



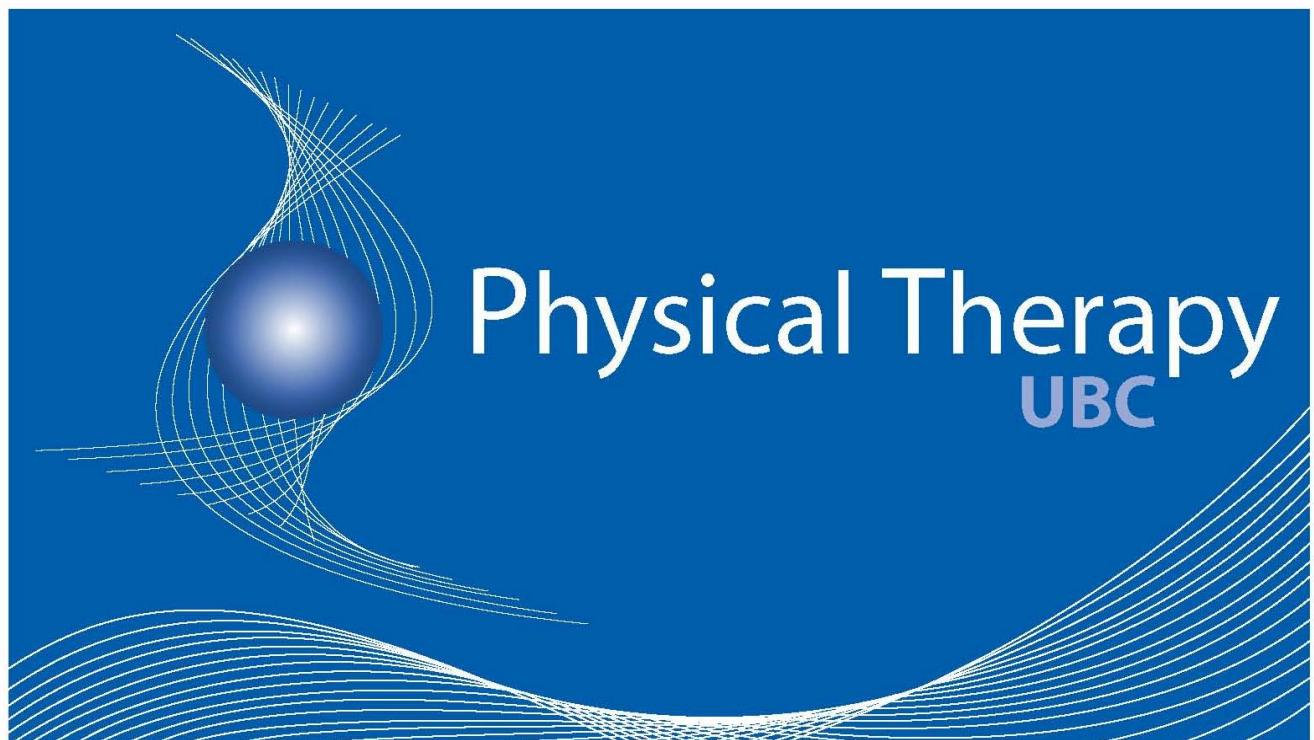
University of British Columbia

Department of Physical Therapy

Master of Physical Therapy Program

Student Handbook

2012-2013



“Movement and Function for Life”

Department of Physical Therapy
University of British Columbia
212 - 2177 Wesbrook Mall
Vancouver, BC V6T 1Z3

Phone: (604) 822-8225

Fax: (604) 822-1870

www.physicaltherapy.med.ubc.ca

E-mail: physical.therapy@ubc.ca

The MPT Student Handbook is produced by the Department of Physical Therapy as an information resource for students. Every effort has been made to ensure the completeness and accuracy of content. However, students must assume final responsibility for becoming informed about applicable Faculty of Graduate Studies policies and regulations.

The Department and the University reserve the right to change academic policies at their discretion. Such changes may be implemented without prior notice and may be applied to currently enrolled students. Regarding matters not addressed, current University regulations and policies apply.

Last Update: July 2012

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SECTION 1: The Department of Physical Therapy

Introduction

This handbook of procedures and guidelines for the Master of Physical Therapy Program in the Department of Physical Therapy is designed to ensure that students, faculty, and staff fully understand their responsibilities.

This document brings together the [Faculty of Graduate Studies \(FoGS\) Policies & Procedures](#) and the Department's Policies & Procedures. It complements our MPT Student Orientation Package.

Departmental Mission Statement

The Department of Physical Therapy provides an outstanding learning environment and leads in innovative research to advance physical therapy practice globally.

The Department achieves its mission through education, research and practice in the following ways:

Education

- Developing a strong theoretical foundation and expertise in clinical skills.
- Fostering constructive, problem-based learning experiences.
- Focusing on lifelong learning skills.
- Developing critical thinking and problem-solving abilities.
- Assisting faculty and instructors in the pursuit of the highest standards of education.
- Fostering the concept of professionalism including ethical behaviour, principled practice, and moral reasoning.

Research

- Recognizing diverse research approaches to the multifactorial determinants of health.
- Initiating and participating in research supporting the profession at the basic science, applied, and clinical levels.
- Recognizing the value of both quantitative and qualitative approaches to research.
- Ensuring that graduates of the program are critical consumers of the literature.
- Including instructional material in the program that is evidence and/or theory-based.
- Critically analyzing and integrating the physiological and scientific literature into the program.

Practice

- Collaborating closely with the clinical community.
- Providing clinical learning opportunities in a variety of settings.
- Fostering a client-centred model for clinical practice that is holistic and includes the environmental factors affecting health and well-being.
- Developing in students a respect for all individuals receiving physical therapy care and services.
- Ensuring the ability to work effectively as members of an interdisciplinary team while cognizant of the unique contributions of the physical therapist.
- Evaluating clinical competence of students within the fieldwork setting.
- Integrating theory throughout the program.

Department Faculty Members

Dr. Jayne Garland <i>Professor & Head, Department of Physical Therapy</i>	jayne.garland@ubc.ca
Dr. Lara Boyd	lara.boyd@ubc.ca
Dr. Pat Camp	pgcamp@interchange.ubc.ca
Dr. Kristin Campbell	kristin.campbell@ubc.ca
Dr. Elizabeth Dean	elizabeth.dean@ubc.ca
Dr. Janice Eng	janice.eng@vch.ca
Dr. Alison Greig <i>Associate Head, Master of Physical Therapy Program</i>	alison.greig@ubc.ca
Dr. Jordan Guenette	jordan.guenette@hli.ubc.ca
Dr. Michael Hunt	michael.hunt@ubc.ca
Dr. Linda Li	lili@arthritisresearch.ca
Dr. Teresa Lui-Ambrose	terasa.ambrose@ubc.ca
Sue Murphy <i>Associate Head, Clinical Education</i>	sue.murphy@ubc.ca
Dr. Darlene Redenbach	darlene.redenbach@ubc.ca
Dr. Darlene Reid	darlene.reid@ubc.ca
Dr. Alex Scott	alex.scott@ubc.ca
Dr. Naznin Virji-Babul	naznin.virji-babul@ubc.ca
Dr. Susan Harris <i>Professor Emerita</i>	susan.harris@ubc.ca
Dr. Donna MacIntyre <i>Professor Emerita</i>	donna.macintyre@ubc.ca

Administration

Office Hours

The Department's Main Office (*Room 212, 2177 Wesbrook Mall*) is open from 8:30a.m. to 4:30p.m.

Please note that office staff are unable to take telephone messages for students, except in case of an emergency.

The Department's emergency contact is Administrative Manager, Jennifer Barker (604-822-7771).

The Freedom of Information and Protection of Privacy does not allow staff to confirm that students are members of the Department. Students are asked to provide the Department with written authorization indicating who is permitted to contact them in an emergency (children's caregivers, family members, etc).

"Who's Who"

Jayne Garland	<i>Professor & Head</i>	
	jayne.garland@ubc.ca	604-822-7414

The Department of Physical Therapy Head has overall responsibility for the Department. She practices an open door policy but to ensure an appointment, please call or e-mail the Department Secretary (Melissa Haller: melissa.haller@ubc.ca) ahead of time.

Alison Greig	<i>Associate Head, MPT Program</i>	
	alison.greig@ubc.ca	604-822-7571

The Associate Head, MPT Program manages the MPT program. Issues related to any aspect of the MPT program including curriculum, teaching effectiveness, or individual academic performance and student advancement should be directed to the Associate Head, MPT Program.

Sue Murphy	<i>Associate Head, Clinical Education</i>	
	sue.murphy@ubc.ca	604-822-7413

The Associate Head, Clinical Education is responsible for all aspects of clinical fieldwork during the program. Issues related to any aspect of clinical placements should be directed to her.

Jennifer Barker	<i>Administrative Manager</i>	
	jennifer.barker@ubc.ca	604-822-7771

The Administrative Manager has overall responsibility for administrative aspects of the Department. Students should first contact the support staff member with direct responsibility over the issue of concern. Only in the event that the concerned support staff member is unavailable and/or additional support is needed, should communication with the Administrative Manager be required.

Support Staff

Carolyn Andersson

Clinical Education Officer

carolyn.andersson@ubc.ca

604-827-5958

The Clinical Education Officer provides support to the ACCE and is responsible for multiple aspects of the Program, including coordination of Clinical Educator workshops, production of the Clinical Education newsletter, coordination of Clinical Education Committee meetings, and other student and marketing materials.

Student Services Officer

604-822-7050

The Student Services Officer provides support for all issues relating to the MPT Student Services, including advising, admissions, tuition fees, grades, graduation, student fee submissions, proof of CPR re-certification and First Aid. Any concerns about ombudsman, student loans, Freedom of Information and Privacy Act, discrimination and harassment, please bring them to Claudia's attention.

Diana Dawes

Research Coordinator

diana.dawes@ubc.ca

604-822-7765

The Research Coordinator is jointly appointed to the Departments of Physical Therapy and Family Practice. Diana's prime responsibilities are comprehensive planning, management, coordination, and communication of research projects.

Ingrid Dill

Clinical Placement Assistant

ingrid.dill@ubc.ca

604-827-3315

The Clinical Placement Assistant is responsible for coordinating all the logistical details surrounding student placements. This includes liaising with students, placement sites (potential and actual) and providing administrative support to the Academic Coordinator for Clinical Education.

Carissa Dyck

MPT Program Assistant

carissa.dyck@ubc.ca

604-822-2272

The MPT Program Assistant works in tandem with the Associate Head, MPT Program in managing the yearly planning of the curriculum while helping faculty to provide students with an outstanding educational experience. Carissa is responsible for facilitating multiple aspects of the MPT program, such as working with the core committees of the Department of Physical Therapy, offer letters for external instructors and guest lecturers, preparation of credentialing packages and management of the OSCEs along with coordinating the Clinical Faculty appointment, re-appointment, and promotion process.

Melissa Haller

Department Secretary

melissa.haller@ubc.ca

604-827-7355

The Department Secretary provides administrative and secretarial support to the Department Head and Administrative Manager. Melissa is responsible to coordinate the calendar of the Department Head, travel requisitions and timesheets. Melissa also coordinates and schedules meetings, prepares agendas and distributes material; takes, transcribes and edits minutes for various Departmental meetings.

Nataliia Laptieva

Finance Assistant

nataliia.laptieva@ubc.ca

604-827-4745

The Finance Assistant is responsible for processing all incoming expenses to the Department and reimbursements to staff, faculty and students. Ralph monitors and reconciles ledgers and assists with the budget preparation.

Gillian Moseley

MPT Program Assistant

gillian.moseley@ubc.ca

604-827-4958

The MPT Program Assistant works in tandem with the Associate Head, MPT Program in managing the yearly planning of the curriculum while helping faculty to provide students with an outstanding educational experience. Carissa is responsible for facilitating multiple aspects of the MPT program, such as working with the core committees of the Department of Physical Therapy, offer letters for external instructors and guest lecturers, preparation of credentialing packages and management of the OSCEs along with coordinating the Clinical Faculty appointment, re-appointment, and promotion process.

Liam Mulrooney

Classroom and IT Support Officer

liam.mulrooney@ubc.ca

604-827-5953

The Classroom and IT Support Technician is responsible for setup and maintenance of labs, equipment, teaching aids and audio/visual systems. Mark provides IT support by way of troubleshooting hardware/software issues, setup and deployment of new systems, assists in the day to day maintenance of the network, and is in charge of the data backups. Mark is also the Department's Timetable-Rep, which includes inputting class schedules into UBC systems, processing of all classroom booking requests and is backup to the Friedman Facilities Manager.

Larry Smythe

Facilities and Information Systems Coordinator

larry.smythe@ubc.ca

604-822-7766

The Facilities and Information Systems Coordinator manages the facilities in the Friedman Building which consist of general maintenance and upgrades, building access, and site security for the Department. In the IT component Larry coordinates computers, network/internet operations, and telephone services for faculty, staff and students. This includes installation, purchasing and trouble-shooting of computer hardware, software, peripherals, web content, and e-mail.

Brenda Wessel

Research Grants Facilitator

brenda.wessel@ubc.ca

604-822-7408

The Research Grants Facilitator assists faculty with grant preparation, organization and funding; maintaining CV databases for grant applications, and assists in grant-writing proposals. Brenda's duties also include assisting the administrative manager with communications and private funding activities.

Communication

Channels of Communication

The most appropriate lines of communication vary with each issue. Below are examples of contact options for various situations (not exhaustive):

Course Instructor

- Problems with evaluation criteria, assignments (including deadline extensions), and other issues related to a specific module or teaching session

Course Coordinator

- Problems with overall course evaluation criteria, assignments (including deadline extensions), and other issues related to a specific course
- Through the academic representative, issues related to course content and delivery

Associate Head, MPT Program

- Through the academic representatives: broad curriculum issues, and issues related to policy and/or the operation of the Department
- Reporting short-term illness or other circumstances resulting in absence from the Department and/or exams
- Personal issues, including health problems, that are affecting or may affect academic progress
- Requests for deferred standing, extended leaves of absence, leave for competitive sports

Department Head

- Interpersonal conflicts with faculty members which cannot be resolved with the faculty member directly
- Personal issues, including health problems that are affecting, or may affect, academic progress
- Requests for deferred standing, extended leaves of absence, or leave for competitive sports
- Issues that have not been resolved through other channels

Faculty Advisor

At the beginning of the MPT program, incoming first year students will be assigned to a full-time faculty member who will act as their Faculty Advisor. Faculty member assignment will be posted during Orientation week.

It is the obligation of students to approach their Faculty Advisor regarding any of the responsibilities outlined below:

Responsibilities of the Faculty Advisor

The Faculty Advisor shall:

- 1) Serve as a consultant to the student for any questions pertaining to the academic program, within their capabilities.
- 2) Provide advice, if requested, in any situation affecting a student's academic performance (e.g., referral to student counseling services, Access and Diversity UBC, etc.).

- 3) Provide advice and direction, if requested, on matters of proper protocol and procedure as related to the academic program, inclusive of concerns, complaints or program content, within their capabilities.
- 4) Provide advice, if requested, on 'survival in the program' (e.g., tips on studying or coping with a heavy course load, etc.).
- 5) Serve as a consultant to the student for any questions pertaining to the University proper or be able to direct the student to the appropriate source.
- 6) Provide advice on personal problems or matters extraneous to academia should they choose to do so and should the problems or concerns of the student be within the advisor's capabilities.

Please note:

- Academic letters of reference should only be requested of the Advisor if the student has developed an academic relationship with the Advisor such that the Advisor can comment on the student above and beyond grades and achievements. Students are encouraged to develop academic relationships with any of the faculty who may be appropriate due to areas of expertise/interest, etc (regardless of Advisor assignments).
- Should the Advisor be approached by a student with questions or problems involving another faculty member, course or course instructor, any commentary on that particular course or instructor is not appropriate and the student should be referred to meet with the faculty member or instructor involved.
- Should the Advisor be approached by a student with questions or problems involving an academic appeal, the Advisor should not become involved but rather the student should be referred firstly to the faculty member or instructor involved, progress to the Associate Head, MPT Program, the head of the Department, and then to the Dean of the Faculty of Medicine.

Department Facilities

Physical Therapy Classroom and Facility Use

Labs

Students may use Plinth Lab 204, Multi-Purpose Lab 244, Plinth Lab 304, the Student Learning Centre (room 110), and the Breakout Rooms between the hours of 8:00am and 10:00pm so long as they are not being used for teaching, meetings, or clinical research. The Plinth Lab 204 is designated for PRACTICAL SKILLS; the Student Learning Centre for SILENT STUDY; and the Breakout Rooms for GROUP STUDY.

Furniture, equipment and other items are not to be removed without prior approval from the Lab Technician.

Housekeeping

Students and instructors are responsible for ensuring that all equipment is returned to its designated storage location after each lab, pillows are placed in the corner of the lab, all laundry and pillows are changed as needed, and other equipment housed in the lab is left ready for the next class to use. Student assistance in maintaining orderly classrooms and labs is essential. The last person to use a room must ensure that it is left in a clean and tidy manner for the following day's classes and that **all windows are closed**. Students are asked to change the bed linens every Monday morning; this ensures a sanitary learning environment for all. Class Representatives are responsible for ensuring that Department facilities are tidy at all times.

Student Lounge

The student lounge is in Room 143. Funds provided through the Class Act campaign provide a telephone. The contact number is 604-822-7910.

Friedman Building Access

Students have access to Plinth Labs 204 and 304, the Student Learning Centre, the Student Lounge, the Breakout Rooms, and the shower rooms via their iClass Student Cards.

Multi-Purpose Lab (Gym) Access

The multi-purpose lab (Room 244) is available for personal fitness use on a month to month membership basis, once the applicable fee is paid and Gym Waiver completed. The Facilities and Information Systems Coordinator, Larry Smythe, will update access cards to allow for afterhours entry to the gym. Each week, a calendar is posted on the gym door outlining the availability of the gym for personal use. If the gym is booked, members are asked to ensure they exit the gym 10 minutes prior to the next booking. It is requested that users clean all equipment after use and only use personal music devices.

Lockers

Responsibility for the use of lockers rests with the Student Society. A limited number of lockers are available for an annual rental fee, on a first-come, first-served basis. Student representatives will facilitate rental at the beginning of term. Lockers must be cleared out annually at the end of April, unless prior permission is obtained from Council. Lockers are located on the first floor of the Friedman building.

Friedman Building Policies

Food in Classrooms

Food is **not** permitted in any of the laboratories at any time. Water bottles are allowed in labs. Food is permitted in the Breakout Rooms and Learning Resource centre as well as the Student Lounge. Students must ensure that all food remnants are tidied. When a spill occurs on one of the upholstered chairs, the lab technician is to be informed immediately to ensure immediate stain removal.

Building Hours & Security

Students are permitted to be in the Department from **8:00a.m. until 10:00p.m.**, and must be prepared to produce their UBC Student card at all times. Building Security may dismiss any person from the building for non-compliance.

Bicycles - No bicycles are allowed in the Friedman Building

There are unsecured outdoor bicycle racks located at the south entrance of the Friedman building as well as a secured bicycle area located in the Health Sciences Parkade. Bicycles locked up to railings or architectural features not designed as bicycle racks will be removed by campus security. Bicycles should be locked securely (ideally, with two locks) and is insured if possible. Each year many bicycles are stolen from UBC. Alternatively, bicycle lockers can be rented from the Equipment Dispensary in the War Memorial Gym (604-822-3515).

Posting Notices

Please confine the posting of signs to the bulletin boards.

“OTIS” - The Office of Technical & Instructional Support

Technical Support

The Classroom and IT Support Technician is responsible for lab and audio/visual equipment set-up. Equipment needed for lab instruction and practice during scheduled coursework will be requested and checked out through OTIS by the course instructor or her/his qualified designate (teaching or lab assistant). Students are permitted to sign out equipment for self-study in the Friedman Building labs only. No equipment is to be removed from the Friedman building.

Access Cards

Students will receive two access cards: one for the Friedman building and one for the Life Sciences Institute (LSI) anatomy labs. The LSI card is distributed to students during Orientation week and requires a deposit. The LSI card must be returned in order to receive back the deposit during **July 2012**.

The Friedman building access card is incorporated into the UBC Student card. Student cards are available from the UBC Bookstore. These cards are student property and will be deactivated at the end of the MPT program.

Mailbox Key

Students are provided with a mailbox key. These keys are kept until the PHTH 572 Symposium at G.F. Strong. The mailbox will be used to return course work and to distribute other student materials from the University or the Department. The mailboxes are located on the second floor of the Friedman building in the hallway outside the main administrative offices. Students will be charged a \$10 replacement fee if their key is lost.

Bones

Sets of bones are available for loan to students by the Classroom and IT Support Technician. It is imperative that these bones not be displayed in public. Students must act responsibly with the use of the bones for their study. Bone sets will be available for sign out from OTIS. Should students lose or damage a bone set, the Department will administer a replacement fee of up to **\$300.00**.

Clickers

All MPT students receive a Clicker for use during lectures throughout the program. Each Clicker will cost \$40, of which \$20 will be refunded upon return of the clicker (in reasonable condition) to OTIS. Any student who already owns a Clicker may opt to use their own as long as it's an identical model, and clicker information can be provided for programming purposes.

Please contact the Classroom and IT Support Technician for further details.

The Student Learning Resource Centre (Room 104)

The Learning Resource Centre provides dedicated study space for all students. The centre contains study carrels, computers, and a variety of learning resources. Additional learning resources including all anatomy models may be signed out for independent study through OTIS.

SECTION 2: Physical Therapy Curriculum

Physical Therapy, n. The examination, treatment, and instruction of persons in order to detect, assess, prevent, correct, alleviate, and limit physical disability. The practice of physical therapy includes the administration, interpretation, and evaluation of tests and measurements of bodily functions and structures and the planning, administration, evaluation, and modification of treatment and instruction, including the use of physical measures, activities, and devices, for preventive therapeutic purposes...it provides consultative, educational, and other advisory services for the purpose of reducing the incidence and severity of...movement dysfunction and pain.

- Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing and Allied Health, 1992

The Master of Physical Therapy (MPT) program is based on the recommended entry-to-practice curriculum developed by the Canadian Physiotherapy Association, the Canadian Council of Physiotherapy University Programs Academic Council (CCPUP) and on entry-level competencies identified by the Canadian Alliance of Physiotherapy Regulators. The MPT Program and its administration are also subject to approval by Physiotherapy Education Accreditation Canada (PEAC). The objectives of the MPT curriculum reflect the essential knowledge, skills and attitudes a student should possess on graduation from a physiotherapy education program in Canada.

The next few pages describe the UBC Master of Physical Therapy curriculum. It is *highly recommended* that students keep these pages, as they are frequently required by Canadian provincial and American state regulatory bodies following graduation.

Course of Study

The MPT Curriculum is developed by the Department of Physical Therapy in accordance with nationally administered accreditation standards of Physiotherapy Education Accreditation Canada specific to the profession. Curricula are approved by the Faculty of Graduate Studies.

Students influence curriculum development through course evaluations and representation on appropriate committees. Student feedback on curriculum is also provided to the Associate Head, MPT Program through the Academic Representatives, and is then presented by the Associate Head, MPT Program to standing Departmental Committees and at faculty meetings.

The importance of interprofessional education is recognized and supported by the Department of Physical Therapy. The Department is committed to interprofessional course work wherever appropriate and possible. The roles of other health care team members are integrated into professional coursework. By conducting annual reviews and maintaining awareness of current trends and academic standards, the Department assumes responsibility for ensuring that students acquire the competencies required for entry-level practice.

The provision of clinical fieldwork is a fundamental component of the education program because it facilitates the student's successful transition into the role of a competent health professional. The program is based on learning experiences in traditional and non-traditional health care settings that allow the student to develop, consolidate and integrate the knowledge, skills and attitudes taught in the academic setting

Courses

ANAT 392 Gross Anatomy of the Limbs and Trunk (4 credits)

This course introduces comprehensive knowledge of normal human anatomy. Course material covers subjects including the musculoskeletal, nervous & vascular systems. Anatomy of different regions is discussed from a systemic standpoint and the subject matter is illustrated and explained using power point presentations, including diagrams, charts and models.

RHSC 420 Elements of Neuroanatomy & Neurophysiology (4 credits)

An introduction to the structure and function of the human nervous system including both lecture and laboratory components.

PHTH 511 Pathology for Physical Therapy I (2 credits)

This is the first in a series of 3 courses (PHTH 511, 521 and 531) in which students will complete a study of disease mechanisms, supported by tutorial sessions and reading references (including web-based resources) and augmented with invited lectures on current and relevant topics given by members of the health care team. Successful completion of this course will ensure that students have a comprehensive knowledge of basic patho-physiology, mechanisms of disease, and an awareness of the presentation, progression and general management of selected represented disorders commonly encountered in PT clinical practice with respect to the module content.

PHTH 514 Clinical Practice I (5 credits)

This course will provide the introduction to generic physical therapy procedures and techniques and enable students to apply knowledge and skills through the use of selected case examples in the academic setting and direct patient interaction in the clinical setting. The content is framed according to the International Classification of Functioning, Disability and Health (ICF) and a client-centered approach to practice will be emphasized. Students will be introduced to basic surface anatomy and sports physical therapy in a sports physical therapy module and a surface anatomy module.

PHTH 516 Clinical Decision-making I (2 credits)

In this course students will be introduced to the core principles and concepts underlying the practice of the profession of physical therapy and of clinical decision making in a health care setting. Standards of practice and legal issues affecting the profession will be explored in the context of interprofessional collaborative practice in Canada. This course is foundational to the clinical fieldwork courses PHTH 534, 554, 574 as well as to future clinical practice.

PHTH 518 Exercise and Movement (6 credits)

In this course, students will develop the movement analysis and exercise prescription skills that are fundamental to physical therapy practice. Students will integrate biomechanical principles, the physiological basis for movement and adaptation to exercise, and current theories of motor development, motor control and motor learning in analysing normal movement. This course is offered in Terms 1 and 2.

PHTH 521 Pathology for Physical Therapy II (2 credits)

This is the second in a series of three courses (PHTH 511, 521 and 531) in which students will complete a study of disease mechanisms, supported by tutorial sessions and reading references (including web-based resources) and augmented with invited lectures on current and relevant topics given by members of the health care team. Successful completion of this course will ensure that students have a comprehensive knowledge of basic patho-physiology, mechanisms of disease, and an awareness of the presentation, progression and general management of selected represented disorders commonly encountered in PT clinical

practice with respect to the module content. They will be expected to apply that knowledge to concurrent skills courses and clinical situations.

PHTH 524 Clinical Practice II (6 credits)

This course will enable the student to apply theories and principles of movement, functional activity analysis and exercise prescription in the development of physical therapy programs for persons with primarily musculoskeletal and cardiorespiratory dysfunction. This course will provide the student with the knowledge to select, implement and evaluate the effectiveness of basic physical therapy interventions. Selected common acute and chronic conditions will be the focus of integrated client cases consistently introduced throughout the course. Analysis of these cases will give students the opportunity to apply and integrate knowledge and skills acquired in previous courses.

PHTH 526 Clinical Decision-Making II (2 credits)

In this course students will build on the introduction to evidence-based practice provided in PHTH 516 Clinical Decision-Making I by exploring scientific inquiry related to clinical decision making and research (quantitative and qualitative) methodologies. This will include appropriate selection of methods to address specific clinical problems and research questions as they apply to physical therapy and interdisciplinary practice in rehabilitation. This course will support assessment and treatment choices students will make in relation to selected client cases developed in PHTH 524 Clinical Practice II.

PHTH 528 Case-based Integration I (1 credit)

This course involves full-time study for one week in intensive tutorial discussion and presentation. Analysis of key feature clinical cases will be used to consolidate material taught in the courses Clinical Decision Making I and II, and Clinical Practice I and II with a particular emphasis on the application of basic clinical skills related to musculoskeletal conditions in a client-centred context.

PHTH 531 Pathology for Physical Therapy III (2 credits)

This is the third in a series of 3 courses (PHTH 511, 521 and 531) in which students will complete a study of disease mechanisms, supported by tutorial sessions and reading references (including web-based resources) and augmented with invited lectures on current and relevant topics given by members of the health care team. Successful completion of this course will ensure that students have a comprehensive knowledge of basic patho-physiology, mechanisms of disease, and an awareness of the presentation, progression and general management of selected represented disorders commonly encountered in PT clinical practice with respect to the module content.

PHTH 532 Rehabilitation Research I (3 credits)

This course will build on the knowledge acquired and skills gained in PHTH 526: Clinical Decision-Making II. The course will also serve as a required pre-requisite to PHTH 572 Rehabilitation Research II. Because evidence-based practice is one of the central themes of the MPT curriculum, PHTH 532 will provide the opportunity to critically evaluate the research literature in a specific area of rehabilitation practice. Students will work collaboratively in small groups during the two weeks of this course.

PHTH 534 Clinical Practice III (4 credits)

The purpose of this clinical fieldwork experience is to provide the students with an opportunity to integrate and practice the knowledge, skills and competencies introduced in the first two blocks of the MPT program in two varied clinical settings. Successful completion of this course will ensure a safe, professional, and evidence based approach to the assessment, treatment planning, intervention, and evaluation of non-complex clients in the assigned clinical areas.

PHTH 538 Case-based Integration II (1 credit)

This is the second of five full-time Case Based Integration courses and is designed to consolidate material taught in the courses Clinical Decision Making I and II, and Clinical Practice I and II. Key feature cases will address routine non-life threatening client health issues in musculoskeletal, neurological and respiratory contexts.

PHTH 544 Clinical Practice IV (11 credits)

This course represents the integration of content across the musculoskeletal, cardiac and neurological systems that are foundational to entry-to-practice as a physiotherapist; the goal of which is to graduate competent, evidence-based practitioners capable of working in a diversity of roles in a diversity of clinical settings. It builds upon and integrates information provided in the courses Clinical Decision-Making I and II, and Clinical Practice I, II, and III. The content is framed according to the International Classification of Functioning, Disability and Health (ICF). A lifespan approach to the management of clients with different diseases and disabilities will be promoted by including case-based client examples representing infants, children, adolescents, young adults, middle-aged adults, and the elderly, as well as gender specific health problems. Both client-centred and family-centred principles of management will be integrated into the teaching of this course, and culturally sensitive practice will be promoted.

PHTH 546 Clinical Decision-Making III (2 credits)

This course consists of two modules. The first, "Teaching and Learning in Clinical Practice", examines the role of physiotherapists as educators with clients, colleagues, and other health professionals. The second, "Ethical Decision Making," will examine issues that generate moral problems in physical therapy practice and health care.

PHTH 548 Case-based Integration III (1 credit)

This third full-time one week course in the series will utilize key feature clinical cases and tutorial discussion to address complicated client issues related to functioning, disability, and health in a neurological patient. A holistic perspective in a diversity of health care settings is incorporated.

PHTH 554 Clinical Practice V (4 credits)

This course builds upon and integrates information provided in the courses PHTH 534 and PHTH 544, and facilitates the application of the knowledge and skills in the clinical setting

PHTH 558 Case-based Integration IV (1 credit)

This fourth, full-time one week course in the series, will address complex client and family issues with specific attention to children, adolescents, and the older adult. The content will focus on interdisciplinary practice within the larger health service delivery and client contexts.

PHTH 564 Clinical Practice VIa (4 credits)

This course will enable students to perform a health assessment of clients of all ages, and to implement a comprehensive physiotherapy management plan across different settings (critical care/rehabilitation units/community/private practice), using a clinical reasoning approach. The course will include advanced assessment and therapeutic management of individuals with injury, disease, or disability that may involve more than one of the following systems: cardiovascular, respiratory, neurological and endocrine. Selected conditions (spinal cord injury, traumatic brain injury, burns, cancer and amputations) will be used as examples for comprehensive client management.

PHTH 565 Clinical Practice VIb (6 credits)

This course will enable students to perform a health assessment of clients of all ages and to implement a comprehensive physiotherapy management plan using a clinical reasoning approach. The course will include advanced assessment and therapeutic management of individuals with injury, disease, or disability that may

involve musculoskeletal and neurological systems. Selected conditions (arthritic, musculoskeletal and sports conditions) will be used as examples for comprehensive client management.

PHTH 566 Clinical Decision-Making IV (3 credits)

In this course, students will identify and develop the skills of effective leadership within the context of professional physical therapy practice. Aspects of leadership related to self, others and the profession will be examined within a variety of professional settings, practice structures, and organizational cultures both in Canadian and International contexts. Program planning models will be explored including implementation and evaluation strategies. Principles of business management will be addressed in the context of current physical therapy practice.

PHTH 572 Rehabilitation Research II (2 credits)

This course will build on the knowledge acquired and skills gained in PHTH 526: Clinical Decision-Making II and PHTH 532: Rehabilitation Research I. Because evidence-based practice is a central theme of the MPT curriculum, PHTH 572 will provide an opportunity for students to work collaboratively in small groups, under the supervision of a faculty member or a community-based clinician researcher, to conduct a systematic review of literature on the effectiveness of a type of PT intervention. The outcomes of this course will be: 1) an in-class presentation describing the steps taken to conduct a systematic review and the results of the review; and 2) a manuscript based on the systematic review that is ready to be submitted for review to an appropriate peer-reviewed journal.

PHTH 574 Clinical Practice VII (4 credits)

This course will include two five-week clinical education experiences which will enable students to explore their choice of specialty areas of physical therapy practice, and consolidate the knowledge and skills acquired in the MPT Program.

PHTH 578 Case-based Integration V (1 credit)

This fifth, full-time one week course in the series will consider a complex clinical case to consolidate the content of all the previous academic courses. Students will be challenged to analyze their own beliefs and values in reflecting on their clinical experiences and on the complex cases provided.

Total Credits: 83

Non-credit Requirements:

First Aid Certificate

Basic Cardiac Life Support Level C Certificate

Physical Therapy Licences

Student Licenses

All students must register with the College of Physical Therapists of BC (CPTBC) in order to complete the clinical fieldwork requirements of the MPT program. A criminal record check is required and there is no charge for the registration process. The Associate Head, Clinical Education will clarify the process for students.

Interim and full licenses

UBC MPT graduates must apply to the CPTBC (the provincial licensing body for British Columbia) for an interim license. Graduates must pass the QE in order to retain the interim license. The interim license stipulates that work cannot be conducted without some form of supervision before passing the PNE/OSCE. It does not, however, prevent graduates from accepting employment as a physical therapist in most situations. Once the College receives PNE/OSCE results from the Alliance, a full license will be processed.

To receive an interim license, graduates must demonstrate proof of malpractice insurance. The most cost-effective way to obtain insurance is from the Canadian Physiotherapy Association (CPA). The Department sends a provisional list of graduates to the CPA. Information regarding interim license applications can be found at: <http://www.cptbc.org/registrationapplications.asp>

It is the responsibility of students to research the process and procedures related to undertaking the Physiotherapy Competency Exam (PCE) through the Canadian Alliance of Physiotherapy Regulators. If you have any questions about the PCE, please contact the Associate Head, MPT Program, or the Administrative Manager.

Contact Information

<p>Canadian Physiotherapy Association 410 – 2345 Yonge Street Toronto, ON M4P 2E5</p> <p>E-mail: information@physiotherapy.ca www.physiotherapy.ca</p> <p>Phone: 416-932-1888 or 1-800-387-8679 Fax: 416-932-9708</p>	<p>Physiotherapy Association of BC 402 - 1755 West Broadway Vancouver, BC V6J 4S5</p> <p>E-mail: pabc@bcphysio.org www.bcphysio.org</p> <p>Phone: 604-736-5130 Fax: 604-736-5606</p>
<p>College of Physical Therapy of BC 302 - 1765 West 8th Avenue Vancouver, BC V6J 5C6</p> <p>E-mail: info@cptbc.org www.cptbc.org</p> <p>Phone: 604-730-9193 Fax: 604-737-6809</p>	<p>Canadian Alliance of Physiotherapy Regulators 1243 Islington Ave., Suite 501 Etobicoke, ON M8X 1Y9</p> <p>www.alliancecpt.org</p> <p>Phone: 416-234-8800 Fax: 416-234-8820</p>

SECTION 3: Academic Conduct and Student Evaluation

The Department operates within the University of British Columbia's principles of student conduct.

The University regulations are described in the **2012/12 UBC Calendar** (via www.students.ubc.ca/calendar, link to 'Policies and Regulations'; Departmental regulations can be found by linking to 'Faculties Colleges and Schools').

The UBC Calendar is to be read in conjunction with the following important information. Any questions should be referred to an Academic Representative, Faculty Advisor, Department Head, Associate Head, MPT Program, or Administrative Manager.

In addition, please note that all **University Policies** can be found under:
<http://www.universitycounsel.ubc.ca/policies/policies.html>

Attendance

Students are required to attend all scheduled course sessions
(including but not limited to: lectures, labs, tutorials, group meetings, or symposia)

Students are required to **request approval in advance** for absenting themselves from classes for any reason other than unexpected personal illness. It is expected that such requests be made at least one month prior to the proposed absence. Students should email the instructor whose class they plan to miss with a copy to the Course Coordinator and Associate Head, MPT Program. The email request should include the classes to be missed, the rationale for the request, and the plan of action for meeting the course expectations for the materials missed during the absence. Written confirmation of approval/refusal for all planned absences will be provided by the Course Instructor/Coordinator and the Associate Head, MPT Program.

Students will receive a zero grade for course requirements they miss due to unauthorized absences.

An instructor may refuse to admit students if they are late to class. Credit for attendance and/or participation may be withheld for lateness, misconduct, inattention or neglect of duty. If students miss a class, they are responsible for obtaining lecture material from a classmate. If a surprise quiz or in-class assignment is given, absent students will receive a grade of zero, except where the absence is due to extenuating circumstances, and the instructor has been notified in advance.

Students who neglect their academic work (e.g., do not attend class regularly) may be refused permission to write the final examination or have their course assignment accepted for grading.

If a student is absent from class because of illness, they must contact their instructor or, if the course instructor is not available, the Associate Head, MPT Program. In the case of an extended absence (i.e., over 3 days or 15% of the course, whichever is less), a doctor's letter is required.

If an event conflicts with a scheduled class which will result in a large percentage of the class being absent on a given day, the students must consult with the instructor in advance and provide a written request for absence. This written request should include the classes to be missed, the rationale for the request, and the plan of action for meeting the course expectations for the material missed during the absence.

Absences from clinical fieldwork placements require advance notification to the placement site and the Associate Head, Clinical Education. Please refer to the Student Clinical Fieldwork Handbook for details.

Assignments

Assignments are due on the date specified, unless students have negotiated an extension with the instructor before the due date. A penalty of 10% (of the maximum possible mark) per day will be applied to papers handed in one to five days late (by 4p.m.). No papers will be accepted for marking after 4p.m. on the fifth day following the due date. This penalty applies unless instructors have indicated otherwise in the course outline. Generally, instructors are expected to mark assignments within two weeks.

Assignments should be typed using correct spelling and grammar. Assignments or exams may be denied a passing mark if they are illegible or if spelling and grammar are unacceptably poor.

Faxed assignments will not be accepted / marked unless prior arrangements have been made. If assignments cannot be collected at the scheduled time, students must provide a stamped, self-addressed envelope to the instructor if they wish their paper to be returned.

If a student wishes to email an assignment to an instructor, it is the student's responsibility to determine whether this is an acceptable method of delivery, and to ensure receipt of their assignment.

General Writing Guidelines

It is expected that written assignments for all courses in the MPT program are at a graduate program level, regardless of length. Writing should demonstrate a logical flow of thought, critical thinking or defence of a position around an issue, relevant evidence for arguments (or a clear indication the content is the personal view of the author), and correct spelling and grammar.

Specific points and suggestions for students:

1. Ask a friend or colleague to proofread for typos, grammar, and spelling. Do not depend on spellcheck.
2. Adhere to guidelines for format (length, style, font size, spacing, etc). Check with the instructor if directions are unclear.
3. Provide a logical thought process and clear flow of ideas for the reader.
4. Provide a critique of material read, or elaborate on reasons for agreement with a specific argument or point of view.
5. Try to include original and creative thought in addition to exploring the theory and literature regarding the topic or issue.
6. Avoid generalities and be specific and clear with examples.
7. Provide relevant supporting evidence for points made (or indicate personal thoughts). Appropriate evidence will vary but, as a general rule, avoid unmonitored websites and ensure evidence is current (references over 10 years old should be considered carefully). In case of uncertainty, check with the instructor.
8. Reference formatting for assignments is generally APA or Vancouver style and may be course specific. If an instructor requires use of another style, it will be documented in the course outline.

For assistance with writing, it is strongly suggested that students contact the Writing Centre at UBC (<http://www.writingcentre.ubc.ca>) to obtain excellent resources.

Plagiarism

All assignments are expected to be original and referenced appropriately. Plagiarism of any kind will not be tolerated.

Definition of Plagiarism

The UBC Calendar defines plagiarism as:

“Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e., phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.”

2012-13 UBC Calendar → ‘Policies and Regulations’ → ‘Student Conduct and Discipline’ → ‘Discipline for Academic Misconduct’ → ‘3. Academic Misconduct’) [LINK](#)

The work students submit should be original in the sense that it reflects their own thoughts and ideas. Students should not submit other people’s work and claim it as their own, and should reference all quotes and paraphrased material.

The conventions governing quotations and references are:

1. Passages may be produced verbatim if they are copied accurately word for word (including any errors) and the author, title of the book, place of publication, date of publication, and page number are accurately identified;
2. Ideas that are summarized or paraphrased should be referenced as above (page number is not required). **Paraphrasing requires re-writing of the whole passage, not changing a word here and there.**

Students must follow the assignment and reference guidelines as specified by the instructor.

Penalties for Plagiarism

Normally, the penalty for plagiarism (or cheating) is suspension from the University. Other penalties may include:

- A grade of zero (in the course, assignment, or examination);
- A reprimand; or
- A comment on the student's transcript.

Avoiding Academic Misconduct

In order to avoid academic misconduct, students must:

1. Credit an author for his/her ideas, whether using direct quotes or paraphrasing ideas.
2. Complete assignments independently unless they are explicitly described as group projects (i.e., students can discuss projects with colleagues but research and writing must be completed independently). (Please be **very careful** that words used are not those generated in group discussions).
3. Hand in unique assignments. Students may not submit the same paper, presentation or assignment more than once, even if it is for a different course (whether at UBC or at another institution).

If in doubt, please ask the course instructor.

Copyright

"UBC and its faculty, staff and students are creators of various forms of intellectual property, as well as consumers of intellectual property. Infringing copyright is a serious matter and UBC requires each of its faculty, staff and students to comply with copyright law. Failure to do so may result in disciplinary action..."
<http://copyright.ubc.ca/copyright-guidelines-for-faculty-staff-and-students/>

Guidelines regarding UBC copyright policy can be found at <http://copyright.ubc.ca/>

Audio/Video Taping of Lectures and Tutorials

Taping of lectures is only allowed in exceptional circumstances at the instructor's and the discretion of the Associate Head, MPT Program. Examples of exceptional circumstances include requests for permission from Access and Diversity UBC, or a presentation by a visiting guest speaker.

If a student wishes to record class or small group work, written permission must be requested in advance from the Associate Head, MPT Program and the course instructor (at least 2 weeks advance notice is required). The rationale for the request must be included. All other students involved in the class must agree to the learning experience being taped (as they may be recorded during questions and/or discussion period).

Exam Procedures

Students are expected to be available for exams during the entire published exam period. Students cannot make holiday or other plans until the exam schedule is known. Exam schedules cannot be finalized until the university exam schedule is available (around the middle of October). The schedules are posted on student boards as soon as possible, and are not negotiable.

Under no circumstances will students be allowed to write an examination prior to the formally scheduled exam.

Unless otherwise indicated on the course outline, students must pass the final exam in order to pass the course. In courses where there is more than one instructor, there may be two or more exams, and students may be required to pass all exams in order to pass the course.

Students who discuss practical exams with other students in the program while the exam is in progress (some exams are scheduled over two days) will be subject to academic discipline. This includes possible suspension from the program.

Absence from Exams

If a student is absent from a final exam without explanation, they will receive an “F” grade for the exam, and normally for the course.

If a student is unable to write any examination because of sickness, injury, or for compassionate reasons, the student should contact the instructor and the Associate Head, MPT Program before the exam, but no later than 24 hours after the scheduled exam for emergency situations.

If a student is absent from a final exam for medical reasons, they must submit a medical certificate signed by a physician.

An instructor *may* reschedule a final exam, providing he/she is satisfied that a student has made every effort to attend, or extraordinary circumstances occurred which prevented a student from taking the exam at the normally scheduled time. Extraordinary events are defined as:

- Death, or sudden onset of life-threatening disease or injury of the student’s spouse/partner, parent, sibling, child or grandparents;
- Sudden injury or accident directly involving the student; or
- Childbirth (of student’s own child).

Incidental events such as car breakdown, or predictable life events such as marriage, are not considered extraordinary events.

Leave

Leave is granted when a student is best advised for personal, health, or other reasons to have time completely away from her/his academic responsibilities. The leave period is not included in the time period for completion of the degree. Leave, not including parental leave or leave to pursue concurrent programs, for Master or Doctoral students, is limited to one year. A leave will normally begin on the first day of term for a period of 12 months.

Although students on the full-time tuition fee schedule pay student fees in three instalments, the full annual fee is required to support any period of full-time study from four to twelve months. Work, holiday, or travel during a single term is considered a normal part of a student’s schedule, and not justification for formal leave of absence.

Leave is not granted retroactively, or to a student who is not currently registered, or whose time in the program has elapsed. The Head of the Department will submit the written recommendation for leave to the

Faculty of Graduate Studies. An explanation for the leave will be included. Recommendations will outline the student's progress in the program, and the time anticipated for completion of all requirements.

Graduate students on leave are not eligible to receive awards. For more information, please see Awards and Financial Aid. The leave period is not included in the time period for award tenure.

Academic Concession

Students who are experiencing medical, emotional or other problems, which may significantly affect their studies, should notify their Faculty Advisor, Associate Head, MPT Program, Department Head or the Administrative Manager as soon as possible (even if they do not intend to apply for academic concession).

Grades

- No more than 6 credits of Pass standing (60-67%) may be credited toward a Master's program. For all other courses, a minimum of 68% must be obtained
- Students failing a course require Departmental recommendation to continue
- Students failing a course will normally be required to withdraw from the program

Supplemental Exams and Repeated Courses

Student progress in the MPT program is governed by the Faculty of Graduate Studies (FoGS); therefore FoGS policies related to student failure, supplemental exams and progression in the program apply.

This policy states:

*“Supplemental examinations are **not** granted to students registered in a graduate program.”*

(Please see <http://www.grad.ubc.ca/current-students/managing-your-program/supplemental-examination> for more details).

The Department of Physical Therapy is therefore unable to grant supplemental exams to students failing an entire course. However, if part of a course (i.e. a specific module / section, evaluation etc. as outlined within the course outline) is failed, an alternative learning experience (ALE) may be granted *in exceptional circumstances*.

Many courses in the MPT program are highly integrated and have multiple areas of subject content, both theoretical and practical. Due to the clinical nature of the MPT program, students in the program are required to not only pass the course as a whole, but also to pass each section / module of the course. In integrated clinical courses (i.e. PHTH 514, 524, 544, 564, 565), the students are required to pass each area of practice (i.e. in PHTH 544, it is not sufficient to pass the musculoskeletal section whilst failing the cardiorespiratory or neurological sections). Theoretical (i.e. written exams) and practical components (i.e. OSCEs) must likewise both be passed in order to successfully complete the course. These requirements are specifically and clearly stated in each course outline. If students have questions about the expectations for passing the course or have special learning requirements (as supported through UBC's ACCESS and Diversity), it is the student's responsibility to clarify the requirements with the course coordinator and instructor at the beginning of the course.

This policy also applies to the clinical education courses in the MPT Program. In PHTH 534, 554 & 574, both of the two clinical fieldwork placements in each course must be successfully completed in order to pass the course and proceed in the program. For further details of the application of this policy to clinical education courses, please see the clinical education handbook.

A maximum of three ALEs will be provided during the program for students in good standing who fail a section of a course. This policy applies to all courses in the MPT program (i.e. includes OSCE station retakes, clinical placements, etc.). If a fourth ALE is required because of failure of a course section, the student will be asked to withdraw from the program. ALEs will be tracked by the Associate Head, MPT Program.

If a student is given the opportunity to undertake an ALE, they must pass the ALE with 60%, or greater. The mark for the component of the course will be 60%, even if the student has achieved a higher mark on the ALE.

If a student fails an entire course, the student will normally be required to withdraw from the program. In *exceptional circumstances* the Department will write a recommendation to FoGS to request that the student be allowed to continue in the program. This recommendation will only be made if student progress is satisfactory in other areas, and no other professional or academic issues have been identified. It is the decision of FoGS as to whether students may continue in the program or withdraw. All students have the right to appeal any decision regarding withdrawal from the program (see appeals section of handbook).

Course Grades

Full-time UBC students do not receive final transcripts of marks until the end of the winter term. Grades can be accessed through the Student Service Centre. Individual instructors will provide feedback on exams (other than finals) and assignments. Instructors, at their discretion, may post grades in accordance with UBC policy (UBC Calendar (www.students.ubc.ca/calendar) link to Academic Regulations → Academic Assessment → Examination Results [LINK](#)). Please note that grades will not be posted until a 75% response rate has been achieved on all course evaluations.

Viewing Final Exams

The Department of Physical Therapy adheres to the University policy on student's ability to view final exams (UBC Calendar → link to Academic Regulations → Academic Assessment → Viewing Marked Work). [LINK](#) Students may make written application to the course coordinator who will make every reasonable effort to arrange for the student to view the marked work (normally within 15 days of receipt of the request). The purpose of this exercise is purely pedagogic.

Students will be given feedback regarding general performance trends for each OSCE station (e.g., feedback on things that the class as a whole did well or did poorly). If an individual student would like feedback about their performance on specific stations, they should make arrangements to meet with the Course Coordinator post-exam within a dedicated time period. OSCE pass/fail statements are included within courses that have OSCEs in their examination sessions:

OSCE Pass / Fail Guidelines

PHTH 514 OSCE

To pass the PHTH 514 OSCE, students must achieve an average grade of $\geq 60\%$ across all stations on the final OSCE. If a student achieves $< 60\%$ on the final OSCE, they will be given the opportunity to repeat all failed stations. On the PHTH 514 OSCE, safety items are weighted higher than other items, but missing a safety item on this exam *will not* constitute an automatic station failure.

PHTH 524, 544, 564 and 565 OSCEs

Safety Violation Failures

Policy: Each OSCE question has explicit minimum safety standards and these minimum safety standards **MUST** be achieved to successfully pass the station. If the minimum safety standards are not met, then a failure will result for that station, regardless of whether other performance was acceptable. **Recourse:** Students will be given the opportunity to repeat an OSCE station failed for safety reasons to prove competence prior to beginning their clinical placement. The maximum mark achievable for a safety failure will be 60%.

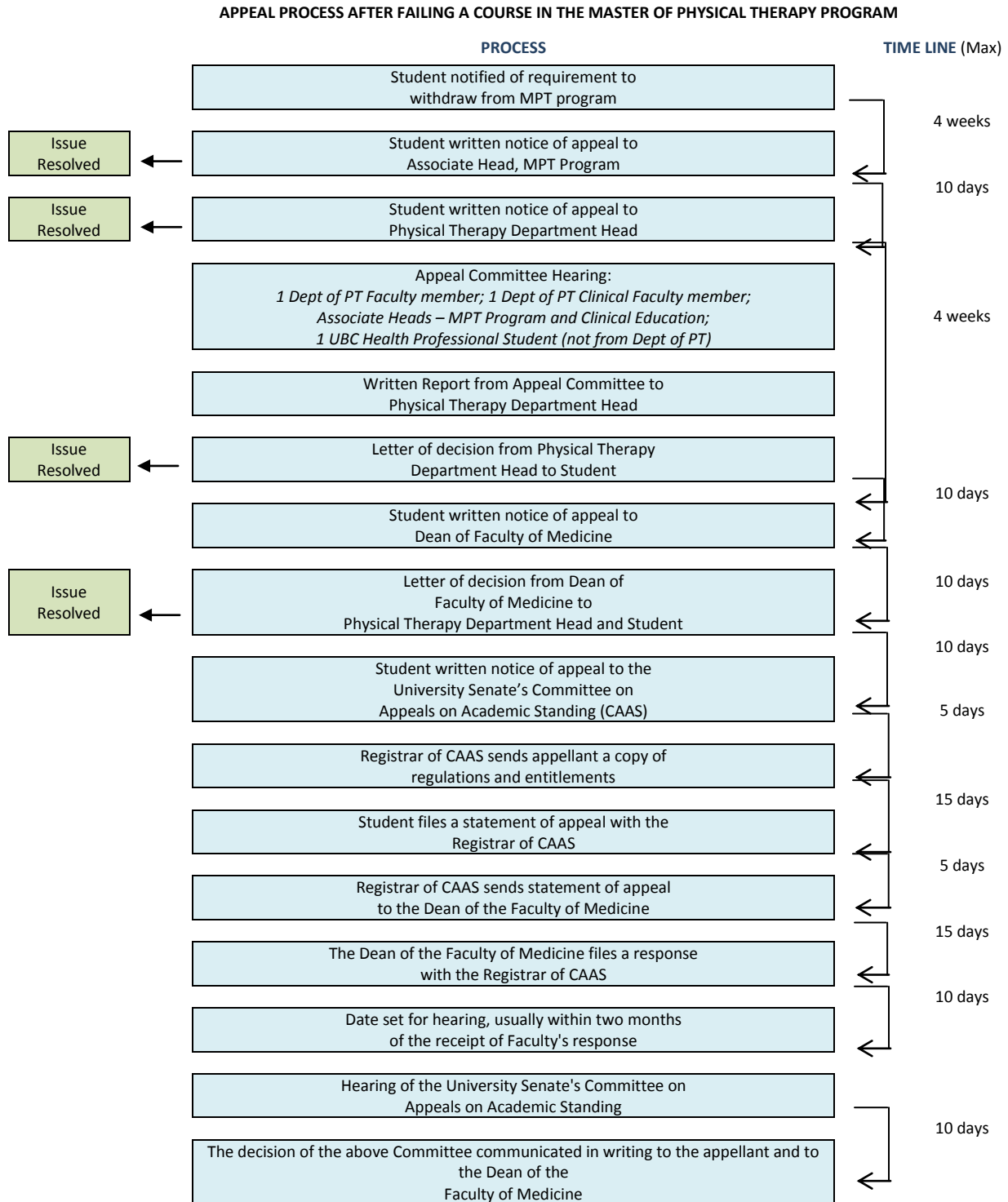
Competency Failure

Policy: Students cannot fail **more than one** station on each OSCE exam.

Recourse: Any student who fails **more than one station** on an OSCE (safety failures are not included in this) will be given the opportunity to repeat all failed stations at a later date. Repeat OSCE stations will be completed after an interval of time (approximately 1 month); this time interval is intended to provide the student with an opportunity to review their course content and develop competency in the relevant skills. *As a result, students will not be able to undertake their clinical education placements until the retake exam is completed and competence is demonstrated.* The retake process may ultimately result in a delayed graduation. The maximum mark achievable for a successful OSCE station retake will be 60%.

Appeals

From time to time students may disagree with a decision related to their academic studies. Students should discuss this issue with the instructor. If the issue is not resolved, students should refer to the Appeal Process:



www.students.ubc.ca/access

UBC will work to eliminate structural and attitudinal barriers to those with disabilities. Students with learning or other disabilities are expected to bring any request for accommodation to the Access and Diversity office with appropriate documentation.

Please see Academic accommodations for students with disabilities (Policy 73) through this website: Access & Diversity → Disability Services → Instructors accommodating students with disabilities → Academic accommodations for students with disabilities (Policy 73) PDF. [LINK](#) Students are expected to self-identify and request help in a timely manner. Once identified students should discuss their situation with each instructor, course coordinator, and the Associate Head, MPT Program if they seek accommodation.

All requests for exam accommodations through the Access and Diversity office must be received a minimum of one week prior to the mid-term or final examination periods (Policy 73). Because of the complex planning involved with Objective Structured Clinical Examinations (OSCE) used throughout the MPT program, students must notify course coordinators at the earliest possible time within a term (preferably at the start of each term if a disability is previously noted).

Department of Physical Therapy policy states:

Differentiated Time Accommodation for Assessment in the Department of Physical Therapy

This document outlines the understanding of the Department of Physical Therapy with respect to accommodation in the form of extra time during assessment for students in our Master of Physical Therapy program (MPT). It has been approved by UBC Access and Diversity.

For the following types of assessment involving processing of written information, extra time as prescribed by UBC Access and Diversity is not expected to compromise the academic standards of the Faculty:

Written: may be multiple choice question (MCQ), short-answer or essay formats; may be paper-based or computer-based; may be part of an Objective Structured Clinical Examination (OSCE)

Lab: involves anatomical specimens, either macroscopic or microscopic; may be paper-based or computer-based; usually involves timed stations for each specimen

For assessments of clinical skills, including the application of knowledge in a clinical context, extra time could violate the Department's academic standards and push beyond reasonable the time required to care for patients. Thus, all students, unless extra time for a particular assessment has been specifically prescribed by Access & Diversity, would be given the same amount of time to complete the following types of clinical skills assessments, that time to be prescribed by content experts in the Department:

Oral: a range of questions related to either specific topics or general practice; may include student-provided or instructor-provided case(s)

OSCE (objective, structured, clinical examination): involving clinical (simulation or patient) skills in assessment, diagnosis, treatment planning and/or treatment; may include photos, radiographs, casts, case scenarios; usually involves timed stations for each question

Case Presentation: student may present clinical summaries individually, or as part of a group, to an instructor, with related Q&A

Clinical Skills Test (simulation or patient-based): student assigned specific procedure(s) to be completed on a mannequin or for a patient

Daily Clinical Assessment: clinicians assess student progress in the application of knowledge, skills and professionalism in the clinic, in either simulation or patient care

Professional Behaviour Guidelines

The MPT degree is a professional entry-level graduate degree. As such, professional standards of behaviour are expected from all students during the program and are a requirement for graduation. Inability to demonstrate the capacity to act in a professional manner may lead to delayed graduation or dismissal from the program.

The requirements for professional behaviour apply at all times while in the Department, during classes or labs, and during clinical visits or fieldwork. The Department is part of the Faculty of Medicine and students are expected to follow the “Professional standards for faculty members and learners in the Faculties of Medicine and Dentistry at UBC” policy: (www.med.ubc.ca/faculty_staff/policies-procedures.htm).

Professional behaviour includes the responsibility to contribute to a positive learning environment which is free from discrimination and harassment. The Department strongly supports the UBC policy on Discrimination and Harassment (http://equity.ubc.ca/files/2011/07/policy3_effective09012011.pdf)

In interpreting this policy, the following guidelines may be helpful:

1. All students have a responsibility to facilitate the learning of other students, and to create an atmosphere in the classroom which is conducive to learning, free of harassment, and cooperative rather than competitive in nature. Teamwork is an essential part of health care, and the ability to be an effective team player must be demonstrated during the program.
2. Assignments or other work prepared during the program must be tasteful, professional, non-discriminatory, and respectful to academic and clinical faculty, guest lecturers, other learners, and actual or potential clients. This includes assignments presented in any form (i.e., written, verbal, video, skits, poster presentation, etc).
3. Behaviour and communication in public areas of the Department and within clinic sites must be professional, non-discriminatory and culturally sensitive. It is the right of every student to feel comfortable in the learning environment and be free of inappropriate humour or activities which may cause embarrassment or be construed as harassment.

Breaches of the professional behaviour standards and/or the policy on discrimination and harassment are dealt with under UBC policies with the utmost severity. Students are expected to display respectful, professional behaviour to all staff at all times (this includes off site visits). Behavioural issues that arise may be documented by faculty/administrative staff through the use of the “Behaviour Tracking Sheet.” Breaches in behaviour will be brought to the attention of the Department Head or the Associate Head, MPT Program for further discussion/action. Consequences may include a letter on the student’s file which may affect employment references, suspension, or dismissal from the program.

Procedures

The Department has appointed an Ombudsperson (Jennifer Barker, PT Administrative Manager) to deal with issues related to discrimination and harassment.

Informal Resolution: If an individual believes that they have experienced discrimination or harassment, they may consult with the Department's Ombudsperson or an Advisor from the Equity office. The Ombudsperson or Advisor will listen, in confidence, to the concerns, and will determine whether complaint procedures under the UBC policy apply. If the complaint procedures apply, with the complainant's permission the Ombudsperson and/or Equity Advisor will attempt an informal resolution.

Mediation: If the informal process is unsatisfactory, mediation may be necessary.

Formal Investigation: An individual may apply for a formal investigation if they do not wish to proceed with an informal resolution, or with mediation.

Confidentiality

The Ombudsperson and/or Equity Advisor must maintain confidentiality, unless there is concern for an individual's health, safety, or security. Confidentiality does not equate to anonymity. If the complaint goes forward, the complainant's identity and the details of the complaint must be released to those directly involved in its resolution. (Please note that the Freedom of Information and Privacy Act in British Columbia may require release of information regarding complaints.)

Contacts for Further Information

- **Jennifer Barker, PT Administrative Manager** (604-822-7771 or jennifer.barker@ubc.ca)
- **Equity Office** (604-822-6353)
- **Dr. Dorothy Shaw, Senior Associate Dean (Equity), Faculty of Medicine** (604-822-5821)

Access and Diversity office

1874 East Mall, Brock Hall

Tel: 604-822-5844

TTY: 604-822-9049

access.diversity@ubc.ca

Student Health Service 604-822-7011

Counselling Services 604-822-3811

First Nations House of Learning 604-822-8940

Women Students' Office 604-822-2415

Teaching and Course Evaluations

Students are required to provide feedback on the courses in the MPT Program. This feedback forms an important part of the ongoing changes to curriculum, content, delivery, and evaluation. The feedback is most useful when it is constructive and objective.

All courses use on-line evaluations. Detailed instructions will be provided by the Students Services Officer at the beginning of term and are outlined in this section.

The responsibilities of all parties involved in the evaluation process are as follows:

1. Students in the PT Department will:

- Provide fair and constructive feedback to the Instructor while respecting her/his professional judgment and expertise
- Be willing to discuss their expectations of the instructor and the course

2. The instructor will:

- Be willing to discuss her/his expectations of the students and the course

3. The Student Services Support Staff will:

- Advise students of the course evaluation process as required

4. The Associate Head, MPT Program will:

- Distribute the results to the instructors
- Discuss evaluations with clinical faculty and external instructors; and, if necessary
- Recommend strategies for improvement to clinical faculty and external instructors

5. The Department of Physical Therapy Head will:

- Review individual faculty's student evaluations as part of the annual review process

Completion of course evaluations is a professional responsibility and mandatory within the Department and the University. Grades will not be posted until a 75% response rate on all course evaluations has been achieved. Evaluations provide feedback about the learning experience for students in the MPT Program, are used to improve and update the curriculum and teaching strategies, required as part of the promotion and tenure process for faculty, and are a required component of the MPT program accreditation.

Course evaluations are completed either on-line or on paper and are completely confidential. Although the on-line system generates a list of students who have (and have not) completed the form within the specified timeframe, instructors are not able to link comments to individual students, and do not know how individual

students have ranked their performance. Instructors are also unable to view the evaluations until all grading for the course is complete and submitted.

Students will be notified via email when course evaluations must be completed, or will complete paper evaluations at the end of some lectures/labs. Students will not have their final grades for the course released until they have completed the evaluation.

Instructions for On-line Evaluations

1. Go to: [CoursEval Login Page](#) (please bookmark this site for future use)
2. Click on: **CWL Login**.
3. Login using your CWL username and password.
4. Once logged in, please access the **Survey List** to complete any active course evaluation(s).
5. If you experience difficulty logging in, contact Claudia Buffone (claudia.buffone@ubc.ca).

In addition to the evaluation at the end of the course, an instructor may also ask students to complete an additional course evaluation during the course in order to receive feedback as the course progresses. These additional evaluations may be paper based or on-line.

The Freedom of Information and Protection of Privacy Act

The Freedom of Information and Protection of Privacy Act was proclaimed in force for universities in British Columbia in November, 1994.

The Protection of Privacy portion of the Act stipulates that personal information may be released ONLY to the person the information is about, or with written consent, to a third party. Such written consent must be specific regarding:

- To whom the information may be disclosed; and,
- For what purpose the information may be used.

Personal information means recorded information about an individual including:

- Name, address or telephone number;
- Race, national or ethnic origin, colour, religious or political beliefs;
- Age, sex, sexual orientation, marital status or family status;
- An identifying number, (e.g., student number, SIN);
- Fingerprints, blood type or inheritable characteristics;
- Health care history, including a physical or mental disability;
- Educational, financial, criminal or employment history;
- Anyone else's opinions about the individual; and
- Personal views or opinions, except if they are about someone else.

Personal information collected from students can be used only for the purposes for which it was collected; for any purpose agreed to by the student; or for any purpose defined under the Act. In accordance with the Act, the Department is unable to give references, write letters, or complete verification letters without students' written consent.

The Freedom of Information portion of the Act gives students the right to request access to any records which contain personal information about themselves, unless the information is exempt from disclosure under the Act.

The Freedom of Information contact is Angela Tardif, Interim Administrative Manager.

Upon Graduation

References

In compliance with the Act, graduating students who require references (verbal or written) and/or verification letters must provide written consent for release of this information. Consent must be specific, e.g.:

"I authorize (name of person) to access my (academic and/or fieldwork) file in order to provide a (written or verbal) employment reference to (name of person) of (name of agency)."

As a matter of courtesy, it is requested that students ask a faculty member if s/he is willing to provide a reference before giving permission to do so. Students are expected to ask their faculty advisor to serve as referee, so that particular faculty members are not over-burdened with such requests.

Graduating students may be requested to permit the Department to contact their employers for feedback regarding the match between training and job requirements. Such feedback, if requested, will be confidential (the student will not be identified).

Credentialing Fees

Students are encouraged to keep copies of course and topical outlines as they may be required by credentialing bodies of other countries.

Fees have been instituted for verification of graduation and completion of credentialing documentation. The Department will assemble and certify all course and topical outlines for courses successfully completed by the student and will provide a verification letter. The fee for this service is a minimum of \$200.00 and will be assessed on a case by case basis. The fee is payable by cheque to the **UBC Department of Physical Therapy**.

To request official transcripts students must contact UBC Enrolment services. More information can be found at www.students.ubc.ca/current/transcripts.cfm.

SECTION 4: Physical Therapy Professionalism

Professional Competencies

In 2009, the Essential Competency Profile for Physiotherapists in Canada was developed and published through a partnership between the Accreditation Council for Canadian Physiotherapy Academic Programs, Canadian Alliance of Physiotherapy Regulators, the Canadian Physiotherapy Association, and the Canadian Council of Physiotherapy University Programs. The competency profile consists of the following units:

1. Expert

As experts in function and mobility, physiotherapists integrate all of the Physiotherapist Roles to lead in the promotion, improvement, and maintenance of the mobility, health, and well-being of Canadians.

2. Communicator

Physiotherapists use effective communication to develop professional relationships with clients, families, care providers, and other stakeholders.

3. Collaborator

Physiotherapists work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

4. Manager

Physiotherapists manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

5. Advocate

Physiotherapists responsibly use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

6. Scholarly Practitioner

Physiotherapists are committed to ongoing learning for the purpose of improving client outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.

7. Professional

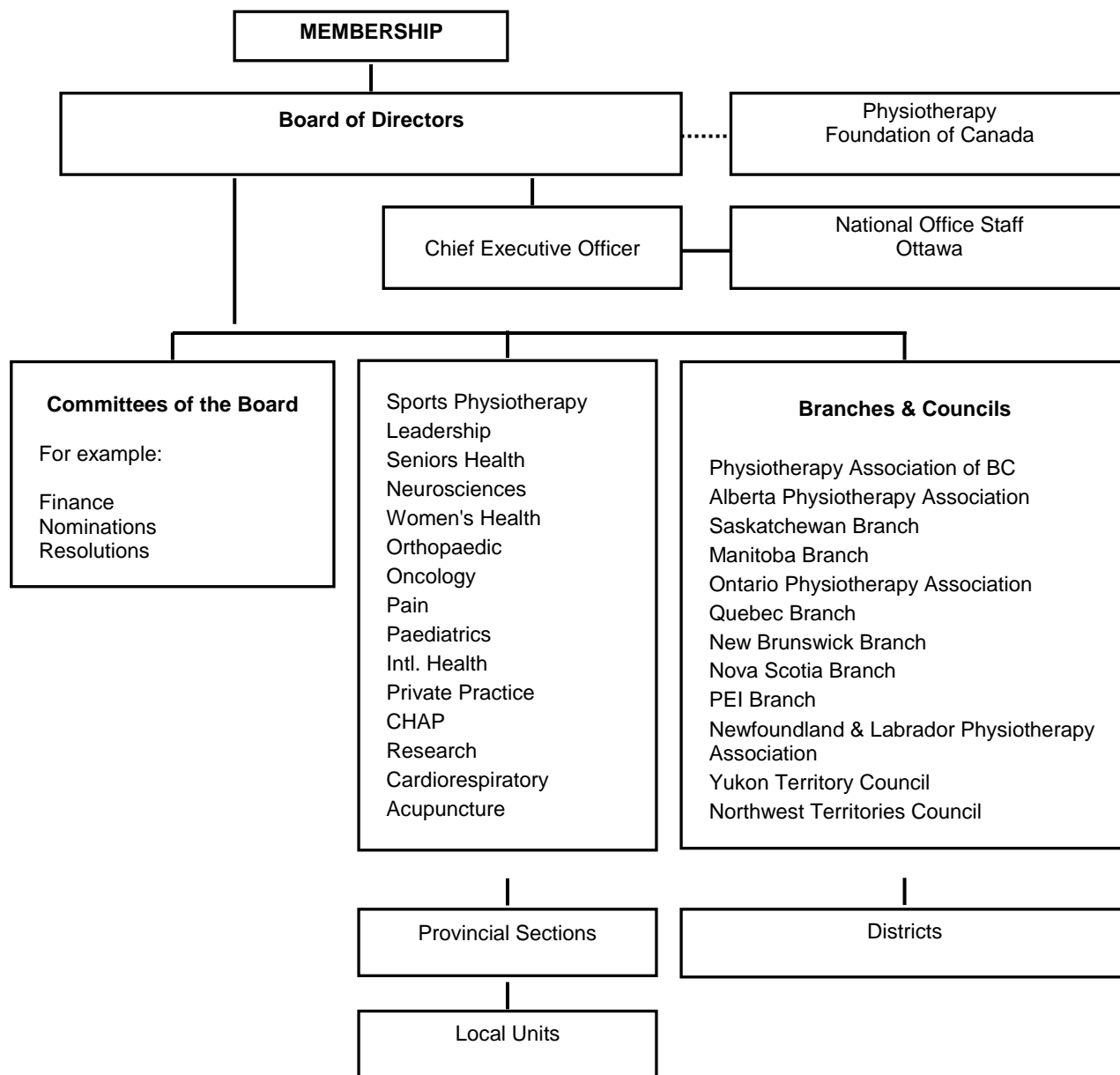
Physiotherapists are committed to the best interests of clients and society through ethical practice, support of profession-led regulation, and high personal standards of behaviour.

These competencies are expected from graduates of a physical therapy program in Canada. They were identified by the following partners:

- Accreditation Council for Canadian Physiotherapy Academic Programs
- Canadian Alliance of Physiotherapy Regulators
- Canadian Physiotherapy Association
- Canadian Council of Physiotherapy University Programs

The full document is available upon request from CPA.

The Canadian Physiotherapy Association (CPA) has been representing Canadian physiotherapists since 1920. This professional organization is dedicated to the progress and advancement of physiotherapy as an integral component of the Canadian health care system. To facilitate this mandate from its members, CPA maintains constituencies at 3 levels:



At the national level, CPA provides many networking and support services to its members. Services include offering members malpractice insurance, health and dental benefits, and accreditation of physiotherapy services. CPA maintains contact with its members by publishing PHYSIOTHERAPY CANADA and CONTACT as well as numerous pamphlets. Other responsibilities include quality assurance, and promotion and support of special interest groups (known as Divisions).

An important function of the national office is its role as an active lobbyist and publicity agent responding quickly to issues affecting physiotherapy. The annual Congress or Conference of CPA, held in different locations across the country, provides the opportunity for communication between all levels and components of the Association, as well as continuing education options. The Canadian Physiotherapy Association National Student Assembly was instituted in 1995 and has grown each year to widely represent students. Each University physiotherapy program has a representative who sits on the National Student Assembly.

The British Columbia branch of CPA, the Physiotherapy Association of BC (PABC) liaises with the national office and promotes the interests of physiotherapists at the provincial level. Continuing education and communication is promoted at the branch and district level through *Directions in Physiotherapy*, the provincial newsletter.

Physiotherapists in private practice are represented through the PABC Business Affairs Committee, and physiotherapists in public practice are represented through the Public Practice Committee.

District executives interact directly with members and communicate their needs to the Branch and National Association offices. They lobby on behalf of the profession at the local political level and promote continuing education programs.

Membership in CPA

Any physiotherapist who holds or has held a license in any province is eligible for membership in CPA (provided the license was not removed for disciplinary reasons). Licensed graduates are automatically eligible to apply for membership in the CPA and the PABC. Students can join during any year of their program and membership is free for the first year. If student membership is maintained, MPT graduates are entitled to 50% off the full fees at the national level and at the provincial level in BC for their first membership year as a new graduate.

While CPA membership is not mandatory for physiotherapists practicing in Canada, it is strongly encouraged as an important vehicle for promotion of the profession. Support of the professional organization is a professional responsibility.

Special Interest Groups

The following fifteen special interest groups (Divisions) exist within CPA: Acupuncture, CHAP (Canadian Horse and Animal Rehabilitation Therapy), Cardio-respiratory, International Health, Leadership, Neurosciences, Oncology, Orthopaedic, Paediatric, Pain, Private Practice, Research, Seniors Health, Sports Physiotherapy and Women's Health. Each Division has a newsletter, and provides opportunities to gain expertise through advanced post-graduate training in each area. Division membership requires the payment of a nominal fee, which is discounted for students.

The College of Physical Therapists of BC

www.cptbc.org

The College of Physiotherapists of BC is the regulatory body that oversees self-regulation of the profession, which includes licensing. Its mandate is to protect the public by governing the practices of physical therapists working in BC. CPTBC is involved in determining standards of practice and is responsible for ensuring peer review in response to complaints from the public.

The Canadian Alliance of Physiotherapy Regulators and the Physiotherapy Competency Exam (PCE)

www.alliancept.org

The Canadian Alliance of Physiotherapy Regulators (the Alliance) is a consortium of the provincial regulators in physical therapy across the country. A representative from each provincial regulator sits on the Alliance board to discuss national issues relating to regulation. It is the Alliance that administers the Physiotherapy Competency Examination (PCE), required for physical therapy licensure in most Canadian provinces.

The PCE is composed of two parts: a written, multiple choice examination (200 questions) called the Qualifying Examination (QE) and an objective, structured, clinical examination (OSCE) consisting of 16 practical stations testing clinical and professional skills, judgement and attitudes.

Please refer to the current handbook on the alliance website (www.alliancept.org) for examination dates, application deadlines, costs, payment options etc.

Places in the examination are assigned on a first come first served basis.

In the unlikely event of a failure of the QE and/or the PNE/OSCE, applicants can re-sit the examination at the next available date upon re-application. Over 99% of Canadian graduates pass the QE and approximately 94% pass the PNE/OSCE. UBC MPT graduates have typically been very successful in the exam. Although candidates may sit the examination three times, an interim license will only be granted once and expires after one year. There are also specific circumstances under which an interim license may not be renewed (e.g., if failure is the result of major safety concerns).