATEMENT OF EXPECTATIONS: No AI Use Allowed

In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of advanced AI tools such as ChatGPT or Dall-E 2 is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course. Each student is expected to complete all tasks without substantive assistance from others, including AI tools.

Any use of AI tool in your academic work may result in academic penalties and be considered an act of cheating and a violation as outlined in the relevant sections of University of Alberta (November 2022) [Code of Student Behaviour](#).

The University of Alberta is committed to the highest standard of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Students Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.