

## PTHER 518: Clinical Practice II

### Course Calendar Description

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

### Academic Coordinator of Clinical Education (ACCE)

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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 and is scheduled as follows:

PTHER 518 - April 30 - June 8, 2018 (225 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
- write a learning plan **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:
  - 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

<http://rehabilitation.ualberta.ca/departments/physical-therapy/clinical-education/students>)

### Assigned/required documentation that must be completed while on placement

It is expected that you will:

1. Collaborate with your Clinical Instructor to formulate a **learning plan, with a minimum of three SMART goals**, for each placement. This should be done in the first week of the placement. **Your learning plan must be submitted via your ePortfolio by Friday May 5, 2017.** (6.1; 6.2; 6.3; 6.4; 6.5; 6.6; 6.7)
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. **A one-page summary or a copy of the handout used for each project presentation must be posted on your ePortfolio no later than 5pm on Friday June 2, 2017 for review** (6.2.3; 6.6.2)
4. Complete the **Student Evaluation of Clinical Placement form** (6.3.1) and is due by the Sunday once the placement has finished. This may be completed once your final evaluation has been done. Link to this evaluation is on eClass.
5. Update your Clinical Learning Record throughout the placement (6.6.1). This is also done electronically – the links are found within your Clinical Education eClass course site.

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 posted in your ePortfolio by **Friday, June 9, 2017.**

**Reflection Guidelines:**

- Think of a communication, ethical or professional issue that you were involved in (or witnessed) on your clinical placement.
  - Describe the event including the multiple factors influencing the event (person(s), task(s), environment(s)).
  - Describe your beliefs, feelings, assumptions and behaviours during and after the event.
  - What would have been a desired outcome? How might you have facilitated this outcome.
  - How did your actions in this situation match your beliefs?
- Review your ACP evaluation from your Clinical Instructor. Read over the areas of strength and areas for improvement.
  - To what extent do you agree or disagree with your CI's evaluation of your performance?
  - Summarize your areas of strength and areas of weakness that require continued focus.
- Review your self-evaluation of this placement.
  - To what extent is your self-evaluation similar to that of your CI's?
  - Discuss the reasons for similarities or differences.
  - Did you demonstrate the skills and behaviors overtly that would allow your CI to accurately evaluate your performance?
  - What might you do differently in your upcoming placement that will accurately demonstrate your performance of your physiotherapy skills?
- Based on your and your CI's evaluation in this placement, list at least two areas that you believe need focus in your next placement.
  - These areas will, and should, form the basis of your goals for your learning plan in your subsequent placement.
  - What could you have done differently to better prepare for the placement or what could you have done differently during the placement that would have maximized your learning?

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.

Assigned Documentation	Deadline Date (Due at 11:59pm)
Learning plan	Friday May 11, 2018
Self Evaluation	Mid term and final evaluation
Minor project	Friday June 8, 2018
Student Evaluation of Site	Sunday June 10, 2018
Reflection	Friday June 15, 2018
Clinical Learning Record	Ongoing

**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
- consistently display appropriate professional behaviour and communication skills
- achieve acceptable ratings / rankings on the ACP

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.

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

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

**The recommendation from the Clinical supervisor will be taken into account by the ACCE in assigning the final grade for the course.**

The required documents are considered placement assignments and must be submitted in the time frames stipulated above. 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.

This may impact on out of province and international placement requests.

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 Student Accessibility Services (SSDS).**

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 [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm) or <http://www.ualberta.ca/secretariat/appeals.htm> - 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)