



**McGILL UNIVERSITY - PHYSICAL AND OCCUPATIONAL THERAPY - U1 - U2 - U3**

**U3 CURRICULA PLAN - 2000-2001 - PHYSICAL THERAPY PROGRAM**

**FALL: TERM A**

Academic Term (9 wks) + Exams (1 wk)+ Clinical IV (5 wks) = Total 15 wks

**WINTER: TERM B**

Clinical I (5 wks) + Academic Term (8 wks) + Exams (2 wks) = Total 15 wks

<b>Academic Term</b> Sept 5 - Nov 3	<b>Exams</b> Nov 6 - 10	<b>Clinical Block</b> Nov 13 - Dec 15	<b>Clinical Block</b> Jan 3 or 4 - Feb 2	<b>Academic Term</b> Feb 5 - Apr 10	<b>Exams</b> Apr 11 - 27
582-401A RESEARCH METHODS 3cr		581-420A CLINICAL AFFILIATION IV 3cr	581-421B CLINICAL AFFILIATION V 3cr	582-445B ADMINISTRATION / MANAGEMENT 4cr	
581-432A PAIN MANAGEMENT 3cr				581-434B BIOMECHANICS II 3cr	
581-433A COORDINATED REHABILITATION I 3cr				581-435B COORDINATED REHABILITATION II 3cr	
582-447A SPECIALIZED AREAS OF PRACTICE 2cr				581-438B FITNESS/INJURY MANAGEMENT 2cr	
				582-446B CURRENT TOPICS IN REHABILITATION 2cr	

Note: 581 - PT  
582 - OT/PT



**582-401A - RESEARCH METHODS**

**Credits:** 3

**Lecturer:** N. Korner-Bitensky (Coordinator)

**Topic Experts:** S. Wood-Dauphinee, N. Korner-Bitensky, I. Gélinas, B. Mazer, J. Fung, L. Snider, N. Paquet, P. McKinley

**STRUCTURE**

Two 2-hour interactive sessions per week for nine weeks in addition to 1 hour weekly of self-directed learning or seminar work.

**OBJECTIVES**

This course is not designed to create a researcher. It will enable the graduating therapist to make sense of the vast amount of literature in rehabilitation.

**McGILL UNIVERSITY - PHYSICAL AND OCCUPATION**

**COURSE SCHEDULE**

**Day and Time to be announced**

- # 1 *overview, surveys, sampling frame*
- #3 *statistics that tell the wrong story*
- #5 *reliability, validity, diagnostics*
- #7 *case-control studies*
- #9 *randomized clinical trials*

#11 Thanksgiving Holiday

#13 Day 1 and Ti 60.35 4nS -26.25 TDsu Tcw15oF2r1 6.25 TD /F2 10.5 Tf

#9

#9



**582-445B - ADMINISTRATION/MANAGEMENT**

**Credits:** 4

**Lecturers:** E. Aston-McCrimmon (Co-Coordinator), C. Storr (Co-Coordinator)  
P. Allard, A. Di Re, Guest Lecturers

**COURSE STRUCTURE**

The course will consist of lectures/seminars/presentations over an eight week period on Monday and Wednesday mornings from 9:30 a.m. - 12:30 p.m. starting February 5, 2001.

**LEARNING OUTCOMES**

As the practice of Physical and Occupational Therapy shifts from a hospital/rehabilitation base to ambulatory care, the community and the private sector, increased business and management skills are needed. This course is designed to incorporate business administration as it pertains to the health field to include organizational and management knowledge for the development of skills and behaviours required to support practice both in the public and the private sector. It incorporates an understanding of organizational and change theory, as well as marketing and entrepreneurial strategies.

These skills and behaviours in administration and management are developed and refined with experience gained following graduation, and are not expected to be well developed in the entry-level practitioner.

Thus, the skills and behaviours anticipated in the new graduate will involve knowing where and how to obtain the supports, mentoring and resources to fulfill the responsibilities related to administration and management functions which may be required in the work situation. Life-long learning in the area of administration/management is an anticipated outcome.

The goal of this course therefore is to sensitize students to the administrative and management processes appropriate for the changing roles that the physical or occupational therapy graduate will have in the years to come.

**COURSE OBJECTIVES**

Based on a knowledge of organizational theory, management, health care and human resource policies, the student shall be able to:

1. discuss the professions of Occupational and Physical Therapy in relation to legislation, health professional organizations and unionization;
2. relate and understand professional ethics and the law in relation to professional practice;
3. apply the dimensions of Codes of Ethics to the practice of Occupational Therapy.
4. given public and private rehabilitation facility situations:
  - a) identify the administrative tasks involved in their management;
  - b) identify and prepare pertinent facility records and reports and indicate how they are used and maintained;
  - c) design a rehabilitation facility for each setting taking into account the specific client population needs and the economic, architectural and resource factors and merits;

- d) plan and implement marketing principles;
  - e) outline a total quality management control program including risk and utilization parameters;
5. analyse the intricacies of interpersonal relationships and team interactions within the health care system;
6. identify and provide positive reinforcing recommendations for interpersonal relationships and team management.

**COURSE CONTENT**

- A. Principles of Organizational Theory:
- C organizational design and behaviour theory
  - C development and strategy
  - C organizational change theory and strategy
  - C organizational restructuring
  - C governance
- B. Principles of Management Theory to Include:
- C development of mission and mandate
  - C leadership theory
  - C facilitation of teams
  - C program and service delivery planning
  - C matrix and program management and evaluation
  - C quality management, quality improvement, quality assurance, risk management
  - C policies and procedures - purpose and development
  - C departmental planning in public and private sectors
- C. Strategic Information Management:
- C outcome/effectiveness indicators and charting
  - C management information, productivity and service utilization
  - C client-based information systems (case mix, grouping, methodologies and clinical records)
  - C market and business analysis
  - C privacy/confidentiality requirements and responsibilities
- D. Human Resource Policy, Planning and Management:
- C recruitment, selection, retention, evaluation
  - C compensation systems
  - C supervision, delegation and facilitation
  - C labour relations - impact on workplace, work teams, conflict resolution
  - C curriculum vitae/resume - preparing and interpreting
  - C job interview process, job preview process
  - C employee assistance, e.g. stress management counselling
  - C alternative employment contracts
  - C equity issues
- E. Fiscal Resource Management Including:
- C budgeting process
  - C productivity
  - C cost-effectiveness
- F. Modes of Service Delivery Including:
- C institutional practice
  - C private practice
  - C community based practice including health management organizations (HMOs), local community health

- clinics (CLSCs)
  - C industrial/worksite based practice
  - C evidence-based practice
- G. Standards of Practice Issues:
- C efficiency
  - C efficacy
  - C appropriateness
  - C cost effectiveness
  - C outcome measures
  - C ethical/legal considerations
- H. Marketing and Entrepreneurial Strategies:
- C environmental analysis
  - C developing the business plan and requests for proposal
  - C outsourcing on non-core competencies, e.g. technical writing, public relations
  - C strategic marketing
    - business marketing, strategic business planning
    - social marketing

**RECOMMENDED READINGS**

Bailey, D.M. & Schwartzberg, S.L. *Ethical and Legal Dilemmas in Occupational Therapy*. F.A. Davis.

Blair, J. & Gray, M. (1985). *The Occupational Therapy Manager*. The American Occupational Therapy Association.

Hickok, R.J. *Physical Therapy Administration and Management*, (2<sup>nd</sup> edition). American Physical Therapy Association.

Physiotherapy/Occupational Therapy Workload Measurement System. Health and Welfare Canada, 1988.

Purtilo, R. (1993). *Ethical Dimensions in the Health Professions*. W.B. Saunders.

The Canadian Patient's Book of Rights - Lorne Elkin Rozovsky.

Treatment and Progress Records: A Guide to the Preparation and Keeping of Treatment and Progress Records- Canadian Physiotherapy Association.

Walter, J. (1993). *Physical Therapy Management*. Mosby.

Clinical Practice Guidelines, A Discussion Paper for the Canadian Physiotherapy Association - The Canadian Physiotherapy Association, May 1996.

**EVALUATION**

- |                                                                 |     |
|-----------------------------------------------------------------|-----|
| 1. Group OT/PT Project                                          | 55% |
| a) Presentation (scheduled during last 5 classes) (30%)         |     |
| b) Paper (due last day of class) (25%)                          |     |
| 2. Written Short Answer Examination (during Examination Period) | 45% |



581-420A - CLINICAL AFFILIATION IV

581-421B - CLINICAL AFFILIATION V

**Credits:**           3 581-420A  
                          3 581-421B

**Lecturer:**         L. Asseraf-Pasin, Acting Academic Clinical Coordinator, P.A. Wells (On Leave)

**COURSE STRUCTURE**

These two courses are the fourth and fifth of the five Clinical Affiliation courses which commenced in U1 and continue over the three years of the program. Clinical experience in the various McGill teaching Hospitals or other accredited centres is provided. The student is given the opportunity to practice physical therapy, to observe in other clinical disciplines and participate in teaching rounds and in in-service education. An evaluation of performance is given for each rotation by the supervising therapists who use the clinical assessment form, "*Clinical Performance Instrument*", shown on the following pages. The final evaluations for these rotations will be used to judge the clinical competence of the student in the overall clinical affiliation program. Each of the five clinical affiliations must be passed sequentially.

If a student does not achieve a satisfactory standing on a particular rotation, **fBE**

4. develop observational, analytical and interpretive abilities for effective evaluation of the patient and planning of treatment goals;
5. develop student's ability to design appropriate treatment programs and modify them according to the changing status and safety of the patient;
6. develop student's ability to execute effective therapeutic procedures;
7. develop student's organizational ability so as to make optimal use of time;
8. develop qualities necessary for effective interpersonal relationships (with patients, other health care professionals and non-professional staff);
9. develop verbal and written skills;
10. develop professional behaviour in accordance with the existing code of ethics of the O.P.Q.;
11. define and strive for achievable outcomes;
12. use differential diagnosis and predict prognosis.

**CONTENT**

Rehabilitation, trauma, surgery, cardio-respiratory, geriatrics, paediatrics, community care.

The Physical Therapy Program is made up of 105 credits of academic and clinical courses given over three years in seven semesters. The five Clinical Affiliation courses make up over 1000 hours of clinical practice and have a course value of 18 credits. These clinical affiliations start in Term B of Year one, incorporate a summer semester of 12 weeks between Years two and three and finish with a fall and winter block in Year three.

<b>U1</b>	<b>Winter Term</b>	<b>581-220B</b>	<b>6 weeks</b>	<b>0 credits</b>
<b>U2</b>	<b>Summer Term</b>	<b>581-320C</b>	<b>6 weeks</b>	<b>6 credits</b>
<b>U2</b>	<b>Summer Term</b>	<b>581-321C</b>	<b>6 weeks</b>	<b>6 credits</b>
<b>U3</b>	<b>Fall Term</b>	<b>581-420A</b>	<b>5 weeks</b>	<b>3 credits</b>
<b>U3</b>	<b>Winter Term</b>	<b>581-421B</b>	<b>5 weeks</b>	<b>3 credits</b>

**Clinical Session Dates - 2000-2001**

<b>U1</b>	<b>Session I</b>	<b>March 19 - April 27, 2001</b>
<b>U2</b>	<b>Session II*</b>	<b>April 30 - June 8, 2001</b>
<b>U2</b>	<b>Session III</b>	<b>June 11 - July 20, 2001</b>
<b>U2</b>	<b>Session IV</b>	<b>July 23 - August 31, 2001</b>

**\*Only two of the three sessions in the Summer Term must be completed by U2 students.**

<b>U3</b>	<b>Session V</b>	<b>November 13 - December 15, 2000</b>
<b>U3</b>	<b>Session VI</b>	<b>January 3 - February 2, 2001</b>

**DRESS CODE**

Each student is responsible to purchase the following for use in the clinical setting: full length navy blue pants; white top either polo style or shirt with sleeves; plain white or navy sweater may be worn over the shirt. Walking shoes (no canvas shoes or sandals) and matching socks are required. An identification tag (purchased through the

Students Society) is compulsory and must be worn on the outside of the shirt or sweater at all times when in the clinical setting.

**REQUIRED TEXT**

To be announced.

**HOSPITAL EVALUATION**

For each rotation the student is required to complete the "Student Evaluation of Hospital Affiliation" form. The completed form must be handed to the Centre Coordinator of Clinical Education on the last day of the rotation. As well, students must complete a self evaluation form.

**STUDENT EXPERIENCE BOOKLET**

During the clinical program the students are required to complete the appropriate clinical experience sheet. The booklet is made available in March of the first year of studies and must be picked up from Room D20 by March 15. The student is responsible to enter the information on each rotation and present it to the next hospital. **Following completion of the final rotation in U3 the completed booklet must be returned to the Academic Coordinator of Clinical Education, Room 39, Davis House. Failure to do so may result in a delay of final clinical mark.**

**HOSPITAL HANDBOOK**

Prior to **(one week before)** the beginning of a rotation the student must obtain the Hospital Handbook from the Main Office (D20). The student is expected to read it before the start of the rotation.

**IMMUNIZATION**

*Reminder:* All students must have obtained the immunization card from the McGill Student Health Services before entering the first clinical placement. This card indicates that the student has the necessary inoculations for clinical practice. The card must be presented to the Centre Coordinator of Clinical Education on the first morning of each clinical practice period.

Failure to complete the required tests before the Clinical Periods will result in the student being unable to enter the clinical setting.

**CARDIOPULMONARY RESUSCITATION**

*Reminder:* It is compulsory that all students have a valid up-to-date CPR certificate before entering each clinical placement. This certification must be maintained over the three years of the program.

Failure to attain a valid CPR certificate before the Clinical Periods will result in the student being unable to enter the clinical setting.

**581-432A - PAIN MANAGEMENT**

**Credits:** 3

**Lecturers:** A. Lamontagne (Coordinator), Guest Lecturers

**COURSE STRUCTURE**

This lecture/seminar course will be preceded by three morning seminars (Burn Management, Pain Management and AIDS Management) to be presented to the U3 Physical and Occupational Therapy class during the integration block which starts on September 5, 2000.

Tuesday, September 5	9:00 a.m. to 12:00 Noon	Pain Management
Wednesday, September 6	9:00 a.m. to 12:00 Noon	Burn Management
Friday, September 8	9:00 a.m. to 12:00 Noon	AIDS Management

The Pain Management course will be given two mornings per week on Mondays from 9:00 a.m. - 11:00 a.m. and Wednesdays from 9:00 a.m. - 11:30 a.m. starting September 11 to November 1, 2000. There will be courses on Friday mornings, October 6 and 13, 2000 from 9:00 a.m. - 11:00 a.m. Two additional 2-hour lectures will be scheduled during the weeks of October 23 and 30, 2000.

The final examination will be held during the November examination week, November 6-10, 2000.

Students will attend lectures and student presentations and will participate in clinical problem solving sessions.

**GOALS**

Terminal outcome: At the end of this course, students will be able to evaluate pain, set treatment goals, plan and apply an efficient treatment to reduce pain using physical agents and rehabilitation approaches.

**OBJECTIVES**

Following attendance and active participation in the class, the student will be able to:

1. Explain the anatomical and physiological basis of pain.
2. Explain the current theories underlying the physical, psychological and pharmacological basis of pain relief.
3. Recognize how age, gender, culture and the environment contribute to the pain experience and must be considered in the assessment and management of pain.
4. Assess the client's pain experience, i.e. the physical, emotional and cognitive components of pain.
5. Distinguish between acute and chronic pain, and identify the differences in the assessment and management of these two types of pain.
6. Plan an individualized, effective treatment to reduce pain, using physical agents (including thermotherapy, hydrotherapy, electrotherapy, manual therapies and exercises).

7. Be familiar with the psychological and pharmacological intervention to treat pain, and the multidisciplinary approach of pain clinics.
8. Adopt a critical appraisal perspective toward the use of assessment and intervention strategies.

**REQUIRED TEXTS**

Melzack, R. and Wall, P.D. (1996). *The Challenge of Pain*, (updated 2<sup>nd</sup> edition). Penguin Books Canada.

Course Pack.

**RECOMMENDED TEXT**

Wells, C. and Nown, G., (1998). *The Pain Handbook. Self-Help Methods for Managing Pain*. Key Porter Books Limited, Toronto.

**EVALUATION**

Quizzes (3 x 5%)	15%
Pharmacological assignment	10%
Case presentation (oral)	25%
Final exam (short answers)	50%

**581-433A - COORDINATED REHABILITATION I**

**Credits:** 3

**Lecturers:** E. Aston-McCrimmon (Coordinator), V. Elkins, P. Allard, Guest Lecturers

**COURSE STRUCTURE**

This lecture/seminar/practical course will be held from September 5 to November 2, 2000 on Tuesdays and Thursdays as scheduled. It will be divided into three sections as follows:

<b>Section A - Obstetrics</b>	September 5 to September 28, 2000
<b>Section B - Career Planning in Health Care</b>	October 5 to October 12, 2000
<b>Section C - Ethical Dimensions of Health Care</b>	October 19 to November 2, 2000

**Section A - Obstetrics**

**OBJECTIVES**

This theoretical and practical section is to provide the student wi

Purtilo, R. (1996). *Health Professional and Patient Interaction* 5<sup>th</sup> edition). W.B. Saunders Co.

Purtilo, R. (1993). *Ethical Dimensions in Health Professions* 2<sup>nd</sup> edition). W.B. Saunders Co.

Readings will be assigned as necessary.

**EVALUATION**

<b>Section A:</b> Written Examination - October 3, 2000	60%
<b>Section B:</b> Presentations of Résumés and Cover Letter (In October)	15%
<b>Section C:</b> Final Examination - case-based situations	25%



**581-434B - BIOMECHANICS**

**Credits:** 3

**Lecturer:** S. De Serres (Coordinator)

**COURSE STRUCTURE**

1. Two 2½-hour lectures (Tuesdays and Thursdays from 9:00 a.m. to 11:30 a.m.) per week from February 6 to April 10, 2001.
2. One mandatory 3-hour laboratory session.
3. Two optional tutorial sessions: one during the week prior to the midterm exam and one during the week prior to the final exam.
4. The course also involves problem solving assignments, individual quizzes, a midterm and a final exam.

**OBJECTIVES**

Biomechanics is the application of physics, engineering and technology principles to the study of the human body in health and in disease and at the behavioural and environmental levels. Students will develop a knowledge of how these principles relate to physical therapy evaluation and treatments. The structure of the course aims to develop and promote self-directed learning skills and a critical, analytical and multidisciplinary approach to rehabilitation.

The overall objectives of this course are to expose students to:

1. a critical examination of biomechanical principles and experimental techniques relevant to current physical therapy practice, patient treatment and clinical research;
2. various objective evaluation strategies and the rationale for the selection of the appropriate one for a specific outcome, and
3. computer-aided assessment procedures to evaluate normal and pathological movement.

The specific objectives of this course are to provide students with:

1. theoretical and practical exposure to the instrumentation used in quantitative biomechanical assessment procedures;
2. experience in using quantitative analytic techniques to evaluate normal and pathological human movement;
3. the ability to interpret the results of these evaluations in

5. the necessary analytical tools to implement biomechanical principles to particular situations in the clinical settings;
6. an overview of the multidisciplinary interaction between rehabilitation, physiotherapy treatment and biomechanics.

At the end of the term, the students should be able to:

1. describe the importance of biomechanical principles to current physiotherapy practice;
2. understand how biomechanical principles apply not only to the patient being rehabilitated but also to the posture of the health care professional while providing treatment;
3. implement or assess various quantitative evaluation strategies and select appropriate ones for specific outcomes;
4. describe methods to assess normal and pathological movement;
5. describe the implementation of computer-based systems that could aid in the diagnosis and treatment of the physically disabled;
6. demonstrate skill and self-confidence in the interpretation of the results of evaluations in terms of standard physical therapy treatment methods.

### **RECOMMENDED TEXTS**

Whiting, W.C. and Zernicke, R.F. (1998). *Biomechanics of Musculoskeletal Injury*. Champaign, IL., Human Kinetics.

Supplemental articles, texts and lecture materials will be made available to the students when necessary.

### **EVALUATION**

The distribution of marks will be determined with the students' input on the first day of classes and finalized on the second day of classes.

Students will be evaluated by some or all of the following:

- i) individual and group quizzes
- ii) weekly assignments
- iii) term paper
- iv) mid-term examination
- v) final examination

**581-435B - COORDINATED REHABILITATION II**

**Credits:** 3

**Lecturer:** I. Zompa (Coordinator), Guest Lecturers

**COURSE STRUCTURE**

The 3-hour classes consist of lectures/seminars followed by small group workshop sessions. The evaluation of this course will be through group assignments completed during workshops and an individual final term paper.

**OBJECTIVES**

The goal of this course is twofold. First, to provide the third year student with a global view of the rehabilitation process with emphasis on problem identification and knowledge of a variety of treatment approaches involving other health professions. Second, to improve students' writing skills with the object of reporting cases and publishing professional issues for the lay public.

The student shall be able to:

1. describe the overall approach of the health disciplines covered in the course;
2. based on specified cases:
  - a) discuss and describe the pathophysiology of the conditions covered;
  - b) describe the appropriate measurement, assessment and outcome instruments;
  - c) discuss briefly any current research on the conditions covered;
  - d) discuss briefly how the scientific rationale gained from research might influence the approach to treatment of the conditions covered;
  - e) discuss the complementary roles of the other health professionals (guest lecturers) in patient management;
  - f) discuss the ethical issues which arise in the management of the conditions covered;
  - g) integrate past knowledge and skills with new knowledge and skills so as to effectively evaluate, plan, modify, when necessary the treatment of patients using the resources available in hospitals, the home and the community.
3. write up in groups the patient cases assigned.
4. write a vulgarisation article discussing a complementary approach to patient care presented in the course by the guest lecturers.



**581-438B - FITNESS/INJURY MANAGEMENT**

**Credits:** 2

**Lecturer:** S. Marshall

**COURSE STRUCTURE**

This lecture/seminar/practical course will consist of nine 3-hour sessions on Tuesdays from 3:00 p.m. - 6:00 p.m. starting February 6 to April 10, 2001, excluding February 20, 2001.

**OBJECTIVES**

The focus of this lecture/seminar/practical course is on fitness and injury prevention as a means of promoting an active lifestyle across the lifespan.

13. perform, justify and rationalize the most common taping techniques for use in the acute, sub-acute and chronic setting;
14. describe normal and abnormal patterns of menarche and the effects of training, competition, anorexia and

**582-447A - SPECIALIZED AREAS OF PRACTICE**  
**Integrative E1/V1 Manual Therapy**

**Credits:** 2

**Lecturers:** J.P. Dumas

**COURSE STRUCTURE**

This course will be given in the format of lectures, seminars, workshops and practical sessions in Term A starting on September 15, 2000, lectures: 9:00 a.m. - 12:00 p.m. and laboratory: 1:00 p.m. - 5:00 p.m. The schedule and groups will be given out on the first day of class..

**OVERALL COURSE OBJECTIVES**

This E1/V1 Manual Therapy course (the third in the series) will give U3 students the opportunity of building upon their previous U1 and U2 Manual Therapy skill learning and give them the opportunity of integrating this treatment approach with the client care experience gained from their clinical rotations. The presentation of this course will focus on a case-based, client centred approach, using the latest technology and emphasising outcome measures. As a result of these three courses in peripheral and vertebral manual therapy the student upon graduation is eligible to take the E1/V1 examination given by the Ordre professionnel des physiothérapeutes du Québec.

**EV/V1 DESIRED OUTCOMES**

Following these three courses the graduate should be able to:

1. Demonstrate clinical reasoning skills during the performance of a basic musculoskeletal subjective and physical examination (upper or lower quadrant scanning examination).

This includes the following:

- identify the nature, severity and irritability of the patient's problem;
  - identify musculoskeletal structures that require treatment or further examination, including:
    - architectural designs
    - articular signs
    - neurological signs
    - neuromeningeal test
    - compression and traction tests
    - arterial patency tests
    - basic palpation of articular and soft tissue structures
    - peripheral joint screening tests
    - specific peripheral joint examination including observation
    - active, passive, resisted movements
    - muscle length and recruitment, and
    - ligament stress tests
2. Analyze the examination data, including relevant pathology, to establish the patient's problems and understand the process of wound repair and the role of physiotherapy in this process.

3. Show knowledge of the clinical manifestations of pain and dysaesthesias.
4. Demonstrate and ability to recognize non-mechanical disorders of the neuromuscular articular system clinical features and differential diagnosis.
5. Demonstrate an ability to critically, evaluate and discuss the anatomical and biomechanical bases for discussed physical examination and treatment techniques.

**REQUIRED TEXT**

Course Pack - available Wednesday, September 6, 2000 from 12:30 - 1:15 p.m.

**EVALUATION**

Oral Presentation	25%
Practical Examination	25%
Written Examination	50%



**582-446B - CURRENT TOPICS IN REHABILITATION**

**Credits:** 2

**Lecturer:** S. Cross

**COURSE STRUCTURE**

This course is given for 8 weeks for 3 hours per week from 3:00 p.m - 6:00 p.m. starting on Wednesday, February 7, 2001.

**OVERALL GOAL**

The overall goal of this course is to integrate and build upon previously learned orthopaedic knowledge. The course will also introduce serious pathology seen in orthopaedic conditions. Physiological principles will be applied to the development of treatment programs.

**OBJECTIVES**

By the end of this course, the student will be able to:

1. include and apply the appropriate special tests to the evaluation of an orthopaedic case.
2. properly and safely perform the special tests included in the course.
3. discuss the positive and negative findings of an orthopaedic evaluation and integrate these findings to develop a physical diagnosis.
4. appreciate the team approach to orthopaedic treatment.
5. develop an index of suspicion as applied to serious pathologies which can masquerade as orthopaedic conditions.
6. draw upon previous knowledge to develop complete treatment plans based on examination findings.

**COURSE CONTENT**

The Handout for the course containing the schedule, contents and reading assignments for each week will be available on the first day of class, February 7, 2001.

**REQUIRED TEXTS**

Magee, D. (1997). *Orthopaedic Physical Assessment*, (3<sup>rd</sup> edition).

Selected readings from The Journal of Orthopaedic and Sports Physical Therapy.

**DRESS CODE**

Shorts and shirts will be required for all classes. Students will not be allowed to attend lectures and practical sessions of this course if they do not conform to this DRESS CODE.

**EVALUATION**

1. **Paper** - (25%)

Each student will be assigned a condition seen in orthopaedics and be expected to present the relevant anatomy, physiology and pathology and discuss the role played by physiotherapists in the management of this condition. This paper should be approximately 5 pages in length.

2. **O4Tw (EaSy shoulg ) T939 3T0253 1 7 TD1.18 0266 Tc755 TD /F2 10.5 Tf 0.169 Tc 0.206 Tw ( - (25%))**