

PTHER 520 Clinical Placement III Course Outline

Course Calendar Description Clinical practice in approved clinical sites.

Academic Coordinator of Clinical Education (ACCE) - Course Coordinator

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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 This is a six-week placement that is scheduled from:

January 5 - February 13, 2026 inclusive (225-240 hours)

The placement is full-time – i.e. +/- 40 hours / week. The exact hours of 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, 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 goals of this course are that you will have the opportunity:

- For further experience with hands-on practice with increasing independence over the six weeks
- 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 Learning Strategies

- Prepare for the placement. - Check the web for a Placement Profile on your specific placement. This will help direct your review and preparation for your placement. -
- Write a letter of intent and forward it and the link to your ePortfolio to your CI
- 100% attendance is expected unless ill
- 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
- Complete tasks in a timely manner, by deadlines
- Complete one minor project
- Seek out supplementary resources to enhance learning
- It is expected that you will have work to do outside placement hours, similar to work that you do outside of class time.

Key Learning Objectives

You are expected to integrate the learning objectives from previous placements into this Block 5 placement (PTHER 520). In addition, by the **end of** PTHER 520, and in line with the **Competency Profile for Physiotherapists in Canada (2017)** you will:

1. As an **expert** in mobility and function, use clinical reasoning that integrates unique knowledge, skills and attitudes to provide quality care and enhance the health and wellbeing of their clients.
 - a. Interview clients to obtain relevant information about health conditions, and personal and environmental factors and obtain information from other relevant sources. (1.3.1, 1.3.3)
 - b. Interpret assessment findings and other relevant information to develop a physiotherapy diagnosis and working prognosis. (1.4.1, 1.4.3, 1.4.4)
 - c. Begin to establish physiotherapy goals and determine an intervention plan. (1.5.1, 1.5.2)
 - d. Assist client to develop self management strategies (1.5.4)
 - e. Begin to reassess client needs as appropriate, and modify intervention plan as required (1.5.6, 1.5.7)
 - f. Begin to evaluate client outcomes and goal attainment, and prepare clients for discharge or transfer of care. (1.6.1, 1.6.3)
2. Develop **communication** skills to learn effective strategies to exchange information and to enhance therapeutic and professional relationships.
 - a. Listen actively, to build trust and foster exchange of information, use and respond to body language appropriately (2.1.2, 2.1.3)
 - b. Learn to write in a clear, concise manner to prepare comprehensive and accurate health records and other documents. (2.2.1, 2.2.3)
 - c. Learn to adapt communication approaches to context. (2.3)
3. Work in **collaboration** with others to provide inter- and intra-professional care.
 - a. Begin to recognize and respect the roles of others, while maintaining a mutually supportive working relationship. (3.2.1, 3.2.4)
 - b. Learn to share relevant information with team and participate in collaborative decision making (3.3.3, 3.3.4)

- c. Learn to apply conflict resolution principles and respond constructively to real of potential conflict (3.4.1, 3.4.2)
- 4. Learn **management** skills to manage time, self, resources and priorities to ensure safe and effective service delivery.
 - a. Begin to manage own time effectively by showing initiative and preparing for your clients (4.2.3)
 - b. Apply best practices for infection control at all times. (4.3.4)
 - c. Begin to work with support personnel and learn when to assign care and monitor delivery (4.5.2)
 - d. Maintain confidentiality of client records and data at all times (4.6.4)
 - e. **Carry approximately 50% of a full time physical therapist's caseload and its associated responsibilities.**
 - f. **Manage your caseload with CI guidance about 50% of the time for simple patients and 75% of the time for patients with more complex conditions.**
- 5. Begin to develop **leadership** skills to champion the health needs of clients and contribute to leadership in the profession.
 - a. Learn to promote a culture of client centeredness and advocate for new approaches to improve care. (5.1.3, 5.2.2)
 - b. Promote the value of physiotherapy to client health (5.3.1)
- 6. Demonstrate commitment to **scholarship** through continuous learning and the evaluation of evidence.
 - a. Use skills to evaluate and incorporate best evidence into clinical decision making (6.1.1)
 - b. Start to use a structured approach to develop a clinical reasoning framework and evaluate effectiveness of decisions. (6.1.4, 6.1.5)
 - c. Access reliable sources of and critically appraise information. (6.2.3, 6.2.4)
 - d. Integrate self reflection and seek feedback to improve performance and behaviour. (6.3.1, 6.3.3)
- 7. Commit to maintaining the highest standards of behaviour and **professionalism** at all times.
 - a. Maintain confidentiality and privacy. (7.1.3)
 - b. Embrace social responsibility by demonstrating awareness of social determinants of health and emerging trends. (7.3.2)
 - c. Behave with honesty and respect for others and in a manner that promotes diversity. (7.4.1, 7.4.2)
 - d. Accept accountability for decisions and actions. (7.4.6)

Measures that the Learning Objectives have been achieved:

Your CI will evaluate your performance relative to each of the above learning objectives. The CI provides ongoing **formative** feedback throughout the placement. In addition, structured feedback will be provided on two occasions – at the midterm **formative** evaluation and the final **summative** evaluation. On these two occasions, the Assessment of Clinical Performance (ACP 2.0) will be used. The ACP aligns with the Essential Competency Profile and areas of assessment are indicated by the seven domains and relate to each of the learning objectives above.

As part of reflection and your professional development, you are required to complete a self-evaluation for both the midterm and final evaluations. **Required / Recommended Resources**
Required: [*MScPT Student Manual*](#)

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 eClass and your ePortfolio by the end of the first week of the placement.** (6.3.4)
2. Bring your **completed self-evaluation** to both the midterm and final evaluation sessions with your CI. Presenting your self-evaluation contributes to open communication between you and your CI and is an essential component of professional practice. The expectation is that you will reflect on your performance and complete the comment sections in line with this reflection on the ACP.(6.3.1, 6.3.2)
3. Potentially complete **one minor project (3/5)** 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 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). This is completed through the activity tracker on HSPnet.
6. Reflect on your performance at the end of this placement, incorporating your own evaluation of performance as well as your CIs. Your written reflection is a Google Assignment on eClass with guiding questions included in that. **This is to be uploaded to eClass by 11:59 pm on the Sunday after your placement ends.**

By reflecting on your current performance, identifying knowledge gaps and areas for improvement and then focusing your energies on them, you will facilitate improved performance and clinical practice.

Assignments:

Assignment	Due Date	Time due
Starting the Placement Document	Friday January 9, 2026	11:59 pm
Self Evaluation on HSPnet	Midterm and final evaluation January 23, 2026/February 13, 2026	these are to be completed prior to meeting with your CI to discuss evaluation
Minor project	Friday, February 13, 2026	11:59 pm
Student Evaluation of Site (SECP) on HSPnet	Friday February 13, 2026	11:59 pm
Reflection	Sunday, February 15, 2026	11:59 pm

NOTE: Assignments 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 assignments 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 commendations:

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. If you receive this grade at midterm it means that you are at risk of failing the placement if significant change/improvements are not noted by the final.

-If a student's CI recommends **Credit with Reservation at the midterm summative assessment** a meeting with the Student, ACCE or CCEC, and the student's CI(s) will be arranged to ensure that expectations are clear and a plan of remediation is in place to help the student improve their standing in the course

-In addition if possible the ACCE or CCEC will arrange a practicum observation

- **If the student's CI recommends Credit with Reservation**, the student will receive a grade of CREDIT for the course. However, the student will be required to complete a **placement in a similar area of practice** in order to get more experience.

-The student will be placed on Academic Probation until they have successfully completed the next placement or the end of the term.

No Credit (NC)

This ranking indicates that you have not met the expectations. 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 requirements and graduate from the program. This will also lengthen your program.

As this is a graduate program you are permitted to receive No Credit (NC) in one course only. Should you Fail any two courses you will be asked to leave the program – see failure policy in the [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 which will result in a Fail. Unauthorized absence includes taking days off of placement without prior written approval of the ACCE for any reason other than illness.

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.

<http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>

Academic Accommodations Students are advised to review the University of Alberta's [Discrimination, Harrassment and Duty to Accomodate Policy](#). Accommodation of members of the University community requires the University to take reasonable steps to eliminate discrimination resulting from a rule, practice or barrier that has a negative effect on a person by reason of a protected ground. (UAPPOL)

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.

Faculty Policy

Physical Therapy Department Academic Performance Expectations

The Physical Therapy (PT) Department supports and adheres to the Faculty of Graduate and Postdoctoral Studies (GPS) policies outlined in the Graduate Program Manual available at: <https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/index.html>. 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 'credit with reservation' 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 GPS 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 GPS 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 GPS 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 GPS that the student be required to withdraw from the program.

(January 2011)

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 offence. Academic dishonesty is a serious offence 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).