

PTHER 518: Clinical Practice II Course Outline

Course Calendar Description

Hands-on clinical application of learned academic coursework in approved clinical sites.

Academic Coordinator of Clinical Education (ACCE)

Heather Bredy

t: 780-492-3724

t: 780-722-3300 cell (for emergencies only)

e: heather.bredy@ualberta.ca

Calgary Coordinator of Clinical Education

Gabriela Abbud

t: 587-897-4947

e: abbud@ualberta.ca

Clinical Education Administrator

Danielle Vallee

e: ptclined@ualberta.ca

Office Hours

The course coordinators 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.

Placement Times / Location

This is a six-week placement and is scheduled as follows:

PTHER 518 - May 1 to June 9, 2023 inclusive (225 -240 hours)

The placement is full-time – i.e. approx 40 hours / week. **The exact hours of the clinical practice will coordinate with those of the Clinical Instructor.** Flex hours (i.e. 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, you may need to complete this clinical course outside your location of choice. Accommodation and travel expenses are your responsibility.

Course Goals and Expectations

This is a six-week placement. The global goals of this course are that you will have the opportunity to:

- Integrate and apply the knowledge and skills you have acquired in the academic setting within a clinical setting: obtain hands-on practice with communication skills (client, other healthcare providers), documentation, patient handling, assessment and treatment of cardiorespiratory and/or MSK conditions.
- Further develop your professional behaviors.

You will be expected to bring your clinical learning back to the classroom. You will need to commit to active-learning in order to optimize your learning.

Student Expectations

As responsible learners, students are expected to:

- Prepare for the placement.
 - Research conditions likely to be encountered. Check the web for a Placement Profile on your specific placement. This will direct your review and preparation for your placements.
 - Write a letter of intent and forward it and a résumé to your site contact well in advance of the start of the placement
- 100% attendance
- complete the assignment **Starting the Placement in collaboration / consultation** with the Clinical Instructor. This process should begin before the placement starts and be “fine tuned” with the therapist in the first week.
- behave professionally, this begins before the placement starts and must be maintained throughout the placement
- participate actively
- work collaboratively
- use learning resources and seek out supplementary resources to enhance learning

Key Learning Objectives

You are expected to integrate the learning objectives, outlined in PTher 517 and within your course work to date, into this placement. In addition, by the **end of PTher 518** and in line with the **Essential Competency Profile for Physiotherapists in Canada (2009) and Assessment of Clinical Performance (ACP)**, you will:

1. Consistently display appropriate **Professional** behaviors, including:
 - a. Conducting yourself within legal and ethical requirements (6.7.1)
 - b. Respecting the autonomy and individuality of your clients (6.7.2)
 - c. Contributing to the development of the profession (6.7.3)
 - d. Seeking and using formative feedback to enhance your performance (6.6.1)
2. Promote, improve and maintain the mobility, health and well-being of your clients as an **Expert** in function and mobility by:
 - a. Collecting assessment data relevant to your clients' needs and physiotherapy practice (6.1.1; 6.2.2)
 - b. Beginning to analyze your assessment findings (6.1.2)
 - c. Beginning to establish a physiotherapy diagnosis and prognosis (6.1.2)
 - d. Beginning to develop, implement and evaluate the effectiveness of an intervention strategy(6.1.3; 6.1.4)
 - e. Assisting with the preparation for completion of physiotherapy services (6.1.4)
 - f. Adjusting appropriately for range of clients' physical abilities (6.1.1; 6.1.3)
 - g. Beginning to appropriately adapt to unforeseen situations (6.1.1; 6.1.3)
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 analyze, record and share information (6.1.2; 6.2.3)
 - c. Beginning to employ effective verbal, non-verbal, written and electronic communications (6.2.3)

4. Work **Collaboratively** and effectively to promote interprofessional practice and achieve optimal client centered care by:
 - a. Beginning to establish interprofessional relationships with CI and other team members which foster effective client centered collaboration (6.3.1)
 - b. Beginning to collaborate with others to prevent, manage and resolve conflict (6.3.2)
 - c. Beginning to recognize the need for appropriate health professional referrals to ensure optimal client outcomes (6.3.1)

5. **Manage** time, resources and priorities for individual practice to ensure optimal client care through:
 - a. Attempts at effective management of your own practice including time management, showing initiative and preparing for your clients (6.4.1)
 - b. Beginning to consider delegation to support personal in the provision of physical therapy services (6.4.2)
 - c. Participating in activities that contribute to safe and effective physical therapy practice (6.4.3)
 - d. **By the end of the placement, the student is capable of sharing their supervising physical therapist's caseload** (6.4.1)
 - e. **By the end of the placement the student requires clinical supervision 75 - 90% of the time managing patients with simple conditions and 100% of the time managing patients with complex conditions** (6.6.1)

6. **Advocate** for the health and well-being of clients, communities and populations as well as the promotion of the profession by:
 - a. Beginning to work collaboratively to identify and respond to the health needs of clients, population and communities (6.5.1)
 - b. Behaving as an ambassador for the profession of physical therapy (6.5.1; 6.7.1; 6.7.3)

7. Improve client outcomes through the application and dissemination of best practice evidence and the **translation of knowledge** to physical therapy practice by:
 - a. Using a reflective approach to practice (6.6.1)
 - b. Incorporating lifelong learning and experiences into best practice(6.6.1; 6.6.2)
 - c. Engaging in scholarly enquiry(6.6.2)

(Note: numbers in brackets represent Accreditation criteria)

Please refer to *MScPT Student Manual* for further details of the specific objectives.

Measures that the Learning Objectives have been achieved

Your CI will evaluate/measure your performance relative to each of the above learning objectives. His/her feedback may be **formative** and occur informally throughout the placement. At two points during each placement the feedback will be structured – at the midterm evaluation and the final **summative** evaluation. At these two formal evaluations, the Assessment of Clinical Performance (ACP) instrument will be used.

As part of your professional development, it is required that you complete a self-evaluation for both the midterm and final evaluations.

Required / Recommended Resources

- Required:
 - *MScPT Student Manual*
- Required for possible presentation at your clinical site:
 - Documentation regarding health and immunization records
 - Basic Life Support (BLS) level CPR certification
 - Police Information Check
 - fit-test documentation, as required

The web site for the Clinical Program, Department of Physical Therapy, is a resource that you may use during your placement

Assigned/required documentation that must be completed while on placement

It is expected that you will:

1. Collaborate with your Clinical Instructor to complete the **Starting the Placement** document for each placement. This should be done in the first week of the placement. **The Starting the Placement document must be submitted via your ePortfolio and eClass by the end of the first week of the placement.** (6.3.4)
2. On HSPnet submit your **completed self-evaluation** for both the midterm and final evaluation sessions with your CI. Submitting your self-evaluation contributes to open communication between you and your CI and is an essential component of professional practice. (6.6.1)
3. Complete **one minor project** during each placement. Examples of an appropriate project include a case study or a presentation of key evidence to address a clinical question. This should be your original work. **Each project presentation must be posted to eClass and to your ePortfolio for review by the ACCE no later than 11:59 pm on the last Friday of the placement for review** (6.5.1; 6.5.2)
4. Complete the **Student Evaluation of Clinical Placement form** by 11:59 pm on the final Friday of placement. This is done electronically and is found on HSPnet.
5. Update your Clinical Learning Record throughout the placement (6.6.1). This is also done electronically through HSPnet on the Activity Tracker.
6. Reflect on your performance at the end of this placement, incorporating your own evaluation of performance as well as your CIs. This is to be uploaded to eClass and your ePortfolio **by 11:59 pm on the Sunday after your placement ends, and will form the basis for future learning plans.**

Reflection Guidelines:

Please follow guiding questions in Google Assignment on eClass.

Assignments:

Assignment	Due Date	Time due
Starting the Placement Document	Friday May 5, 2023	11:59 pm
Self Evaluation on HSPnet	Midterm and final evaluation	these are to be completed prior to meeting with your CI to discuss evaluation
Minor project	Friday, June 9, 2023	11:59 pm
Student Evaluation of Site (SECP) on HSPnet	Friday June 9, 2023	11:59 pm
Reflection	Sunday, June 11, 2023	11:59 pm

NOTE: These required documents are equivalent to placement assignments and must be submitted by the stipulated deadline dates. If any of the assignments are missing, a penalty will result (see Marking section below).

Course Grading

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

In order to pass this clinical course, you must:

- consistently demonstrate safe physical therapy practice
- achieve acceptable ratings / rankings on the ACP
- 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.

A grade of NO CREDIT/Fail will be assigned in the following circumstances:

The student's clinical or professional conduct does not meet the standard for the course as evidenced by:

- unsafe clinical practice
- clinical/professional skills are not competent for level of training
- The clinical educator/site withdraws the placement for reasons of unsatisfactory clinical or professional conduct
- The student withdraws from a placement after being informed that clinical or professional conduct may lead to a grade of FAIL
- unsatisfactory professional conduct

In any of these cases, and in accordance with the Practicum Intervention Policy, conditions may be placed on any future placement by the Dean or designate.

In order to receive credit for the placement, you must:

- obtain a Pass *(CR+, CR or CR-) on the overall recommendation from your CI
- submit the required documentation outlined above.

The placement assignments must be submitted by deadline. Failure to do so will result in your overall mark being downgraded i.e. Credit with Exceptional Performance → Credit, Credit → Credit with Reservation, Credit with Reservation → No Credit (Fail).

If you are downgraded due to failure to submit assignments you will be ineligible to apply for out of province and international placements.

The recommendation from the CI will be taken into account by the ACCE in assigning the final mark and transcript grade for the course. The ACCE is the course coordinator and has the final say in the grade assigned.

The grades will be submitted to FGSR 5 days after the end of the course/placement. At this point a change in grade is not typically allowed.

*Explanation of recommendations:

Credit with exceptional performance (CR+)

This ranking indicates that your **overall** performance has been significantly better than would have been expected of a student at your experience level. While the University transcript presents the course grade as CREDIT, you will know that your overall performance was outstanding.

Credit (CR)

This ranking indicates that you have successfully completed the clinical placement and you will receive CREDIT. You may have demonstrated areas of strength and areas requiring continued work, but your overall performance was that expected of a student at your experience level.

Credit with reservation (CR-)

This recommendation indicates that significant areas of weakness have been identified in certain areas of your performance. The student will receive a grade of CREDIT for the course. However, the student will be required to complete a **remedial** placement in an area of practice

specified by the ACCE (in consultation with the CI). This remedial placement will normally be organized for the next available placement.

No credit (NC)

This ranking indicates that you consistently performed below the expected level and/or demonstrated significant deficits in professionalism, communication, safety or clinical reasoning. The transcript will indicate a NO CREDIT grade. You will be required to complete a **repeat** placement in the same general area of practice in order to meet the placement requirement and graduate from the program. This will be in additional placement and will lengthen your program and delay graduation.

Students that have received Credit with Reservation or No Credit will be placed on Academic Probation until successful completion of the next placement. The student will need to maintain at least a 3.0 cumulative GPA and must pass subsequent placements with a recommendation of “Credit with exceptional performance” or “Credit”.

As this is a graduate program you are permitted to fail one course.

Should you fail any two courses you will be asked to leave the program – see failure policy in *MScPT Student Manual*

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, this 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. Further information on the code may be found in section 30 of the General Faculties Council Policy Manual.

Academic Accommodations

Students are advised to review the University of Alberta's Reasonable Accommodation Policy (see University GFC Policy Manual (Section 44.8) and the University's Policy for Students with Disabilities (Section 108.5). 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 Chair or designate well in advance of any clinical placement. In addition, students are encouraged to contact Accessibility Resources (AR).

Faculty Policy

Physical Therapy Department Academic Performance Expectations

The Physical Therapy (PT) Department supports and adheres to the Faculty of Graduate Studies and Research (FGSR) policies outlined in the Graduate Program Manual available at: <http://www.gradstudies.ualberta.ca/gradmanual>. In addition, the PT Department has set specific additional expectations regarding student performance and academic standing, as follows:

- Each student must successfully complete all courses (academic and clinical) in the MScPT program; and
- Each student must maintain a cumulative GPA of at least 3.0 throughout the MScPT program.

Physical Therapy Department Academic Probation Policy

If any one or more of the following occur, the PT Department will consider making a recommendation to FGSR to place the student concerned on Academic Probation:

- First failure of a MScPT academic or clinical course
- Recommendation of a 'Borderline Pass' from a Clinical Instructor in a clinical course
- Cumulative GPA is below 3.0

Physical Therapy Department Failure Policy

- **Note:** The PT Department has an additional policy for failure of a clinical course (see Failure of a Clinical Course in the Student Academic Handbook).
- The PT Department will recommend to FGSR that a student who fails an academic or a clinical course be allowed to repeat the course once.
- If the repeated course is not passed (including an alternative delivery course), the PT Department will make a recommendation to FGSR that the student be required to withdraw from the program.
- When a student is on academic probation as a consequence of the student failing a course, if there is another failed academic or clinical course, the student's academic standing will be reviewed and the PT Department will consider a recommendation to FGSR that the student be required to withdraw from the program.
- If a student fails another academic or clinical course after a cleared academic probation which was a consequence of the student failing a course, the student's academic standing will be reviewed and the PT Department will consider a recommendation to FGSR that the student be required to withdraw from the program. (December 2010)

University Policy

The University of Alberta is committed to the highest standards 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 Student Behaviour (online at

www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).