PTHER 402A and 402 B
Clinical Placement Course Outline

Course Calendar Description
Clinical practice in approved clinical sites.

Co-Course Coordinators:
Workplace Clinical Education and Integration Coordinator (WECIC), AIEPB Program
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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).

Placement Time / Location
This is a six-week placement scheduled from either June 9 – July 18, 2014 (402A) OR July 21 – August 29, 2014 (402B) inclusive.

The placement is full-time; i.e. ~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 WCEIC 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
The global goals of these 6-week placement courses are to offer you:
- clinical experience (hands-on practice) with increasing independence
- the opportunity to further develop your professional behaviours
- the opportunity to enhance inter-professional communication and collaboration

You will need to commit to active-learning in order to optimize your learning. This placement is NOT intended for observation, but for participation and demonstration of the entry to practice skills necessary to obtain employment in the Canadian health care system.

Student Learning Strategies

Student Expectations
- Prepare for the placement.
  - Research conditions likely to be encountered at your placement. Check the PTHIS 402 eclass site for a Placement Profile on your specific placement. This will direct your review and preparation for your placements.
  - Write a cover letter and write (update) your résumé and forward it to your site contact by Friday May 2, 2014.
- 100% attendance
- Write a learning plan in collaboration with the Clinical Instructor. This process should begin before the placement begins and “fine-tuned” with the therapist in the first week.
- Behave professionally – this begins even before the placement begins and must be continued throughout the placement.
- Participate actively – this will include but not limited to: demonstrating appropriate initiative (leadership) in researching background knowledge, communicating with your CI and suggesting to your CI activities where you could take leadership.
- Work collaboratively
- Utilize available learning resources
- Seek out supplementary resources to enhance learning

**Key Learning Objectives**

You are expected to build on the learning from all courses, labs and mentor placements in the AIEPB program, as well as from your basic physiotherapy education and any previous clinical experience. In addition, by the end of PTHR 402, and in line with the Essential Competency Profile for Physiotherapists in Canada (2009) and Clinical Performance Instrument (CPI), you will:

1. Consistently display appropriate **Professional** behaviors, including:
   a. Conducting yourself within legal and ethical requirements (6.7.1)(CPI 2,4,5)
   b. Respecting the individuality and autonomy of your clients (6.2.1; 6.7.2)(CPI 3)
   c. Contributing to the development of the profession (6.7.3)(CPI 22,23)

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)(CPI 11)
   b. Analyzing your assessment findings (6.1.2)(CPI 10,12)
   c. Establishing a physiotherapy diagnosis and prognosis (6.1.2)(CPI 9,12)
   d. Developing, implementing and evaluating the effectiveness of an intervention strategy (6.1.3; 6.1.4)(CPI 13,14,15,17)
   e. Managing the completion of physiotherapy services (6.1.4)(CPI 13,18)
   f. Adjusting appropriately for range of clients’ physical abilities (6.1.1; 6.1.3)(CPI 8,18)
   g. Adjusting Appropriately adapting to unforeseen situations (6.1.1; 6.1.3; 6.4.3) *(CPI 1,2,6)*

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)(CPI 2,3,6,15)
   b. Analyzing, recording and sharing information (6.1.2; 6.2.3)(CPI 7)
   c. Take lead and present patients for whom you are responsible at team rounds (6.2.2; 6.2.3; 6.3.1)
d. Employing effective verbal, non-verbal, written and electronic communications (6.2.3) (CPI 3,6,7)

4. Work **Collaboratively** and effectively to promote interprofessional practice and achieve optimal client centered care by:

   a. Establishing and maintaining interprofessional relationships with CI and other team members which foster effective client centered collaboration (6.3.1) (CPI 3,6,15,18)
   
   b. Collaborating with others to prevent, manage and resolve conflict (6.3.2) (CPI 3)
   
   c. Recognizing the need for appropriate health professional referrals to ensure optimal client outcomes (6.3.1) (CPI 18)

5. **Manage** time, resources and priorities for individual practice to ensure optimal client care through:

   a. Effective management your own practice including time management, showing initiative and preparing for your clients (6.4.1) (CPI 2,19)
   
   b. Management and supervision of support personal in the provision of physical therapy services (6.4.2) (CPI 21)
   
   c. Participating in activities that contribute to safe and effective physical therapy practice (6.4.3) (CPI 1,16,20,22)
   
   d. **Carrying 80-90% of an entry level therapist’s caseload and its associated responsibilities** (6.4.1) (CPI 19)
   
   e. **Independently managing your own caseload** (6.6.1) (CPI 19)

6. **Advocate** for the health and well-being of clients, communities and populations as well as the promotion of the profession by:

   a. Working collaboratively to identify and respond to the health needs of clients, population and communities (6.5.1) (CPI 15,17,24)
   
   b. Behaving as an ambassador for the profession of physical therapy (6.5.1; 6.7.1; 6.7.3) (CPI 2,3,22)

7. Improve client outcomes through the application, 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) (CPI 16,23)
   
   b. Incorporating lifelong learning and experiences into best practice (6.6.1; 6.6.2) (CPI 23)
   
   c. Engaging in scholarly enquiry (6.6.2) (CPI 9,23)

(Note: numbers in brackets represent Accreditation criteria and Clinical Performance Instrument (CPI) © categories – see Measures that Learning Objectives have been Achieved below)
Measures that the Learning Objectives have been achieved

Your CI will evaluate your performance relative to each of the above learning objectives. His/her feedback may be formative and occur throughout the placement. At two points during the placement the feedback will be structured – at the midterm evaluation and the final summative evaluation. At these two times, the Clinical Performance Instrument (CPI) © will be used.

As part of your professional development and reflective practice, you are required to complete a self-evaluation for both the midterm and final evaluations.

Required / Recommended Resources

Required:
- evaluation forms for the placement; (CPI and evaluation of placement forms)

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 for your placement. This should be done in the first week of the placement. Your learning plan must be submitted via eclass (PTHER 402 website) by midnight on Friday of the first week of placement. (6.1; 6.2; 6.3; 6.4; 6.5; 6.6; 6.7) (CPI 23)

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. (6.6.1) (CPI 23)

3. Complete one minor project during your placement. Examples of an appropriate project include a case study or a presentation to your CI of a condition or 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 submitted to the PTH 402 eclass site no later midnight on the last Friday of the placement in order for the placement to be completed. (6.2.3; 6.6.2) (CPI 15 & 16)

4. Complete the Student Evaluation of Clinical Placement form prior to your final evaluation (6.3.1). This is due on the final Wednesday of placement, submitted electronically to eclass. Forms are found on the PTH 402 eclass site. Please complete the appropriate form according to your placement location.

Evaluation of site – Private Practice:
https://web.rehab.ualberta.ca/surveys/fs.aspx?surveyid=50133b6331d438b8fedad3a6cbe2a2

Evaluation of Site – other:
https://web.rehab.ualberta.ca/surveys/fs.aspx?surveyid=42694abb59043b283f5f41f1933bc48
5. 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 on eclass the Friday, one week after your placement ends.
   Review your CPI evaluation from your Clinical Instructor. Look at the last page, read over the areas of strength and areas for improvement and answer the following reflection questions fully.
   o To what extent do you agree or disagree with your CI's evaluation of your performance?

   Review your self-evaluation of this placement.
   o To what extent is your self-evaluation similar to that of your CI's? Discuss the reasons for similarities or differences.
   o Did you demonstrate the skills and behaviors overtly that would allow your CI to accurately evaluate your performance?

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.

<table>
<thead>
<tr>
<th>Assigned Documentation</th>
<th>Deadline Date</th>
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<tbody>
<tr>
<td>Learning plan</td>
<td>Friday of first week of placement by 11:30pm submitted on eclass</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>Mid-term and final evaluation to CI and submitted on eclass</td>
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<tr>
<td>Minor project</td>
<td>Due on last day of placement by 11:30 pm submitted on eclass</td>
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<tr>
<td>Student Evaluation of Site</td>
<td>Due on the last Wednesday of placement by 11:30 pm submitted on eclass</td>
</tr>
<tr>
<td>Reflection</td>
<td>Due on Friday, one week after placement ends by 11:30 pm submitted on eclass</td>
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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
Credit for the course will be granted if satisfactory completion of the placement is achieved based on the CPI and each of the assigned documentation requirements (see above) are completed.

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 CPI

You will fail the clinical placement if you:
- 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 for your level

In order to receive credit for the placement, you must:
- obtain a Pass or Borderline Pass*(P+, P, BP) on the overall recommendation from your CI.
- submit the required documentation outlined above.

*Explanation of recommendations:

**Pass with distinction (P+)**
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.

**Pass (P)**
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.

**Borderline Pass (P-)**
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.

**Fail (F)**
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 requirement and satisfactorily complete PATHER 402.

The required documents are considered placement assignments and must be submitted in the time frames stipulated above. Failure to do so may result in your overall mark being downgraded i.e. Pass with Distinction→Pass, Pass→Borderline Pass, Borderline Pass→Fail.

**The recommendation from the CI will be taken into account by the Course Coordinators in assigning the final mark and transcript grade for the course.**

**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) 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 WECIC and AIEB Program Co-director or designate well in advance of any clinical placement. In addition, students are encouraged to contact Specialized Support and Disability 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 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)