



PTH 574 – Clinical Practice VII

COORDINATOR:	Sue Murphy	COURSE OFFERED:	Block G - 2014
OFFICE HOURS:	By appointment	CREDIT VALUE:	4 (0-2-2)
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INSTRUCTORS:

Clinical Preceptors at designated clinical sites; Sue Murphy (sue.murphy@ubc.ca)

I. COURSE DESCRIPTION

The purpose of this clinical fieldwork experience is to build on previous clinical experience provided in PTH 534 & 554, to practice and build on the additional knowledge and skills provided in blocks E, F & G of the program, and to synthesise and integrate knowledge and skills from all aspects of the MPT program to date in the clinical setting. Students will be given the opportunity to demonstrate entry level clinical competence in a variety of clinical settings, with clients with both simple and more complex presentations. Following successful completion of this course, students should be competent to practice at entry level.

II. COURSE OBJECTIVES

By the end of this course the student will:

1. Demonstrate a safe, professional, client centred and evidence based approach to the assessment, treatment planning, intervention and evaluation of both non-complex and complex clients in the assigned clinical areas. This includes:
 - a. Completion of a full assessment of the client, smoothly and within a reasonable time frame, taking into consideration the patient's physical and psychological status and providing adequate explanation and information to the patient.
 - b. Selecting, applying and justifying choice of appropriate tests, assessment measures & evaluation tools to be used
 - c. Accurate gathering of relevant subjective and objective data from the patient's medical record and from the patient/family interview pertinent to the patients physiotherapy care
 - d. Designing an appropriate evidence based course of treatment for assigned clients including a basic treatment plan for those with complex needs
 - e. Selection of appropriate outcome measures and effective evaluation of the patient using these tools
 - f. Competent independent application of basic physiotherapy treatment techniques
 - g. Reevaluation and adjustment of the treatment program as indicated by ongoing assessment findings



- h. Developing and delivering appropriate patient / family education
 - i. Planning for timely patient discharge and determining an appropriate post discharge treatment regime (including provision of equipment as required)
2. Develop appropriate therapeutic and interpersonal relationships with the client, preceptor, and other members of the health care team. This includes demonstrating leadership skills in an interprofessional / healthcare team, including effective resolution of conflict and management of change
3. Use time management skills to organize, prioritize and schedule an appropriate patient caseload
4. Demonstrate Professional Behaviour in assigned clinical settings and appreciate the balance between work, professional activities and personal responsibilities
5. Act as a self-directed learner by identifying personal learning needs, strategizing to meet these needs and following up to ensure needs are met
6. Demonstrate reflective practice by providing written reflections on clinical performance and issues and by self evaluation of clinical performance
7. Provide constructive and appropriate feedback to clinical supervisors and clinical sites, including suggestions for future students / placements where appropriate.
8. Participate in activities addressing quality of service using outcome measures, effectiveness studies and clinical observation.

III. METHOD OF INSTRUCTION

Classroom instruction consisting of 4 hours of Lecture and Lab sessions, self-study, and 2 five week full-time clinical experiences (180 hours each, 360 hours in total) in selected affiliated health care facilities / sites, under the supervision of one or more clinical instructor(s).

See course schedule for Placement dates. Shift Times at clinical sites are determined by the site and may include evenings and weekends. For pre/ post placement classroom session times, see topical outline.

IV. REQUIRED/RECOMMENDED READINGS

1. Site Orientation / Pre-reading. Some health authorities (e.g.: VCH, FHA) and facilities have specific orientation or pre-reading requirements that must be completed by the student prior to the start of the placement. Please see the clinical education section of the Department website for orientation materials which are relevant to your specific site.
2. It is expected that students review appropriate course note and materials from courses relevant to the clinical area of practice the student will be experiencing. (Clinical sites/preceptors may be able to give direction as to the most relevant clinical areas to focus on.).



3. Clinical Education Manual and T-Res Manual. Students are required to review and have a working knowledge of the UBC MPT Clinical Education Manual and the T-Res manual in advance of the placement.
4. Preceptor Education program. It is expected that students have a working knowledge of the Preceptor Education Program (“PEP”) modules (www.preceptor.ca). For further details on the PEP modules see course outline for PHTH 534.

V. METHODS OF EVALUATION

Mark will be Pass / Fail. In order to successfully complete the course and gain a Pass standing, the student will:

1. Attend all classroom sessions related to the course.
2. Develop personal learning objectives for each placement based on identified learning needs and use these to formulate a learning plan
3. Send an introductory letter to the clinical site at least four weeks prior to the placement, addressed to the appropriate person at the facility where clinical experience has been arranged. Email is acceptable for this communication. (A sample letter may be found on the course website.)
4. Adhere to the student-related policies in the UBC Physical Therapy Clinical Education Manual, as well as to relevant UBC and Faculty of Medicine policies (e.g., professional behaviour).
5. Adhere to professional standards of practice and ethical codes of conduct as outlined by CPTBC (College of Physical Therapists of BC).
6. Gain a “Pass” standing on each of the two clinical placements using the CPI or APP standardised evaluation tool. (For performance expectations, see Appendix 2.) Successful completion of this course will require demonstration of entry (new graduate) level competence in the skills and knowledge required in assigned placement areas.
7. Complete a Clinical Log using T-Res to capture placement learning experiences
8. Complete a Learning plan using the T-Res system
9. Complete and submit at least one reflection per week using the T-Res system whilst on placement. At least one reflection per placements must address issues related to Interprofessional care and/or collaborative practice. Reflective comments which do not demonstrate an adequate level of reflection will be returned to the student for further work. (Suggested reflection questions can be found in Appendix 1).
10. Complete a self-evaluation using the CPI or APP form at mid-term and end of the placement and discuss this with the preceptor
11. Complete an evaluation of the site at midterm and end of the placement and discuss this with the supervisor or site coordinator.



Evaluation Guidelines:

The Department is bound by the regulations of the Faculty of Graduate Studies. These regulations state: *Failed courses cannot be credited toward a graduate program.*

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

Please refer to the MPT Student Handbook for further student policies and procedures

TOPICAL OUTLINE

Clinical Placement dates: 3A: June 9 – July 11; 3B: Aug 25 – Sept 26, 2014.



APPENDIX 1: SAMPLE REFLECTION QUESTIONS

The following questions are intended to be a guide only. Students are not required to answer these specific questions in their reflections, but it is hoped that these questions may facilitate the reflective process. Questions with an (IP) designation may be helpful in reflecting on the Interprofessional care and/or collaborative practice.

- How would you like to change a client's physiotherapy treatment if there was no limit to resources available? (e.g., time/money)
- Think about a patient who required treatment or care that was not "textbook" and required creativity. What was the physiotherapist's role in this treatment/care, and how was creativity provided without violating ethical guidelines?
- What are some of the "tricks of the trade" you are seeing during this placement? What are some of your own "tricks of the trade" you have developed during the program?
- What types of clients in your current caseload do you find it most interesting or challenging to treat? Why?
- What types of clients or clinical setting are you hoping to work in as a new graduate? Why?
- What challenges do you find for your personal values in this clinical setting? How do you deal with clashes of the health care system vs. personal values?
- What issues do you see in the health care system that affects physiotherapy practice in this clinical setting and how would you like to see these issues resolved?
- What opportunities do you see for new/entrepreneurial physiotherapy programs within your current area of practice?
- How do you feel about the role of the PT in your current clinical setting? How would you like to see this change or evolve and why?
- What other options for treatment are there with a specific client? Why was a specific treatment regime chosen, and what were some of the advantages/disadvantages of this treatment regime?
- What treatments do you see used in the clinical setting which are not evidence-based and why do you think they continue to be used? Do you believe these treatments should continue to be used? Why (or why not)?
- Think of a situation where there was conflict between health care team members. What advice would you give to the team members to facilitate resolving the conflict given the beliefs and positions of the team members?
- Think of a situation where a patient did not have a positive outcome from treatment. If you could replay the scenario, how would you handle it differently to ensure a more positive outcome?
- What are some of the learning needs you identified on this placement which you will work on as a new graduate and what strategies will you use to work on these?



- Why is referring clients to other health care team members sometimes challenging? What strategies will you use to overcome these challenges and what is your rationale for these strategies?
- How would you change the role of support personnel in this clinical setting? What would you need to consider if you changed their role in this way?

APPENDIX 2: PERFORMANCE EXPECTATIONS FOR LEVEL 3 PLACEMENTS.

During the Level 3 placements you are expected to:

- Adhere to CPTBC standards of practice and an ethical code of conduct.
- Demonstrate professional behaviour at all times.
- Evaluate/critique the different roles a PT may play in different health care environments and make recommendations for alternate roles.
- Play a leadership role in an interprofessional team.
- Communicate effectively with patients/clients/residents (including those with cognitive difficulties), their families, and with other team members including situations involving conflict or negotiation.
- Assess the client and design an appropriate treatment plan including the appropriate, functional client-centred goals.
- Evaluate the pros and cons of range of possible physiotherapeutic treatment options for the client, and provide a rationale for a chosen treatment.
- Evaluate the effectiveness of selected treatment strategies and revise the treatment plan accordingly.
- Develop a comprehensive discharge plan for clients.
- Act as a self-directed learner by identifying personal learning needs, strategizing to meet these needs and following up to ensure needs are met.
- Refer clients appropriately to other healthcare team members.
- Complete reports for third party payers (as required).
- Assign tasks to support personnel and provide appropriate supervision.
- Participate in service quality improvement initiatives.
- Demonstrate effective time management and the ability to manage an appropriate caseload.