

UNIT VI OVERVIEW - Integrated Practice & Professional Transition

During the 14 week academic component of the unit, students worked on integrating knowledge, skills, and behaviours in order to provide optimal care for clients with complex and/or chronic conditions with consideration of the constellation of factors that impact their care. The overall goal of the courses comprising this final unit was to facilitate transition into professional practice.

The **Problem-Based Tutorials** and **Clinical Labs** courses have been designed to enable students to assess and treat clients with complex health problems involving multiple systems and physical, psychological and environmental issues. The problems build on content studied in Units I to V and include specialty areas of practice. The key themes of collaborative care, pain management, functional movement, and occupational performance will be apparent throughout these courses. In addition to drawing on current knowledge and skills, students identified and addressed gaps in knowledge and skills required to manage complex health conditions found in physiotherapy practice. Emphasis was on clinical reasoning (using the ICF model), determining client-centred goals of management, and designing, implementing, and modifying physiotherapy interventions based on current best evidence with consideration of the specific factors impacting the care of each client.

In the **Professional Transition** course, students explored some of the current and future challenges facing the profession as they prepare for their transition to professional practice. There was a series of guest seminars and workshops, many held jointly with Term 6 occupational therapy students. These sessions addressed a variety of topics such as entrepreneurship in the professions, challenges working in different practice settings, and legal and political issues in the profession.

The **Research and Evidence Based Practice** course integrated and developed research knowledge, skills and methodology through participation in active research. This course was structured to allow students to carry out a research project of their own design, or to participate and collaborate in ongoing research projects.

UNIT VI OBJECTIVES

OBJECTIVES	PBT	CL	REBP	PRT	CE
KNOWLEDGE: With sufficient depth for physiotherapeutic management of individuals with complex health conditions, the student will be able to:					
K01 describe the epidemiology, causation, natural history, clinical presentation, burden of illness, role of social determinants of health, positive and differential diagnoses, and interdisciplinary management (including pharmacological) of health conditions addressed in this unit	X	X			X
K02 describe the relationship between health conditions addressed/discussed in this unit (chronic pain, amyotrophic lateral sclerosis, osteoporosis, pregnancy-related low back pain and stress urinary incontinence, spina bifida, amputations, burns, musculoskeletal disorders, rheumatic and psychiatric disorders) and body systems (neurological, musculoskeletal, cardiovascular, respiratory, reproductive, urinary, digestive, skin)	X	X			X
K03 discuss functional limitations and disabilities associated with growth/aging, and health maintenance/promotion in the context of the conditions studied	X	X			X

OBJECTIVES	PBT	CL	REBP	PRT	CE
K04 demonstrate how the ICF model of disablement provides the conceptual framework for establishing a specific physiotherapeutic assessment, diagnosis/clinical impression and evidence-based intervention for individuals with conditions discussed in this unit	X	X			X
K05 describe how an entry level physiotherapist can assess and optimize a client's capacity for successful occupational performance in various work environments	X	X			X
K06 integrate knowledge to identify signs of pre-clinical conditions that may be present in a primary health care environment, including malignant melanoma, movement and neurological disorders, and select appropriate steps of action	X	X			X
K07 demonstrate a general understanding of the scopes of practice of other health professionals and how to maximize client care through referrals and a team approach	X	X		X	X
K08 discuss how a physiotherapist can effectively assess and assist in the management of various types of pain at all stages of life	X	X			X
K09 incorporate principles of self-management in a chronic disease	X	X			X
K10 apply strategies for primary, secondary, and tertiary prevention of disability pertaining to chronic disease	X	X			X
K11 identify appropriate community resources available to clients	X	X			X
K12 discuss outcome measures to assist with diagnosis, prediction of health outcome, treatment planning, and evaluation of treatment effectiveness	X	X			X
K13 describe normal functional movement characteristics (including gait) and identify deviations in clients.	X	X			X
K14 discuss principles of program/business development and management, and how they could be used in clinical practice				X	
K15 discuss how to plan for challenges and common areas of concern for new physiotherapy graduates and develop strategies to address them				X	
K16 identify where ethical dilemmas may arise in a given clinical scenario	X	X		X	X
K17 discuss how health policy and legislation can impact clinical practice	X			X	x
K18 discuss the knowledge and skills required of a preceptor providing clinical education				X	
K19 describe the expectations and domains of physiotherapy regulatory and professional bodies				X	
K20 Demonstrate a general understanding of the research process and related issues (including ethical & legal)			X		

OBJECTIVES	PBT	CL	REBP	PRT	CE
SKILLS: Using the clinical reasoning process, the students will be able to:					
S01 perform an assessment which includes the appropriate subjective and objective examination components to develop a clinical impression and determine what, if any, physiotherapy intervention is indicated	X	X			X
S02 plan, implement, evaluate and modify/progress/ discontinue a physiotherapy treatment program that considers clients' health conditions and specific contextual factors (ICF model)	X	X			X
S03 demonstrate competence in prescribing client-specific, evidence-based therapeutic exercises for individuals with chronic disease	X	X			X
S04 work effectively in teams to complete research projects, presentations and assignments.	X		X		
S05 develop a proposal for a new program, emerging role or business in physiotherapy				X	
S06 discuss and critically appraise research methodology of clinical studies	X		X		X
S07 communicate effectively through written assignments, presentations, and printed handouts	X	X	X	X	
S08 conduct research, analyse results and report findings			X		
S09 comply with regulations regarding informed consent	X	X	X		X
PROFESSIONAL BEHAVIOURS The student is expected to:					
P01 communicate effectively, honestly and respectfully with clients, their families, caregivers, coworkers, team members, and other health professionals to achieve collaboration and service coordination	X	X	X	X	X
P02 respectfully provide feedback to others and receive feedback her/himself	X	X	X	X	X
P03 demonstrate effective skills as a self-directed learner, facilitator/leader, educator, supervisor, advocate, care provider and consultant as the need arises	X	X	X	X	X
P04 demonstrate the personal qualities required for professional life	X	X	X	X	X

LEGEND:

PBT = Problem-Based Tutorials

CL = Clinical Laboratories

REBP = Research and Evidence Based Practice

PrT = Professional Transition

CE = Clinical Education