

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:

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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.

Placement Times / Location

One afternoon shadowing experience is part of this course requirement. This will be in a site in or around Edmonton, Calgary or Camrose and will take place on a Wednesday afternoon (13h00-16h15), either September 27 or October 4, 2017.

The one-week introductory placement is from December 11-15, 2017.
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
- engage in hands-on skills as appropriate:

- 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)

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
 - Check the web to see if there is a Placement Profile on your 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
- write a learning plan in collaboration / consultation with the Clinical Instructor
- behave professionally throughout the placement and beyond
- seek out supplementary resources to enhance your learning

You will be required to provide a copy of your learning plan to the Academic Coordinator of Clinical Education through 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 **Essential Competency Profile for Physiotherapists in Canada (2009)** you will:

1. Consistently display appropriate **Professional** behaviors, including:
 - a. Conducting yourself within legal and ethical requirements(6.7.1)
 - b. Respecting the individuality and autonomy of your clients (6.7.2)
 - c. 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. Observing and participating in the collecting assessment data relevant to your clients' needs and physiotherapy practice (6.1.1)
 - b. Assisting with analysis of assessment findings(6.1.2)
 - c. Beginning to establish a physiotherapy diagnosis and prognosis (6.1.2)
 - d. Adjusting appropriately for range of clients' physical abilities (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 employ effective verbal, non-verbal, written and electronic communications(6.2.2; 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
5. **Manage** time, resources and priorities for individual practice to ensure optimal client care through:
 - a. Beginning to manage your own practice including time management, showing initiative and preparing for your clients (6.4.1)
 - b. Participating in activities that contribute to safe and effective physical therapy practice (6.4.3)
6. **Advocate** for the health and well-being of clients, communities and populations as well as the promotion of the profession by:
 - a. Behaving as an ambassador for the profession of physical therapy (6.5)
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)
8. **Demonstrate** appropriate skills:
 - a. Assessment of range of motion (6.1.1)
 - b. Assessment of muscle strength (6.1.1)
 - c. Simple patient transfers (6.1.3)
 - d. Appropriate provision of gait aids (6.1.3)
 - e. History taking or in-depth chart review and follow up with at least one patient (6.1.1)

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 possible presentation at your clinical site:

- evaluation forms for the placement
- Documentation regarding immunization records
- Basic Life Support (BLS) level CPR certification
- Police Information Check
- Fit-test documentation

The web site for the Clinical Program, Department of Physical Therapy, may be helpful to you during your placement, <http://rehabilitation.ualberta.ca/departments/physical-therapy/clinical-education/students>

University Assignments during the Clinical Placement – PTHHER 517

It is expected that you will:

1. Complete the PTHHER 517 shadowing experience reflection sheet and submit to the course instructor in PTHHER 524 via eClass. The reflection sheet is due by October 6, 2017 and is worth 5% of the total course mark for PTHHER 524. **A copy is to be submitted to the Clinical Education team for review on e-class.**
2. Collaborate with your Clinical Instructor to formulate a learning plan for this one week placement. *This must be submitted via eClass no later than the last day of the placement.*
3. Complete a minimum of one history-taking during your placement. 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.
4. 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.
5. Complete a journal reflection to be submitted on 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

In order to complete this reflection, the format of the HSERC interprofessional reflection guide should be used
<http://www.hserc.ualberta.ca/Resources/CurricularResources/InterprofessionalReflectionGuide.aspx> .

This must be submitted to eClass by midnight on **Wednesday 20 December 2017**

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

A grade of FAIL/NC 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
- unsatisfactory professional conduct
- 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

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.

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. 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), 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 Chair or designate well in advance of any clinical placement. In addition, students must contact Student Accessibility Services (SAS) at www.ssds.ualberta.ca.

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 -online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx> 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. (GFC 29 SEP 2003)