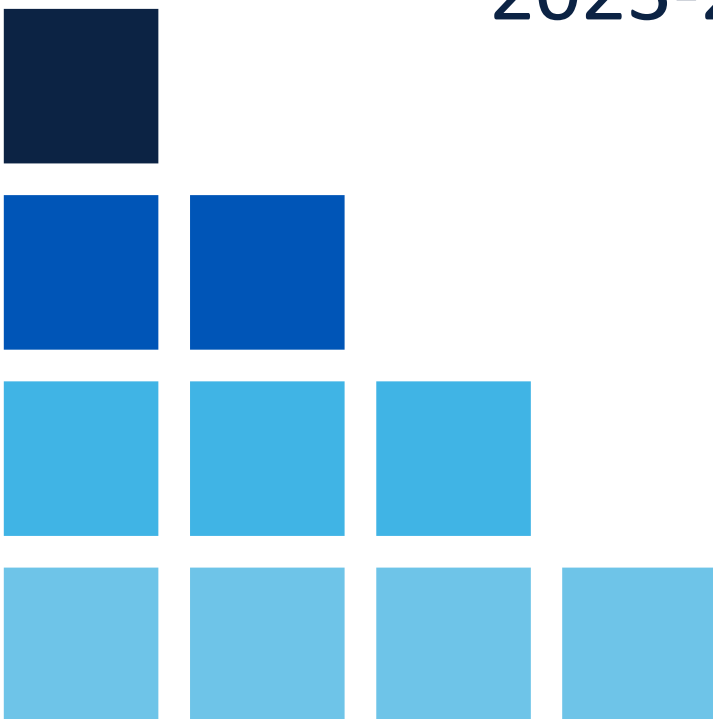
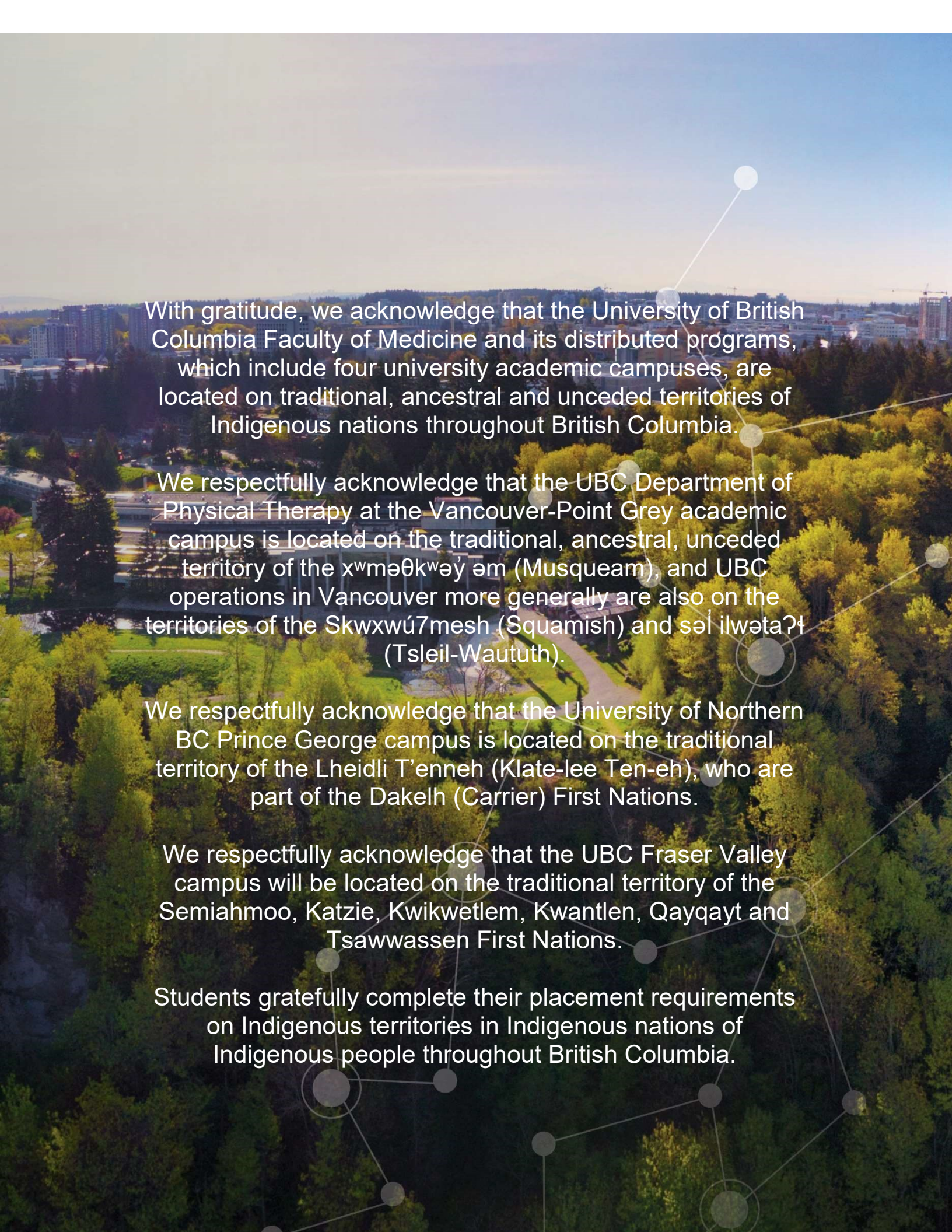




Student Handbook

2023-2024



An aerial photograph of a city, likely Vancouver, with a network of white lines and circular nodes overlaid on the image. The nodes are connected by thin white lines, creating a web-like pattern across the scene. The background shows a mix of green trees and urban buildings under a clear blue sky.

With gratitude, we acknowledge that the University of British Columbia Faculty of Medicine and its distributed programs, which include four university academic campuses, are located on traditional, ancestral and unceded territories of Indigenous nations throughout British Columbia.

We respectfully acknowledge that the UBC Department of Physical Therapy at the Vancouver-Point Grey academic campus is located on the traditional, ancestral, unceded territory of the x^wməθk^wəy̓ əm (Musqueam), and UBC operations in Vancouver more generally are also on the territories of the Skwxwú7mesh (Squamish) and səl̓ ilwətaʔɫ̓ (Tsleil-Waututh).

We respectfully acknowledge that the University of Northern BC Prince George campus is located on the traditional territory of the Lheidli T'enneh (Klate-lee Ten-eh), who are part of the Dakelh (Carrier) First Nations.

We respectfully acknowledge that the UBC Fraser Valley campus will be located on the traditional territory of the Semiahmoo, Katzie, Kwikwetlem, Kwantlen, Qayqayt and Tsawwassen First Nations.

Students gratefully complete their placement requirements on Indigenous territories in Indigenous nations of Indigenous people throughout British Columbia.

Department of Physical Therapy

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Vancouver, BC V6T 1Z3

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www.physicaltherapy.med.ubc.ca

E-mail: physical.therapy@ubc.ca

The MPT-Fraser Valley cohort will be taught at UBC's Point Grey campus while the Surrey campus is being completed.

University of Northern British Columbia
3333 University Way
Prince George, BC Canada V2N 4Z9

Phone: (250) 960-5806

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<https://www.unbc.ca/physical-therapy>

E-mail: physio@unbc.ca

The MPT Student Handbook is produced by the Department of Physical Therapy as a 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 and Postdoctoral 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.

TABLE OF CONTENTS

TABLE OF CONTENTS	4
SECTION 1: The Department of Physical Therapy	6
Introduction	6
Departmental Vision and Mission Statements	6
Departmental Values	6
Department Faculty Members	6
Administration	8
“Who’s Who”	8
Communication	15
Department Facilities	16
Learning Resources	18
Indigenous Student Resources	20
SECTION 2: Physical Therapy Curriculum.....	22
MPT Program – Integrated Curriculum Framework	22
Course of Study	24
Courses	24
MPT Course Timetables	28
Guest Attendance in MPT Classes	29
Physical Therapy Licences	29
SECTION 3: Academic Conduct and Student Evaluation	30
Attendance	30
Assignments	31
Dress Code	31
General Writing Guidelines	31
Referencing Style	32
Plagiarism	32
Definition of Plagiarism	32
Penalties for Plagiarism	33
Avoiding Academic Misconduct	33
Copyright	33
Audio/Video Taping of Lectures and Tutorials	34
Required Exam Procedures	34
Exam Confidentiality	34

Absence from Exams	34
MPT Examination Disruption Procedure (due to Inclement Weather)	35
Course Grades	36
Supplemental Exams and Repeated Courses	36
OSCE Pass / Fail Guidelines	37
Viewing Final Exams	38
Leave	38
Appeals	40
Professional Behaviour Guidelines	41
Risk Management	43
Student Support, Well-being & Inclusion Resources	46
Mistreatment in the Learning Environment	47
Teaching and Course Evaluations	48
Instructions for On-line Evaluations	49
The Freedom of Information and Protection of Privacy Act	49
Upon Graduation	Error! Bookmark not defined.
References	Error! Bookmark not defined.
Credentialing Fees	50
SECTION 4: Physical Therapy Competencies.....	51
Essential Competencies	51
Canadian Physiotherapy Association	52
The College of Physiotherapists of BC	53
The Canadian Alliance of Physiotherapy Regulators and the Physiotherapy Competency Exam (PCE)	54
Physiotherapy Education Accreditation Canada (PEAC)	54

SECTION 1: The Department of Physical Therapy

Introduction

The purpose of this Handbook is to provide essential information for both new and continuing MPT students and faculty. We encourage you to read it in its entirety and refer to it frequently. The Handbook is designed to inform you about the rules and regulations that guide your time in the Department and to provide you with helpful information to ensure your studies are productive.

This document integrates some of the [Faculty of Graduate and Postdoctoral Studies \(G+PS\) Policies & Procedures](#) and the Department's Policies & Procedures. It complements the MPT Student Orientation Resources.

This [Department's Strategic Plan 2021-2026](#) builds on a strong foundation of excellence and speaks to our values of enhancing innovation, integrity, collaboration and excellence outlined in the Department's original Strategic Plan document (2018-2023). These values support and align with the principles of excellence, equity, engagement, and effectiveness found in the [UBC Indigenous Strategic Plan](#), and the [Faculty of Medicine Strategic Plan](#).

Through our teaching, service and research activities, and through the embodiment of our values, we strive to be the Canadian University Physical Therapy Department that is leading the forward movement of the profession to serve the health needs of society.

Departmental Vision and Mission Statements

Vision: *To be the leading physical therapy education and research program in the world.*

Mission: *The Department of Physical Therapy advances health and knowledge through outstanding teaching, learning and research.*

Departmental Values

- To graduate outstanding students who will advance the profession
- To improve physical therapy capacity in underserved areas, including Indigenous communities, and in specialty areas of practice
- To be recognized among the best Physical Therapy research programs in the world
- To develop and maintain collaborative partnerships which contribute to our mission

Department Faculty Members

Dr. David Anekwe
MPT-N Site Lead, Academic

david.anekwe@ubc.ca

Dr. Lara Boyd

lara.boyd@ubc.ca

Dr. Pat Camp

pat.camp@hli.ubc.ca

Dr. Kristin Campbell
Associate Head, Research

kristin.campbell@ubc.ca

Amy Ellis
MPT-FV Site Lead, Clinical

amy.ellis@ubc.ca

Dr. Janice Eng	janice.eng@ubc.ca
Roland Fletcher <i>MPT-Vic Site Lead, Academic</i>	roland.fletcher@ubc.ca
Dr. Alison Greig <i>Associate Head, Academic Education 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	lli@arthritisresearch.ca
Dr. Teresa Liu-Ambrose	teresa.ambrose@ubc.ca
Dr. Taru Manyanga (UNBC)	taru.manyanga@unbc.ca
Dr. Courtney Pollock	courtney.pollock@ubc.ca
Robin Roots <i>MPT-N Site Lead, Clinical</i>	robin.roots@ubc.ca
Dr. Alex Scott <i>Head, Department of Physical Therapy</i>	alex.scott@ubc.ca
Dr. Naznin Virji-Babul	naznin.virji-babul@ubc.ca
Dr. Jackie Whittaker	jackie.whittaker@ubc.ca
Angelina Woof <i>Associate Head, Clinical Education Master of Physical Therapy Program</i>	angelina.woof@ubc.ca
Dr. Lesley Bainbridge <i>Associate Professor Emeritus</i>	lesley.bainbridge@ubc.ca
Dr. Elizabeth Dean <i>Professor Emeritus</i>	elizabeth.dean@ubc.ca
Dr. Susan Harris <i>Professor Emeritus</i>	susan.harris@ubc.ca
Dr. Donna MacIntyre <i>Associate Professor Emeritus</i>	donna.macintyre@ubc.ca
Sue Murphy <i>Associate Professor Emeritus</i>	sue.murphy@ubc.ca
Dr. Darlene Redenbach <i>Senior Instructor Emeritus</i>	dredenbach@shaw.ca

Administration

Friedman Office Hours (MPT-V and MPT-FV)

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 for both MPT-V and MPT-FV is Administrative Director, Andrea Hardaker (604-822-7771).

UNBC Physical Therapy Office Hours (MPT-N)

The Department's Administration Office (Room 10-1040, Teaching and Learning Centre) is open from 8:30a.m. to 4:30p.m.

The Department's emergency contact is MPT-N Administrative Manager, Becky Harnett (250-570-9546).

The Freedom of Information and Protection of Privacy Act 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"

Alex Scott (he/him)	<i>Department Head</i>	
AL-ihks SKAHT	alex.scott@ubc.ca	604-822-7414

The Department of Physical Therapy Head has overall responsibility for the Department. He practices an open-door policy but to ensure an appointment, please call or e-mail the Assistant to the Department Head (pt.head-assistant@ubc.ca; 604-822-7355) ahead of time.

Dr. Alison Greig (she/her)	<i>Associate Head, MPT Program</i>	
AL-li-son GREHG	alison.greig@ubc.ca	604-822-7571

The Associate Head, MPT Program is responsible for the leadership of the academic delivery of 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.

Angelina Woof (she/her)	<i>Associate Head, Clinical Education</i>	
ANG-jel-lee-nah WOOF	angelina.woof@ubc.ca	604-822-7413

The Associate Head, Clinical Education is responsible for leadership of the clinical education aspects of the MPT program. Issues related to any aspect of clinical placements, including those related to students, clinical educators and clinical placement capacity for practice education should be directed to the Associate Head, Clinical Education.

Kristin Campbell (she/her)	Associate Head, Research	
KRIS-tin CAHM-bull	kristin.campbell@ubc.ca	604-827-4704

The Associate Head, Research works with research graduate students, faculty, clinical faculty, and other research stakeholders to optimize and promote the conduct of research within the Department, and to improve research productivity, support, efficiency, and implementation.

David Anekwe (he/him)	Site Lead Academic – MPT-North	
DAY-vid aa-NEE-que	david.anekwe@ubc.ca	250-960-6727

The MPT-N Site Lead - Academic is responsible for the day-to-day operations of the academic portion of the MPT-N program. The MPT-N Site Lead - Academic works collaboratively with the Associate Head, MPT Program to ensure the integrity of the program delivery and equitable distribution of the academic portion of the program for the MPT-N cohort. Issues related to the academic program or students' academic performance in the North should be directed to the MPT-N Site Lead - Academic.

Robin Roots (she/her)	Site Lead Clinical – MPT-North	
RAWB-in ROOTS	robin.roots@ubc.ca	250-960-5684

The MPT-N Site Lead - Clinical works collaboratively with the Associate Head, Clinical Education in the direction of the clinical education program for the MPT-N cohort, including supporting students, clinical educators and capacity building for physical therapy clinical placements in northern and rural communities.

Roland Fletcher (he/him)	Site Lead Academic – MPT-Victoria	
ROLL-and FLEHT-chur	roland.fletcher@ubc.ca	

The MPT-FV Site Lead - Academic is responsible for the day-to-day operations of the academic portion of the MPT-FV program. The MPT-FV Site Lead - Academic works collaboratively with the Associate Head, MPT Program and MPT-N Site Lead - Academic to ensure the integrity of the program delivery and equitable distribution of the academic portion of the program for the MPT-FV cohort. Issues related to the academic program or students' academic performance in the Fraser Valley should be directed to the MPT-FV Site Lead - Academic.

Amy Ellis (she/her)	Site Lead Clinical – MPT-Fraser Valley	
AY-mee EL-lis	amy.ellis@ubc.ca	778-871-0392

The MPT-FV Site Lead - Clinical works collaboratively with the Associate Head, Clinical Education and MPT-N Site Lead - Clinical in the direction of the clinical education program for the MPT-FV cohort, including supporting students, clinical educators and capacity building for physical therapy clinical placements in northern and rural communities.

Support Staff – UBC Vancouver

Mehrnoosh Bakhshayesh (she/her) *Clinical Education Program Assistant*
Mur-nOOSH BAK-SHAH-yesh pt.placement@ubc.ca

The Clinical Education Program Assistant provides administrative support to the Associate Head, Clinical Education, and the Clinical Education team. This includes liaising and coordinating with students, clinical faculty, and placement sites (potential and actual).

Patrick Brophy (he/him) *Assistant to the Department Head*
PA-trihk BR-ah-fee pt.head-assistant@ubc.ca

The Assistant to the Department Head provides administrative and secretarial support to the Department Head and Administrative Manager. Responsibilities include coordinating the calendar of the Department Head, coordinating appointments of students and staff working in labs, and responsibility for student and staff timesheets. This role also coordinates and schedules meetings, prepares agendas and distributes materials; takes, transcribes and edits minutes for various Departmental meetings.

Carrie Chan (she/her) *The HR and Finance Processing Specialist*
KA-ree Ch-ann ccarrie.chan@ubc.ca

The HR and Finance Processing Specialist, provides support on HR processes to the department's HR Manager and Director of Administration including overseeing the department's payroll submissions for adjuncts teaching in the MPT program as well as processing faculty and staff honorariums in line with UBC policies. Carrie also maintains adjunct and clinical faculty appointments in Workday including processing new appointments, reappointments, resignations, and leaves of absence. She also provides support on Finance processes and projects to the department's Finance Manager and Director of Administration as requested.

Ingrid Dill (she/her) (On Leave) *Clinical Placement Officer*
IN-grid DILL pt.placement@ubc.ca 604-827-3315

The Clinical Placement Officer 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 Associate Head, Clinical Education.

Louis Douesnard (he/him) *Recruitment and Admissions Manager*
LOO-ee DOO-eh-nard louis.douesnard@ubc.ca 604-822-9498

The Admissions and Recruitment Manager manages the admissions team and develops recruitment and marketing strategies that align with the Department's goals for the MPT Program. This role is responsible for developing strategies and activities designed to attract and yield well-qualified applicants. Additionally, the Recruitment and Admissions Manager is responsible for increasing applications from northern, rural and aboriginal applicants.

Carissa Dyck (she/her)	<i>Senior Manager, PT Programs</i>	
KAH-ri-sah DIK	carissa.dyck@ubc.ca	604-822-2272

The Senior Manager, PT Programs works in tandem with the Associate Heads, MPT Program and Clinical Education in managing the yearly planning of the curriculum while helping faculty to provide students with an Outstanding educational experience. This role is responsible for managing the administration of the MPT program, GCOMPT, Physio Refresh, VSP, and CPD courses.

Josh Eade (he/him)	<i>Classroom Support</i>	
Jaw-shh Ee-d	Josh.eade@ubc.ca	

Classroom Support provides support for the setup and maintenance of labs, equipment, teaching aids and audio/visual systems, and provides administrative support, booking support, and guidance to faculty and staff.

Shannon Field (she/her)	<i>Indigenous Initiatives Manager</i>	
SHAH-nun FEELd	shannon.field@ubc.ca	

The Indigenous Initiative Manager coordinates the delivery of Indigenous programs and projects within the Department that support implementation of UBC’s Indigenous Strategic Plan and the Department’s strategic plan. They will assist in identifying areas where change can take place including recruitment, student support, support of curriculum development, Indigenous community engagement, capacity building, and communication activities.

Pedro Grossi (he/him)	<i>Academic Operations Manager</i>	
PEH-drohh Groh- see	pedro.grossi@ubc.ca	

The Academic Operations Manager has overall responsibility for aspects of Supervising Daily Operations of the academic education portion of the fully-distributed MPT Program. Students are encouraged to directly contact the support staff member with responsibility for the issue of concern. Please contact this role in the event the support staff member is unavailable and/or additional support is needed.

Andrea Hardaker (she/her)	<i>Administration Director</i>	
ANN-dREE-uh HAR-di-kur	pht.admin.manager@ubc.ca	604-822-7771

The Administrative Director has overall responsibility for administrative aspects of the Department. Students are encouraged to directly contact the support staff member with responsibility for the issue of concern. Please contact this role in the event the support staff member is unavailable and/or additional support is needed.

Gary Kujawinski (he/him)	<i>Student Services Officer</i>	
GAIRr-rEE KOO-jah-win-skih	mpt.studentadvisor@ubc.ca	604-822-7050

The Student Services Officer provides support for all issues relating to MPT Student Services, including advising, admissions, tuition fees, grades, graduation, student fee submissions, proof of CPR re-certification and First Aid. Please notify this role of any concerns about ombudsman, student loans, discrimination and harassment.

Elizabeth Lee (she/her)	<i>MPT Program Assistants</i>	
UHI-ih-zuh-buhth LEE		
Myo Dinh (she/her)		
Mee-oh D-in	mpt.admin@ubc.ca	604-827-4958

The MPT Program Assistants work closely with the Academic Operations Manager, PT Programs Manager and Associate Head, to assist with all aspects of MPT Program administration. These roles also assist with processing contracts for external instructors and guest lecturers, preparing credentialing packages, supporting OSCE administration, and coordinating the administration of the GCOMPT.

Dorothee Leesing (she/her)	<i>Education Technology Manager</i>	
DOHR-aw-teh LEH-sihng	Pt.edtech@ubc.ca	

The Education Technology Manager, works closely with faculty members to develop, update, and maintain curriculum materials and digital resources, and administers Canvas LMS and assists instructors in utilizing the available educational technology effectively.

Bowen Li (he/him)	<i>Finance Coordinator</i>	
BOH-when LEE	bowen.li@ubc.ca	778-952-9616

The Finance Coordinator, provides support to the administrative manager in all aspects of the finance and budgeting for the department. This includes reconciling financial and providing advice and guidance to the department head and administrative manager on UBC financial matters.

Bruna Mendrone (she/her)	<i>Classroom Support Coordinator</i>	
BR-oo-nah MEHN-drohn	pt.bookings@ubc.ca pt.classroom@ubc.ca	604-779-0422

Classroom Support Coordinator, is responsible for the setup and maintenance of labs, equipment, teaching aids and audio/visual systems, and provides administrative support, booking support, and guidance to faculty and staff.

Daniella Pietrocarlo (she/her)	<i>Accreditation and Review Coordinator</i>	
dan-YELL-lah pee-et-troh-CARL-oh	mpt.accreditation@ubc.ca	

The Accreditation and Review Coordinator, is responsible for coordinating the ongoing MPT accreditation and, as well as any internal or external departmental reviews. The Accreditation and Review Coordinator also works with subject matter experts to compile, draft, and submit self-study reports and coordinate site visits for accreditation teams to all MPT sites (Vancouver, Fraser Valley, and Prince George).

Sarah Schwartz (she/her)	<i>Clinical Education Manager</i>	
SEH-ruh SCH-wartz	pt.placement@ubc.ca pt.educators@ubc.ca	604-822-9498

The Clinical Education Manager manages the clinical education portion of the Department's academic team and works to expand the number of clinical placement opportunities for MPT students across the province, particularly in Northern and Rural communities. This role works to retain and recognize current clinical placement sites and manages the delivery of continuing professional development opportunities for current clinical educators.

Amy Szeto (she/her) The Social Media and Communications Assistant

Ay-MEE SEE-toe amy.szeto@ubc.ca

The Social Media and Communications Assistant, assists the Communications Manager in the development of social media communication material for the department. Amy is responsible for scheduling, monitoring, and posting content to all social media platforms and for creating content across various Department communication channels including newsletters, print materials, Department intranet and website, and event publicity

Stacy Wells (she/her) Communications Manager

STAY-see WELLZ stacy.wells@ubc.ca

The Communications Manager manages the Department of Physical Therapy communication strategies to increase the Department's program enrollment and to build awareness of research and initiatives. This role's responsibilities include external partnership collaboration, content creation, website maintenance, marketing materials, social media presence, and more.

Brenda Wessel (she/her) Research Grants Facilitator

BREN-dah WEH-sull brenda.wessel@ubc.ca 604-822-7408

The Research Grants Facilitator assists faculty with managing grant preparation, organization and funding; maintaining CV databases for grant applications, and assists in grant writing proposals. This role also produces the Department's Annual Review report.

Maria Yap (she/her) HR Manager

MAH-rEE-ah YAHP maria.yap@ubc.ca

The HR Manager provides Departmental support to the Administration Manager and Assistant to the Department Head, including laboratory student and staff appointments, HR processes and activities, recruitment, and providing information on current UBC HR policies and practices.

Support Staff – UNBC

Becky Harnett (she/her) Administrative Manager – MPT-North

BEH-kee HAR-net becky.harnett@unbc.ca 250-960-5444

The site Administrative Manager – MPT-N has overall responsibility for aspects of Supervising Daily Operations in site Teaching and Learning Space. Students are encouraged to directly contact the support staff member with responsibility for the issue of concern. Please contact this role in the event the support staff member is unavailable and/or additional support is needed.

Rebecca Levasseur (she/her) MPT-N Program Assistant – Student Services

RUH-beH-kah LEH-vah-sur rebecca.levasseur@unbc.ca 250-960-5806

The MPT-N Program Assistant – Student Services, provides administrative and student support across the department, including assisting students throughout their program through multiple channels. The MPT-N Program Assistant – Student Services supports Clinical Education including placements, the admissions and recruitment process, and is the main contact for any MPT-N related questions, stipend claims and remote and rural housing.

Afton Zral (On leave) (she/her)	MPT-N Program Assistant – Classroom Support	
AHF-tun ZRAL	afton.zral@unbc.ca pt.classroom@unbc.ca	250-960-5113

The MPT-N Program Assistant – Classroom Support is responsible for setup and maintenance of labs, equipment, teaching aids and audio/visual systems, and provides administrative support and guidance to faculty and staff.

Support Staff – FV

Achille Gardellini (she/her)	Site Operations Manager – MPT-FV	
AH-kIHL ee-G-ahr-dihl-ee-nee	achille.gardellini@ubc.ca	250-960-5444

The site Operations Manager – MPT-FV has overall responsibility for aspects of Supervising Daily Operations in site Teaching and Learning Space. Students are encouraged to directly contact the support staff member with responsibility for the issue of concern. Please contact this role in the event the support staff member is unavailable and/or additional support is needed.

Sunny Shu (She/her)	MPT-FV Program Assistant – Student Services	
SEH-nee SOO	sunny.shu@ubc.ca	250-960-5806

The MPT-FV Program Assistant – Student Services, provides administrative and student support across the department, including assisting students throughout their program through multiple channels. The MPT-FV Program Assistant – Student Services supports Clinical Education including placements, the admissions and recruitment process, and is the main contact for any MPT-N related questions, stipend claims and remote and rural housing.

Noah Saini (she/her)	MPT-FV Program Assistant – Classroom Support	
NOH-uu-eh SEH-ih-nee	pt.classroom@ubc.ca	250-960-5113

The MPT-FV Program Assistant – Classroom Support is responsible for setup and maintenance of labs, equipment, teaching aids and audio/visual systems, and provides administrative support and guidance to faculty and staff.

Max Dannenberg (he/him)	MPT-FV Program Assistant – Clinical Education	
MAH-ks DA-nuhn-BERK	pt.placement@unc.ca pt.education@ubc.ca	250-960-5113

The Clinical Education Program Assistant provides administrative support to the Associate Head, Clinical Education, and the Clinical Education team. This includes liaising and coordinating with students, clinical faculty, and placement sites (potential and actual).

Communication Guide

Within the UBC Master of Physical Therapy program, a variety of different communication expectations, channels and mechanisms exist. Communication is more complex with the distribution of the program; and this communication framework provides guidance for key stakeholders (e.g. students, faculty and staff) to better facilitate expected appropriate and timely communication. This document will evolve as we receive necessary feedback from multiple stakeholders.

Course and Lab Content:

Primary contact: The Instructor

Secondary contact: Course Coordinator

Students should email the Content Instructor or Lab instructor or could direct their content to their local CSAs. It is advised to cc the Course Coordinator.

Lecture/Lab Schedules:

Primary contact: The Course Coordinator and/or Lab Instructor

Complaints and Concerns:

Primary contact: The Course Instructor or Course Coordinator or the Associate Head or the Academic Site-Lead.

For complaints or concerns that are not personal (see "Confidential Concerns and Special Situations"), or queries that apply to multiple students, students may also channel their questions and feedback through the academic reps.

Students are encouraged to direct their initial complaint to the primary person who can help address the complaint. Students in distributed sites are encouraged to include (e.g. copy into an email) the Academic Site-Lead as the matter being raised may be a problem that may be viewed differently from the lens of distribution.

Confidential Concerns & Special Situations:

Primary contact: Instructor / Coordinator / Site-Lead / Associate Head, MPT Program / Faculty Mentor / Department Head

According to the student's choice.

For additional resources go to <https://wellbeing.ubc.ca/ubc-statement-respectful-environments>

Absenteeism:

Primary contact: The Instructor and Course Coordinator

Secondary contact: Academic Site-Leads and/or Associate Head, MPT Program

Students should email the Instructor and cc the Course Coordinator especially when recording of missed content is required. Students in distributed sites should additionally cc the Academic Site-Lead when missing an in-person session.

If missing multiple courses or absent long-term, students should email the Instructors and the Course Coordinators for affected courses and should also cc the Associate Head Academic and the Academic Site-Lead (if in a distributed site).

Administrative Enquiries:

Primary contact: Carissa Dyck (MPT-V) or Becky Harnett (MPT-N)

Secondary contact: Associate Head, MPT Program and Academic Site-Leads

Students are encouraged to cc the Academic Head or Academic Site-Leads if the administrative enquiry is related to their academic performance or exam accommodation.

Student Email Accounts

All MPT students are **required to use a hosted UBC @student.ubc.ca email account**. These email accounts can be configured through the UBC IT website at: <https://it.ubc.ca/services/email-voice-internet/ubc-student-email-service>

Please note: there are two UBC @student.ubc.ca account options, a hosted account and a forwarding account. Students must sign up for the hosted account.

Department Facilities

MPT-V Physical Therapy Classroom and Facility Use

Friedman Labs

Students may use Plinth Lab 204, Plinth Lab 304, Multipurpose Lab 104, and the Breakout Rooms between the hours of 7:30am and 10:00pm so long as they are not being used for teaching, meetings, or clinical research. The plinth labs are designated for practical skills practice; and the Breakout Rooms for group study.

Furniture, equipment and other items are not to be removed without prior approval from Classroom Support.

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**.

Student Lounge

The student lounge is in Room 143.

Friedman Building Access

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

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 the Student Society. 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 labs 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, Classroom Support Staff are to be informed immediately to ensure stain removal.

Building Hours & Security

Students are permitted to be in the Friedman Building from **7:30a.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 - Bicycles are not permitted 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 to railings or architectural features not designated as bicycle racks will be removed by campus security. Bicycles should be locked securely (ideally, with two locks) and insured if possible. Each year many bicycles are stolen from UBC. Alternatively, bicycle lockers can be rented through the AMS Bike Co-op: (604) 822-2453 or info@bikecoop.ca

Posting Notices

Please restrict the posting of signs to the bulletin boards.

MPT-FV Physical Therapy Classroom and Facility Use

LIFE Labs

Students may use LIFE 2108 and the Breakout Rooms between the hours of 7:30am and 10:00pm so long as they are not being used for teaching, meetings, or clinical research, while on the point grey campus. The plinth lab is designated for practical skills practice; and the Breakout Rooms for group study.

LIFE Building Access

Students have access to Plinth Labs 2108 and the Breakout Rooms via their UBC Student Cards.

Lockers

Lockers will be made available to MPT-FV students. Students are required to provide their own lock and are responsible for all items left in their respective lockers. Students are encouraged to keep all large items in the lockers such as backpacks, winter boots, and jackets.

MPT-N Physical Therapy Classroom and Facility Use

UNBC Physiotherapy Labs

Students may use Plinth Labs 4-328 and 10-1003, Multi-Purpose Lab 10-1034 and the Breakout Rooms between the hours of 7:30am and 10:00pm so long as they are not being used for teaching, meetings, or clinical research. The plinth and multi-purpose labs are designated for practical skills practice; and the Breakout Rooms for group study.

Furniture, equipment and other items are not to be removed without prior approval from the Classroom and IT Support 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 and blinds are closed**, and lights are turned off.

Building Access

Students have access to Plinth Labs 4-328, 10-1003, MPL 10-1034 and the Breakout Rooms via their UNBC Student Cards. Emergency, after-hours access can be facilitated by UNBC Security Services if need be.

Lockers

Lockers will be assigned to MPT-N students at the beginning of the semester. Students are required to provide their own lock and are responsible for all items left in their respective lockers. Students are encouraged to keep all large items in the lockers such as backpacks, winter boots, and jackets.

UNBC Physical Therapy Facility Policies

Food in Classrooms

Food is **not** permitted in any of the labs at any time. Water bottles are allowed in labs. Food is permitted in the Breakout Rooms. Students must ensure that all food remnants are tidied. When a spill occurs on one of the upholstered chairs, Classroom Support Staff are to be informed immediately to ensure stain removal.

Building Security

Students are permitted to be in the UNBC Physiotherapy spaces from **7:30a.m. until 10:00p.m.**, and must be prepared to produce their UNBC Student card at all times. UNBC Security may dismiss any person from any UNBC building for non-compliance. Security is also responsible for Lost and Found, First Aid, and the Safe Walk program and are available 24 hours a day, 365 days a year by calling 250-960-7058 (non-emergency) or 3333 (emergency line for calls from within the UNBC local phone system).

Bicycles

Bicycles are not permitted inside any UNBC building. There are outdoor bicycle racks and self-service repair stations located around UNBC campus. Bicycles should be locked securely (ideally, with two locks) to designated bike racks only and insured if possible. Bicycle storage lockers are located around campus and can be rented through the Northern Undergraduate Student Society (NUGSS) web page: <https://nugss.ca>

Transportation

Pay parking is in effect at UNBC 24 hours a day, 7 days a week. For more information on UNBC Parking Services please visit <https://www2.unbc.ca/parking>. For information relating to the U-Pass in Prince George, please consult NUGSS: <https://nugss.ca>

Learning Resources

Technical Support

The MedIT Team is responsible for lab and audio/visual equipment set-up. Students are permitted to sign out equipment for self-study in the UBC and UNBC Physical Therapy spaces only. No equipment is to be removed from the UBC or UNBC Physical Therapy spaces.

Student Access Cards

The UBC Friedman building, LIFE building and Life Sciences Centre access cards are incorporated into the UBC Student card. UBC Student cards are available from the UBC Bookstore. Access to the UNBC Physiotherapy Plinth Labs 4-328, 10-1003, MPL 10-1034, and Breakout Rooms are incorporated into the UNBC Student card. UNBC Student cards are issued by the Cashier's Office and configured by Facilities. The UBC and UNBC student cards are student property and will be deactivated at the end of the MPT program. Access is configured during Orientation week.

Bones

Sets of bones are assigned to groups of MPT1 students during the first week of classes. As some of the bone sets are real human bones, it is important that they not be displayed in public. Students must act responsibly with the use of the bones for their study. Bone sets will be collected at the end of the MPT1 year. A deposit will be credited toward the second year lab fee to all the students in a given group once the bones have been returned in original condition.

Student Laptop Minimum Requirements

All MPT students must have a functioning laptop computer for written exams. Students are expected to have a functioning laptop with these requirements for the entire duration of the program. Please note that the required exam software will not run on tablet devices.

	WINDOWS PC	APPLE MAC
Operating System	RECOMMENDED: 64-bit versions of Windows 10 and Windows 11 MINIMUM: Windows 10	RECOMMENDED: Mac OS 13.4.1 MINIMUM: Mac OS 11.3.1
Productivity Tools	Microsoft Office 365 can be downloaded for FREE, please visit https://it.ubc.ca/software-downloads	Microsoft Office 365 can be downloaded for FREE, please visit https://it.ubc.ca/software-downloads
Processor Type	RECOMMENDED: Intel Core i5 Processor or AMD equivalent MINIMUM: 2.0 ghz Intel i3 processor or equivalent	RECOMMENDED: Intel Core i5 Processor MINIMUM: Intel Core i3 Processor
Memory	RECOMMENDED: 8 GB or higher MINIMUM: 4 GB	RECOMMENDED: 8 GB or higher MINIMUM: 4 GB
Virus Protection Software	For software and instructions please visit: https://it.ubc.ca/software-downloads	

Indigenous Student Resources

Online Resources

UBC MPT Indigenous Student Canvas Page is a collection of resources accessible by students including funding opportunities, events, housing, connecting with other students, and wellness information.

Supporting Aboriginal Graduate Enhancement (SAGE) provides support and networking opportunities for Aboriginal graduate students throughout the University and province.

<https://indigenous.educ.ubc.ca/community/sage-supporting-aboriginal-graduate-enhancement/>

The Indigenous Portal is your pathway to learning about UBC's commitment to Indigenous engagement at its Vancouver campus and an information resource for Indigenous students, faculty and the wider community.

<https://indigenous.ubc.ca/>

UBC Counselling Services

If you're an Indigenous student within British Columbia, we can offer you various options, such as arranging for a virtual appointment with an Indigenous counsellor. Indigenous self-identification is not used for any purpose other than to support you better. <https://students.ubc.ca/health/counselling-services>

If you're an MPT-N student, you further have access to support at UNBC. Call, email, or drop by the Counselling Centre to setup an initial appointment. <https://www2.unbc.ca/counselling>

The Hope for Wellness Helpline offers 24/7 immediate mental health counselling and crisis intervention to all Indigenous peoples across Canada. <https://hopeforwellness.ca/home.html>

Vancouver

The First Nations Longhouse, a "home away from home," serves as an intellectual, social, spiritual, and cultural home for Aboriginal students attending UBC. Student facilities here include a study space, computer lab, and meeting and gathering rooms. It also acts as a central hub for programming, services, and events for Aboriginal students, the university, and the wider community. <https://indigenous.ubc.ca/longhouse/>

The Xwi7xwa Library, a special branch of UBC's extensive library system, is located adjacent to the UBC Longhouse and specializes in Indigenous collections and research. <https://xwi7xwa.library.ubc.ca/>

ḡxʷta:təxʷəm Collegium (formerly Indigenous Students Collegium) is designed for UBC Indigenous students at all year levels to meet other students, pose questions to peers and upper-level students, access resources, and enjoy social events together. Currently, the First Nations House of Learning has partnered with UBC Collegia to offer Virtual Indigenous Students' Collegium (VISC) for those attending classes remotely.

<https://indigenous.ubc.ca/students/indigenous-student-collegium/>

Indigenous Lounge @ the Nest is located on the second floor of the AMS Nest (room 2131). The lounge is an Indigenous exclusive space for students to decompress, deconstruct and decolonize. There are board games, a small kitchenette, couches, and a TV and study area. Feel free to stop by or message our Facebook page (Indigenous Committee) for any information!

Vancouver Aboriginal Friendship Centre Society (VAFCS) is dedicated to meeting the diverse needs of urban Indigenous peoples by providing programs and resources in health, wellness, welfare, social services, human rights, culture, education, and recreation. <https://vafcs.org/>

Prince George/North

The First Nations Centre at UNBC provides holistic support services to students, staff, and faculty at UNBC. It is a culturally safe and accessible space where leadership, academic growth, relationships, and personal supports are fostered through programs, services, and activities that help to improve educational outcomes for Aboriginal students, create awareness and understanding of Indigenous perspectives, and celebrate Aboriginal culture. This space welcomes both Indigenous and non-Indigenous students and includes a computer lab, kitchenette, Elder's Room, smudging and mediation room, and quiet study space. The FNC is host to UNBC's Elder in Residence program, where elders facilitate cultural programming and are available to serve as guest lecturers and to meet with students. Campus Cousins – an Aboriginal Student Leadership program that helps students integrate into the local community – is also hosted out of the FNC.

<https://www2.unbc.ca/indigenous-resource-dati/first-nations-centre>

Students are encouraged to visit the Indigenous Resource Dati/Doorway online portal to access Indigenous-related resources that link to student supports, academic programs, and governance that encompass the scope of Indigenous indicatives at UNBC. <https://www2.unbc.ca/indigenous-resource-dati>

Prince George Native Friendship Centre (PGNFC) is a non-profit, non-sectarian organization dedicated to servicing the needs of Aboriginal people residing in the urban area and improving the quality of life in the community as a whole. Fundamental to this is the recognizing the inherent worth of all peoples regardless of race, creed, sexual orientation, or culture and to promote this view in the community at large.

<http://www.pgnfc.com/about-us.html>

Surrey/Fraser Valley

Fraser Region Aboriginal Friendship Centre is located in Surrey and offers support and builds connections for Indigenous peoples. <https://fracfa.org/>

SECTION 2: Physical Therapy Curriculum

Description of Physiotherapy Practice

Physiotherapists are primary health care practitioners who consult and collaborate with clients and others to provide quality client-centred services. Physiotherapists contribute to keeping people productive throughout their lives by maximizing function and improving quality of life. Through evidence-informed practice, physiotherapists prevent, assess, and treat the impact that injury, pain, disease, and/or disorders have on clients' movement, function, and health status. Physiotherapists practise both independently and as part of interprofessional teams along the health system continuum from primary to tertiary care.

- NPAG Competency Profile for Physiotherapists in Canada (2017)

The Master of Physical Therapy program is informed by the Competency Profile for Physiotherapists in Canada, which was made possible through the collaboration of the partners of the National Physiotherapy Advisory Group (NPAG), which include: the Canadian Council of Physiotherapy University Programs (CCPUP), the Canadian Alliance of Physiotherapy Regulators (CAPR), Physiotherapy Education Accreditation Canada (PEAC) and the Canadian Physiotherapy Association (CPA). The UBC MPT Program maintains accreditation status: Fully Compliant as awarded by Physiotherapy Education Accreditation Canada (PEAC) until May 15, 2025. 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 a copy of these pages, as they are frequently required by Canadian provincial and American state regulatory bodies following graduation.

MPT Program – Integrated Curriculum Framework

The MPT Program curriculum reflects the fundamental concepts of ethics, values, psychosocial and cultural issues, communication, as well as the knowledge, skills, attitudes and judgments needed to practice physical therapy in a rapidly changing world. The curriculum is grounded in theory and constructed around essential content that progresses from simple to complex and is integrated across themes and contexts. The curriculum incorporates inter-professional experiences and learning opportunities, and offers a wide array of relevant clinical experiences.

During the development of the curriculum for the MPT Program, planning of curriculum changes involved the identification of a conceptual framework related to integration of content. With the knowledge that clinical practice does not occur in independent silos, the MPT Program curriculum integrates principles across clinical areas wherever possible.

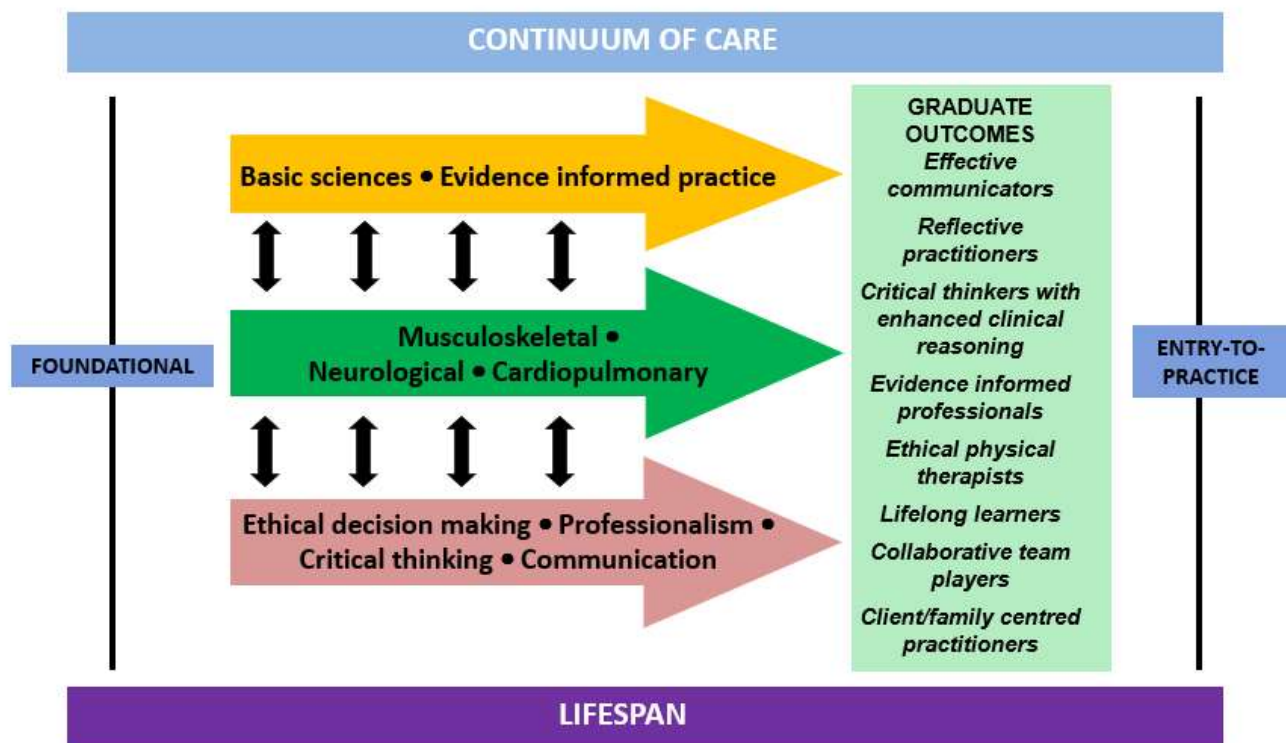
Dr. Pearson (UBC Department of Pharmacy) provides strong rationale for integrated curriculum models in health professional programs:

“Curricular integration and integrative learning are related concepts, the former referring to planned educational experiences that cross disciplinary boundaries and connect theory to practice and the latter referring to desired learning outcomes of these experiences. These concepts are not new but have re-emerged in contemporary calls for undergraduate degree program reform and are of particular interest in health professions programs, where students are expected to acquire and apply the considerable knowledge and skills necessary for safe and effective practice in a complex environment.” (September 27, 2011)

With the knowledge that patient presentation is complex, and often relates to multiple areas of practice, the curriculum weaves elements of clinically focused areas such as cardiorespiratory, musculoskeletal, and neurology, with knowledge of pathophysiology, professional issues, lifestyle impacts, evidence-informed health care and clinical decision-making. Supporting this integrated approach is the International Classification of Functioning, Disability and Health, known more commonly as ICF. The ICF is one of the cornerstones of the MPT Program curriculum, as it is a well-recognized framework for measuring health and disability at both individual and population levels. This framework steers health professionals away from viewing patients according to their disease state, and does not support categorizing patients into primary areas of practice (i.e. “the cardiorespiratory patient”); rather, the ICF promotes the description and organizing of client information based on functioning and disability.

The decision to build the MPT Program curriculum on an integrated framework has resulted in a complex and challenging program to track, evaluate and administer. To address these challenges, the UBC Department of Physical Therapy created Stream Coordinators, faculty members dedicated to tracking practice streams as these content areas build in complexity across the MPT Program. These curriculum streams represent the primary areas of practice, including cardiorespiratory, neurology, musculoskeletal, evidence in practice, Indigenous health, professionalism, paediatrics, pain, etc. The Stream Coordinators ensure that content in each practice stream flows and builds appropriately from foundational to entry-to-practice competencies, and that there are no inappropriate gaps or redundancies.

Curriculum Framework



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. The curriculum is approved by the Faculty of Graduate and Postdoctoral Studies.

Students influence curriculum development and evaluation through a number of mechanisms, including course evaluations, representation on Department committees (e.g. MPT Curriculum and MPT Program Committees, Clinical Advisors for PT Clinical Education Committee, etc.), and curriculum workshops. Student feedback on the 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 placements 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. Course material covers subjects including the central nervous system, peripheral nervous system, autonomic nervous system, and clinical testing to determine function and dysfunction.

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 pathophysiology, 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. 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 517 Exercise and Movement I (3 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.

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 pathophysiology, 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 527 Exercise and Movement II (3 credits)

In this course, students will develop the exercise prescription skills that are fundamental to physical therapy practice. Students will integrate knowledge of resistance and flexibility program design, the cardio-respiratory response to exercise, and the methodology for exercise testing and prescription for healthy individuals, as well as those with chronic disease.

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 pathophysiology, 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 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 IVa (5 credits)

This course represents the integration of neurological content across the lifespan which is 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-II, and Clinical Practice I-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, and gender specific health problems. Both client-centered and family-centered principles of management will be integrated into the teaching of this course, and culturally sensitive practice will be promoted.

PHTH 545 Clinical Practice IVb (6 credits)

This course represents the integration of content across the musculoskeletal, cardiac and neurological systems that is 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-II, and Clinical Practice I-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 children, adolescents, young adults, middle-aged adults, and the elderly, and gender specific health problems. Both client-centered and family-centered 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)

The role of physical therapists as educators with clients, colleagues, students and other health professionals will be explored. “Teaching and Learning in Clinical Practice”, examines the role of physiotherapists as educators with clients, colleagues, and other health professionals. This course also builds on the ethics lectures/issues presented in PHTH 516, and includes the completion of the iEthics online module 2 as part of the Integrated Curriculum. Students must be able to anticipate and react when ethical issues arise and be able to appropriately and collaboratively determine action plans.

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 552 Rehabilitation Research (5 credits)

This course will build on the knowledge acquired and skills gained in PHTH 526: Clinical Decision-Making II. Because evidence-based practice is a central theme of the MPT curriculum, PHTH 552 will provide an opportunity for students to work collaboratively in small groups to complete a systematic review or a research project in a specific area of rehabilitation practice. Each student group will work under the supervision of a faculty member or a community-based clinician researcher. The completion of the research project or systematic review will culminate in a poster presentation and final written paper.

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 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 576 Clinical Decision Making V (1 credit)

Collaborative practice is central to effective practice in the Canadian Health Care system. Physical Therapists must be skilled collaborators, in order to function effectively as members of the health care team to provide patient-centered care. Interprofessional collaboration is the process of developing and maintaining effective Interprofessional working relationships with learners, practitioners, patients/clients/ families and communities to enable optimal health outcomes. Through a flexible learning approach, students will have an opportunity to gain knowledge and skills related to Interprofessional collaboration, and to demonstrate these skills through a variety of assessment formats.

Total Credits: 83

Non-credit Requirements:

First Aid Certificate

Basic Cardiac Life Support Level C Certificate

It is the responsibility of students to ensure their First Aid Certificate and Basic Cardiac Life Support Level C Certificate are kept up to date. Students must provide appropriate documentation of these certificates to the Department.

MPT Course Timetables

MPT1 and MPT2 course timetables may be viewed through the Department of Physical Therapy website at: <http://physicaltherapy.med.ubc.ca/students-and-alumni/current-students-2/curriculum/> under the heading **Lecture/Lab Schedules (Google Calendar)**.

Timetables, Google Calendar schedules and Summer Schedules are intended to give students a better idea of upcoming course blocks, but are subject to change. Topical outlines that are distributed at the start of a course are a more firm contract regarding commitments and expectations: the course topical outline will only change in exceptional circumstances (e.g. instructor illness, weather issues, etc.). In the event that a commitment must be rescheduled, course coordinators will work with the class to determine a suitable arrangement.

Please note that students are expected to be available Monday to Friday, 8:00am to 6:00pm during academic and clinical course blocks. If classes need to be rescheduled or “made up”, changes to the schedule will occur, and every attempt to reschedule classes will be made during the Monday to Friday, 8:00am to 6:00pm time period(s), and will take priority over extracurricular or personal activities.

Guest Attendance in MPT Classes

The MPT Program courses / classes are restricted to students who are enrolled in the program. In exceptional circumstance, requests may be made to the Associated Head, MPT Program for individuals external to the program to observe a class or classes. The rationale for the request must be considered, and confirmed by the respective course coordinator and instructor(s). Students will be notified in advance of any class observations, and given the opportunity to express concern.

Physical Therapy Licences

Student Licenses

All students must register with the College of Physical Therapists of BC (CPTBC), the provincial licensing body for British Columbia, in order to complete the clinical fieldwork requirements of the MPT program. A criminal record check is required. The Associate Head, Clinical Education will clarify the process for students.

Licenses

UBC MPT graduates must pass the national written exam (Qualifying Exam) and the Alternate Clinical Exam BC (ACE BC) in order to be eligible for a license to practice physical therapy in BC.

It is the responsibility of students to research the process and procedures related to the steps toward full licensure. If you have any questions, please contact the Associate Head, MPT Program, or the PT Programs Manager.

Contact Information

<p>Canadian Physiotherapy Association 955 Green Valley Crescent, Suite 270 Ottawa, ON K2C 3V4</p> <p>E-mail: information@physiotherapy.ca www.physiotherapy.ca</p> <p>Phone: 613-564-5454 or 1-800-387-8679 Fax: 613-564-1577</p>	<p>Physiotherapy Association of BC 402 - 1755 West Broadway Vancouver, BC V6J 4S5</p> <p>E-mail: info@bcphysio.org www.bcphysio.org</p> <p>Phone: 604-736-5130 or 1-(888)-330-3999</p>
<p>College of Physical Therapists of BC 900 – 200 Granville Street Vancouver, BC V6C 1S4</p> <p>E-mail: info@cptbc.org www.cptbc.org</p> <p>Phone: 604-742-6556 or 1-(833)-742-6556 Fax: 604-357-1862</p>	<p>Canadian Alliance of Physiotherapy Regulators 1243 Islington Ave., Suite 501 Toronto, ON M8X 1Y9</p> <p>E-mail: email@alliancept.org www.alliancept.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 and the University of Northern British Columbia's principles of student conduct.

The University regulations are described in the **UBC Calendar** (via www.calendar.ubc.ca/vancouver) and in the UNBC Calendar (via: www.unbc.ca/calendar/academic-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, PT Programs, Manager, Administrative Manager – MPT-N/MOT-N, MPT-N/FV Site Leads Clinical and MPT-N/FV Site Leads Academic.

In addition, please note that all **University Policies** can be found under:

<http://universitycounsel.ubc.ca/policies/index/>

<https://www.unbc.ca/policy>

Attendance

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

Students are required to **request approval in advance** for absencing themselves from classes for any reason other than unexpected personal illness or other mitigating circumstances. It is expected that such requests be made as early as possible in advance of 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 or other mitigating circumstances, 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), communication with the Associate Head, MPT Program 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 placements require advance notification to the placement site and the Associate Head, Clinical Education. Please refer to the Clinical Education Manual for details.

Assignments

Assignments are due on the date specified, unless students have negotiated an extension with the course coordinator and / or 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.

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.

Dress Code

Being a health care professional student carries many responsibilities, including professional dress and behavior.

In the clinical lab settings, students are expected to use good judgment and to show courtesy to their fellow students, faculty and the profession by dressing in a manner that is appropriate for the designated lab activities. General clothing which is deemed appropriate (but not limited to) is shorts, t-shirts, tank tops, and sports bras.

Exceptions to all clothing may be made by the lab instructor depending on the learning objectives of the course (e.g. massage classes). Lab instructors whenever possible will give students advanced notice of what type of clothing will be required for upcoming labs. However, it is advisable to keep a set of appropriate clothing in the student lockers.

Students who are deemed to be wearing unacceptable attire may be asked to leave the lab.

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.

For assistance with writing, it is strongly suggested that students contact the UBC Learning Commons (<http://learningcommons.ubc.ca/improve-your-writing/>) or the UNBC Academic Success Centre (<https://www.unbc.ca/academic-success-centre>).

Referencing Style

It is expected that students use the Vancouver Style of referencing and citations for all written assignments for all courses in the MPT program. For PowerPoint presentations, referencing on slides can follow the format of (author et al., date).

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.”

[2020-2021 UBC Calendar](#) → [‘Policies and Regulations’](#) → [‘Student Conduct and Discipline’](#) → [‘Discipline for Academic Misconduct’](#) → [‘2. Academic Misconduct’](#)

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). Do not use AI unless directed by your instructor.

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

UBC Master of Physical Therapy (MPT) lecture and laboratory sessions are currently simultaneously broadcast by way of videoconferencing system established by the UBC Technology Enabled Learning team, to facilitate access to these lectures by UBC MPT-V students, UBC MPT-FV students, and University of Northern British Columbia (“UNBC”) MPT-N students.

Students may request access to recordings lecture / laboratory sessions that they were absent for **due to mitigating circumstances** (e.g. technology outages, illness, personal circumstances, etc.). Students should contact the Course Coordinator to request access, and provide some detail regarding the circumstances of the absence.

Recordings are typically made available to the Department of Physical Therapy in 1-2 business days after the session took place. Recordings will be uploaded into the respective Canvas course under the “Quizzes”, and access will be provided to the approved student only for a maximum of 48 hours, which will be communicated to the student by the Education Technology & Materials Manager.

Required Exam Procedures

In the MPT Program, *required exams* (i.e. exams that must be passed with $\geq 60\%$ in order to pass the course) may occur during a course block or during the final exam period: required exams are indicated in the course outline.

Students are expected to be available for all required exams. Students cannot make holiday or other plans until the exam schedule is known (including OSCE retakes).

Schedules for required exams that occur during the University final exam weeks cannot be finalized until the university exam schedule is available and all room bookings are confirmed (approximately one month in advance of the exam period). The schedules are distributed to the student email lists as soon as possible, and are not negotiable.

Students must pass all required exams 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 any exams (including written and practical OSCE exams) with other students in, or outside of the program will be subject to academic discipline.

Exam Confidentiality

Students are given opportunities throughout the MPT Program to view their exam materials for pedagogical reasons. Copying, recording, summarizing and sharing the content of exams is considered academic misconduct (<https://www.grad.ubc.ca/faculty-staff/policies-procedures/academic-misconduct>). Cases of academic misconduct will be referred to the Associate Dean, Student Program in the Faculty of Graduate and Postdoctoral Studies.

Absence from Exams

In the MPT Program, required exams (i.e. exams that must be passed with $>60\%$ in order to pass the course) may occur during a course block or during the final exam period. Students will not be allowed to write an examination

prior to the formally scheduled exam. If a student is absent from a required exam without explanation, they will receive a failing 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 / or Course Coordinator, and the Associate Head, MPT Program before the exam, but no later than 24 hours after the scheduled exam for emergency situations. In order to maintain academic integrity as well as to provide an equitable process for all students, the Department of Physical Therapy does not provide Zoom invigilation for computer-based written exams.

With approval from the Associate Head, MPT Program, an instructor may reschedule a required 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.

MPT Examination Disruption Procedure (due to Inclement Weather)

In the case of an unpredicted and exceptional circumstance (e.g. inclement weather) exams may be cancelled. This cancellation applies at all distributed sites.

The UBC website homepage is the official confirmation of exam cancellation due to inclement weather. If there is a UBC Vancouver Point Grey Campus closure or UNBC Campus closure on the date of an examination, the exam will be cancelled and rescheduled. Students are expected to monitor the UBC and UNBC website homepages for information related to exam cancellations.

In the event inclement weather impacts a scheduled exam, students should be aware of the following process:

Responsibilities of students:

4. If using transit, it is recommended students check the Translink / BC Transit website for the latest transit information
5. If a student anticipates being late due to weather conditions, the student must contact the Course Coordinator a MINIMUM of 30 minutes in advance of the exam start time, to notify that he/she will be late to the exam due to weather conditions.

Please note: students may be asked to provide evidence of delay – i.e. Compass Card Usage Report, etc.

6. Once the late student arrives, they must notify the course coordinator of their arrival (via email, phone, or in person); the student will then be given instructions on how to proceed.
7. If the exam has been cancelled, the Course Coordinator will email to notify students of the details of the rescheduled exam (e.g. date, time, location)

Please note: exams may be rescheduled for a later time on the same day; for a future time within the exam schedule; or in exceptional circumstances, during a future course block in the program

8. If possible, a hard-copy notice of the exam cancellation will be posted on the examination room doors to indicate that the exam has been postponed. And if feasible, details of the rescheduled exam date and time will be included.

Note: there is a limit to accommodations that can be made for being late if the exam proceeds as scheduled.

Course 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

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 (<http://www.calendar.ubc.ca/vancouver/>) link to [Campus-wide Policies and Regulations → Academic Assessment → Examination Results](#)).

Supplemental Exams and Repeated Courses

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

The G+PS policy states: ***“Students registered in a graduate program may not take supplemental examinations.”*** (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 (e.g. assessment of a specific module or section as detailed within the course outline) is failed, an Alternative Assessment (AA) *may* be granted to a student who is in good standing (i.e. no other evaluation failures) across other courses within the same course block.

Alternative Assessment (AA) Rationale:

The MPT curriculum is highly integrated, and courses in the MPT program have multiple areas of subject content. The program is responsible for graduating students who have the requisite knowledge and skills to meet National Physiotherapy Competencies, and therefore students need to pass all areas of practice, and demonstrate proficiency with both theoretical knowledge and practical skills. This policy applies to all courses in the MPT program and includes, but is not limited to: OSCE stations, written exams, written assignments, presentations, etc.

Where applicable, this requirement to pass specific assessments in each course is clearly stated in the course outline. If students have questions about the expectations for passing the course or have special learning requirements (as supported through UBC's Centre for Accessibility), it is the student's responsibility to clarify the requirements with the course coordinator and instructor at the beginning of the course.

Alternative Assessment (AA) Procedures:

A maximum of two AAs may be provided during the program, and a maximum of one AA will be offered for each course assessment (where specified in the course outline). If the required assessment is failed a second time, this will equate to failing the course. If a *third* AA is required in the MPT Program, the student will be asked to withdraw from the program. AAs are tracked by the Associate Head, MPT Program.

If a student fails a required assessment within a course and is offered an AA, they will not be given the opportunity to view their failed assessment, or to receive detailed feedback on their performance. Students will have an opportunity to meet with the course coordinator one-time to receive general feedback on their performance, including their assessment mark and general areas of weakness. This meeting will occur within

1-2 weeks of the student being notified of the assessment failure, and will not extend beyond 30 minutes. Students are encouraged to access available resources, including but not limited to, course notes, the course Canvas site and resources, library, classmates, private tutor, etc.

Students should be aware that in many circumstances, AAs will be scheduled after an interval of time (approximately 2-3 weeks); this is intended to provide the student with an opportunity to review course content and develop competency in the relevant knowledge and skills. As a result, students will not be able to undertake their clinical education placements until the AA is completed and competence is demonstrated. The AA process may ultimately result in a delayed graduation.

If a student is given the opportunity to undertake an AA, they must pass the AA with 60%, or greater. If the student fails the AA (<60%), they will not be offered another AA and will be required to withdraw from the program. If the student achieves >60% on the AA, the mark for the component of the course will be 60%, even if the student has achieved a higher mark on the AA.

This policy also applies to the clinical education courses in the MPT Program. In PHTH 534, 554 & 574, all clinical fieldwork placements in each course must be successfully completed in order to pass the course and proceed in the program. A repeat placement constitutes one AA. For further details of the application of the AA policy to clinical education courses, please see the clinical education manual.

Failing an AA or entire course:

If a student fails an AA and/or an entire course, the student will normally be required to withdraw from the program. All students have the right to appeal any decision regarding withdrawal from the program (see appeals section of handbook).

OSCE Pass / Fail Guidelines

PHTH 514 Final OSCE

To pass the PHTH 514 final OSCE, students must achieve an average grade of $\geq 60\%$ across all stations on the OSCE. If a student achieves <60% on the final OSCE, they may 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 516 OSCE Station

There is a single, stand-alone PHTH 516 OSCE station that is administered with the PHTH 514 Final OSCE. The PHTH 516 OSCE station is not included in the PHTH 514 Final OSCE pass/fail guidelines. Pass/fail guidelines for the PHTH 516 OSCE station are described in the PHTH 516 Course outline.

RHSC 420 OSCE Station

There is a single, stand-alone RHSC 420 OSCE station that is administered with the PHTH 524 OSCE. The RHSC 420 OSCE station is not included in the PHTH 524 OSCE pass/fail guidelines. Pass/fail guidelines for the RHSC 420 OSCE station are described in the RHSC 420 Course outline.

PHTH 524, PHTH 544/PHTH 545, PHTH 564, and PHTH 565 OSCEs

Single Station Safety Violation Failure 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: this repeated attempt **does not** count as an Alternative Assessment. The maximum mark achievable for a safety failure will be 60%.

Single Station Competency Failure Policy:

Students must achieve a competency score of $\geq 60\%$ to pass an OSCE station. Each question has explicit competency standards and these minimum competency standards **MUST** be achieved to successfully pass the station. If the minimum competency standards are not met, then a failure will result for that station.

Recourse: A single station competency failure will be included in the student's overall OSCE score for that particular exam. The station **will not be repeated** at a later date.

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

Multiple Station Failures (Safety and/or Competency):

Any student who fails more than one OSCE station through competency and/or safety failures, will be given the opportunity to repeat the failed stations at a later date: this opportunity to repeat failed stations counts as one Alternative Assessment. Repeat OSCE stations will be completed after an interval of time (approximately 2-3 weeks); this time interval is intended to provide the student with an opportunity to review their course content and develop competency and/or safety in the relevant skills. *As a result, students will not be able to undertake their clinical education placements until the retake stations are completed and competence/safety 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%.

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 [Policies and Regulations → Academic Assessment → Viewing Marked Work](#)). 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 are given feedback regarding general performance trends for each OSCE station (i.e. 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.

Leave

Leave is granted when a student is best advised for personal, health, or other reasons to have time completely away from their 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. (Please see [Leave of Absence](#) for more details).

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 and Postdoctoral 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

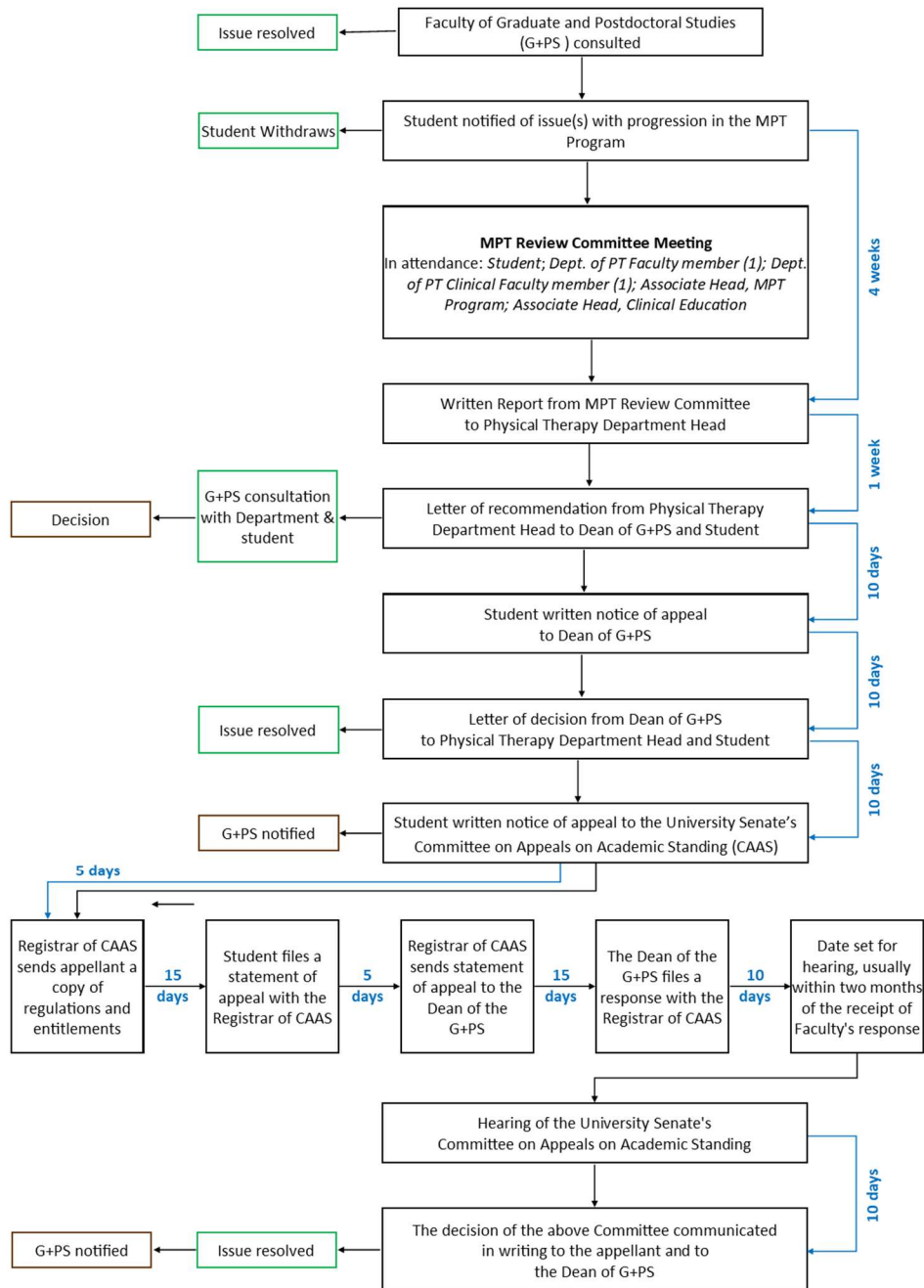
Students who are experiencing medical, emotional or other problems, which may significantly affect their studies, should notify their Faculty Advisor, Associate Head, MPT Program, or Department Head as soon as possible (even if they do not intend to apply for academic concession).

Appeals

In the event a student has not met the requirements to progress in the MPT program, they may be asked to withdraw. Students may appeal the decision. Please refer to the flow chart for the process and timeline related to a student appeal.

Appeal process for student progression issues in the Master of Physical Therapy Program

Please see Department process leading up to appeal process



Please note:

* Timing is "normally" as written; however complex situations may impact timelines

* Consultation between G+PS, student and the Physical Therapy Department may occur throughout the process

Professional Behaviour Guidelines

The MPT Program is a professional entry-level graduate program. 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 placements. 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:

<https://mistreatmenthelp.med.ubc.ca/files/2020/02/Professional-Standards-for-the-Faculties-of-Medicine-and-Dentistry.pdf>

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 professional, non-discriminatory, and respectful to academic and clinical faculty, guest lecturers, other learners, and actual or potential patients. 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 any guest/faculty/administrative staff through the use of the “Behaviour Tracking Sheet.” Breaches in behaviour will be brought to the attention of the Associate Head, MPT Program and/or Associate Head, Clinical Education for further discussion/action. In some cases, the Department of Physical Therapy’s Professionalism Committee will review the incident and make a recommendation to the Department Head regarding consequences. Consequences may include a letter on the student’s file which may affect employment references, suspension, or dismissal from the program.

Expectations for Professionalism in MPT Courses

Professional Communication and Behavior (both verbal and non-verbal) is a requirement for courses, and will be monitored by instructors, clinical skills assistants, tutors, guest lecturers and any other faculty involved with the courses. Examples of professional behavior include, but are not limited to:

- Arriving on time for all scheduled learning activities (includes returning on time from breaks)
- Participating fully and meaningfully in class. This includes activities such as:
 - using laptops only for required class activities, not for personal purposes
 - limiting “side conversations”
 - no cell phone use other than for true emergencies, (e.g.: child care issues)
 - contributing to class and small group activities
 - Not using AI unless directed by your instructor
- Participating fully in discussion and group meetings (whether electronically or in class)
- Communicating respectfully with instructors, clinical skills assistants, tutors, guest lecturers and any other faculty or staff involved with the course, as well as with peers.
- Appropriate dress for sessions where clients / patients are involved
- Avoiding behaviors which may disrupt the learning of others (e.g.: inappropriate comments, talking over the instructor, distracting peers)

Students who do not demonstrate professional behavior and communication will receive a 10% deduction from their final course mark and /or be referred to the Professionalism Committee.

UBC Centre for Accessibility

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

UBC will work to eliminate structural and attitudinal barriers to support those with disabilities and on-going medical conditions. MPT Students with learning or other disabilities are expected to proactively bring any request for accommodation to the UBC Centre for Accessibility with appropriate documentation. The Department of Physical Therapy will then work with the UBC Centre for Accessibility to provide recommended accommodations in order to meet the needs of MPT students.

Please see Academic accommodations for students with disabilities (Policy 73) through this website: [Vancouver Academic Calendar → Policies and Regulations → Academic Accommodation for Students with Disabilities \(Policy 73\)](#). 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 Centre for Accessibility must be received a minimum of one week prior to the mid-term or final examination periods (Policy 73).

UNBC Access Resource Centre

<https://www.unbc.ca/access-resource-centre>

MPT N students with learning or other disabilities are expected to bring any request for accommodation to the UBC Centre for Accessibility with appropriate documentation. The UBC Centre for Accessibility will work with the UNBC Access Resource Centre to ensure MPT N students receive the support required. Please see section above for details on Policy 73 on Differentiated Time Accommodation for Assessment in the Department of Physical Therapy.

Risk Management Policy

The Department of Physical Therapy recognizes MPT students' initiatives to enhance their entry-to-practice education through the organization of, and attendance at, extracurricular educational activities (e.g. guest lectures, external courses, etc.). The Department recommends students focus on the development of strong foundational skills before attempting to attain post-entry-to-practice certifications and / or advanced practice skills.

The Department must restrict educational sessions which may put the safety of its students at risk. Practical educational sessions that are prohibited from taking place in Department spaces include, but are not limited to the following:

- Post-entry to practice orthopaedic / neuro / cardio skills
- Assessing and treating TMJ dysfunction
- Inserting and removing catheters
- Reducing a dislocation of a joint
- Suctioning or instillation
- Treating urological, gynaecological and rectal conditions
- Wound debridement and care
- Perform spinal manipulation
- Use of needles for the purpose of needle acupuncture, intramuscular stimulation or biofeedback

UBC and UNBC do not assume liability for any injury, loss, accident or property damage which may occur because of MPT students' participation in extracurricular education activities.

The Department of Physical Therapy is not responsible for exposure to risks that occur through participation in extracurricular educational activities.

Incident Reporting Process for Students on Placement and on UBC / UNBC Campus

WorkSafe coverage is provided for all UBC physical therapy students while on campus, and on clinical placements within BC. Students are considered "employees of the crown" and WorkSafe coverage is provided through UBC, not through the worksite (placement site) where the incident occurred.

Student Incident Reporting Responsibility:

1. Steps 1 & 2 apply to ALL incidents where there is injury, actual or anticipated time loss, or a potential for future time loss due to the incident. Examples are slips, trips, falls, musculoskeletal injury such as back injuries, repetitive strain etc. It also includes situations which are injurious to mental health such as bullying, harassment, or post-traumatic stress issues. Step 3 applies only when medical treatment is required or where there is actual time loss from the placement site or from UBC classes. Tell your supervisor as soon as the incident occurs and follow their directions.
2. Incidents need to be reported within 24 hours online through the UBC risk management website (<http://rms.ubc.ca/>). Click on the "report an accident or incident" button on the website and select "2. UBC practicum/clinical placement students," or "3. UBC students or visitors" (depending on where the incident took place). Complete the online "UBC Practicum/Clinical Placement Student's Report of

Occupational Injury or Disease” form (UBC Form 6A-PS), or “UBC Student and Visitor Incident/Accident Online Form.”

3. If there is time loss or there are health issues due to the incident, the student should initiate a claim with WorkSafe by calling 1-888-WORKERS (1-888-967-5377)
4. Inform the Department (Associate Head, MPT Program; Associate Head, Clinical Education or the Clinical Placement Assistant) of the Incident.

Supervisor Responsibility:

1. Incidents need to be reported within 24 hours online through the UBC risk management website (<http://rms.ubc.ca/>). Click on the “report an accident or incident” button on the website and go to “2. UBC practicum/clinical placement students.” Supervisor/Preceptor should complete the “UBC Practicum Supervisor/Preceptor Report of Occupational Injury or Disease” form.
2. Inform the Department of Physical Therapy (Associate Head, Clinical Education or Clinical Placement Assistant) that an incident has occurred.

Bullying and Harassment

As with all UBC students, students in the Department of Physical Therapy have the right to a respectful learning environment free from bullying and harassment. Faculty (including clinical faculty and clinical preceptors), staff and students in the Department of Physical Therapy are covered by Faculty of Medicine (<http://med.ubc.ca/files/2012/02/Professional-Standards-for-the-Faculties-of-Medicine-and-Dentistry.pdf>) and UBC policies (<http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>; https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Discrimination-Policy_SC7.pdf) related to bullying and harassment. It is the responsibility of all students, faculty and staff to be familiar with these policies and to understand their meaning. More information on bullying and harassment within the UBC context can be found at <http://bullyingandharassment.ubc.ca>.

Students who feel they have been subjected to bullying and harassment have a duty to report the incident(s). Further information on Faculty of Medicine Mistreatment Help can be found at: <https://www.med.ubc.ca/current-learners/mistreatment-help/>

Students in the Master of Physical Therapy program who experience bullying and harassment related to clinical education should contact one of the following to discuss any concerns:

- Associate Head, Clinical Education
- Clinical Supervisor or Clinical Coordinator of the facility where the incident(s) occurred
- Faculty Advisor
- The Equity Office at UBC

Concerns related to bullying and harassment in the classroom should be directed to:

- Associate Head, MPT Program
- Clinical Supervisor or Clinical Coordinator of the facility where the incident(s) occurred
- Faculty Advisor
- The Equity and Inclusion Office at UBC:
https://equity3.sites.olt.ubc.ca/files/2016/08/equity_student_guide_d_and_h.pdf

Procedures

The Department has appointed an Ombudsperson (Andrea Hardaker, Director of Administration) 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.)

Student Support, Well-being & Inclusion Resources

Andrea Hardaker, Department of Physical Therapy Ombudsperson
(604-822-7771 or psth.admin.manager@ubc.ca)

Office of the Executive Associate Dean, Clinical Partnerships and Professionalism, Faculty of Medicine
(604-822-7961)

Equity and Inclusion Office (604-822-6353) <https://equity.ubc.ca/resources/students/>

Inclusive Campus Resources <https://equity.ubc.ca/resources/#inclusive-campus-resources-13>

Safety and Protection

AMS Safewalk 604 822-5355
<https://security.ubc.ca/campus-security-services/safewalk>

UBC Campus Security 604-822 -2222
<https://security.ubc.ca/>

RCMP University Detachment 604-224-1322 (non-emergency)
<http://www.rcmp-grc.gc.ca/detach/en/d/256>

AMS Sexual Assault Support Centre (SASC) 604-827-5180
sasc@ams.ubc.ca
<https://www.ams.ubc.ca/student-services/sasc/>

UBC Sexual Assault Information 604-822-1588
svpro.vancouver@ubc.ca
<http://sexualviolenceresponse.ubc.ca/>

Anti-racism Support Services <https://www.ams.ubc.ca/anti-racism-support-resources/>

Centre for Accessibility
1874 East Mall, Brock Hall
Tel: 604-822-5844
TTY: 604-822-9049
<https://students.ubc.ca/about-student-services/centre-for-accessibility>

UBC Student Health Service 604-822-7011
<https://students.ubc.ca/health/student-health-service>

UBC Counselling Services 604-822-3811
<https://students.ubc.ca/health/counselling-services>

MPT Embedded Counselling 604-822-3811 (*Identify yourself as a Master Student in the Physical Therapy program in the Faculty of Medicine*)
pt.counselling@ubc.ca

Indigenous Student Counselling* 604 822 3811
<https://students.ubc.ca/health/counselling-services>

** More support options, including accessing an Indigenous counsellor, are available*

UBC Student Assistance Program – Wellness Resources

In North America (toll-free): 1-833-590-1328

Outside North America: 1-604-757-9734

<https://students.ubc.ca/health/ubc-student-assistance-program-sap>

UBC Student Wellness Centre

<https://students.ubc.ca/health/wellness-centre>

**Wellness Centre IBPOC Peer Mentorship Program*

International Student Guide

<https://students.ubc.ca/international-student-guide>

First Nations House of Learning

604-822-8940

Women Students' Office

604-822-2415

UNBC Access Resource Centre

<https://www.unbc.ca/access-resource-centre>

UNBC Academic Success Centre

<https://www.unbc.ca/academic-success-centre>

UNBC Counselling Services

250-960-6369

UNBC Student Health Services

250-960-6370

<https://www.unbc.ca/wellness-centre/health-services-medical-clinic>

UNBC First Nations Centre

250-960-5772

<https://www.unbc.ca/aboriginal-resource-dati/first-nations-centre>

Northern Women's Centre

250-960-5632

<http://web.unbc.ca/~empower>

Mistreatment in the Learning Environment

The Faculty of Medicine is committed to creating a learning and work environment conducive to optimal education, research, and clinical care. This is sustained by learners and faculty committing to the highest level of professional conduct in their communications and interactions in all University-related activities. If a student feels they have been mistreated by a member of the faculty, the student should view the options available at: <http://www.med.ubc.ca/current-learners/mistreatment-help>

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 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 Department of Physical Therapy will:

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

2. The instructor will:

- Be willing to discuss their expectations of the students and the course

3. The MPT Program Assistants 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. 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 online and are confidential. 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 evaluations at the end of some lectures/labs.

Instructions for On-line Evaluations

1. You can access your evaluations for courses by using the unique direct survey link that is emailed to you, or on Canvas at: https://canvas.ubc.ca/courses/30777/external_tools/6073 (CWL username and password required).
2. If you experience a “Too Many Redirects” error, please try again using a non-Safari browser.
3. If you experience any other technical issues, please email sei.support@ubc.ca for additional support.

In addition to the evaluation at the end of the course, an instructor may also ask students to complete an evaluation during the course in order to receive feedback as the course progresses.

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 Andrea Hardaker, Director of Administration.

References Upon Graduation

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 they are willing to provide a reference before giving permission to do so.

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 \$500.00 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 <http://students.ubc.ca/enrolment/records/transcript>.

SECTION 4: Physical Therapy Competencies

Essential Competencies

In 2017, the **Competency Profile for Physiotherapists in Canada** was developed and published through the National Physiotherapy Advisory Group (NPAG), which is a partnership between the Physiotherapy Education Accreditation Canada (PEAC), Canadian Alliance of Physiotherapy Regulators (CAPR), the Canadian Physiotherapy Association (CPA), and the Canadian Council of Physiotherapy University Programs (CCPUP). The competency profile consists of the following competency domains:

1. Physiotherapy Expertise

As experts in mobility and function, physiotherapists use clinical reasoning that integrates unique knowledge, skills and attitudes to provide quality care and enhance the health and wellbeing of their clients.

2. Communication

As communicators, physiotherapists use effective strategies to exchange information and to enhance therapeutic and professional relationships.

3. Collaboration

As collaborators, physiotherapists work effectively with others to provide inter- and intraprofessional care.

4. Management

As managers, physiotherapists manage self, time, resources and priorities to ensure safe, effective and sustainable services.

5. Leadership

As leaders, physiotherapists envision and advocate for a health system that enhances the wellbeing of society.

6. Scholarship

As scholars, physiotherapists demonstrate a commitment to excellence in practice through continuous learning, the education of others, the evaluation of evidence, and contributions to scholarship.

7. Professionalism

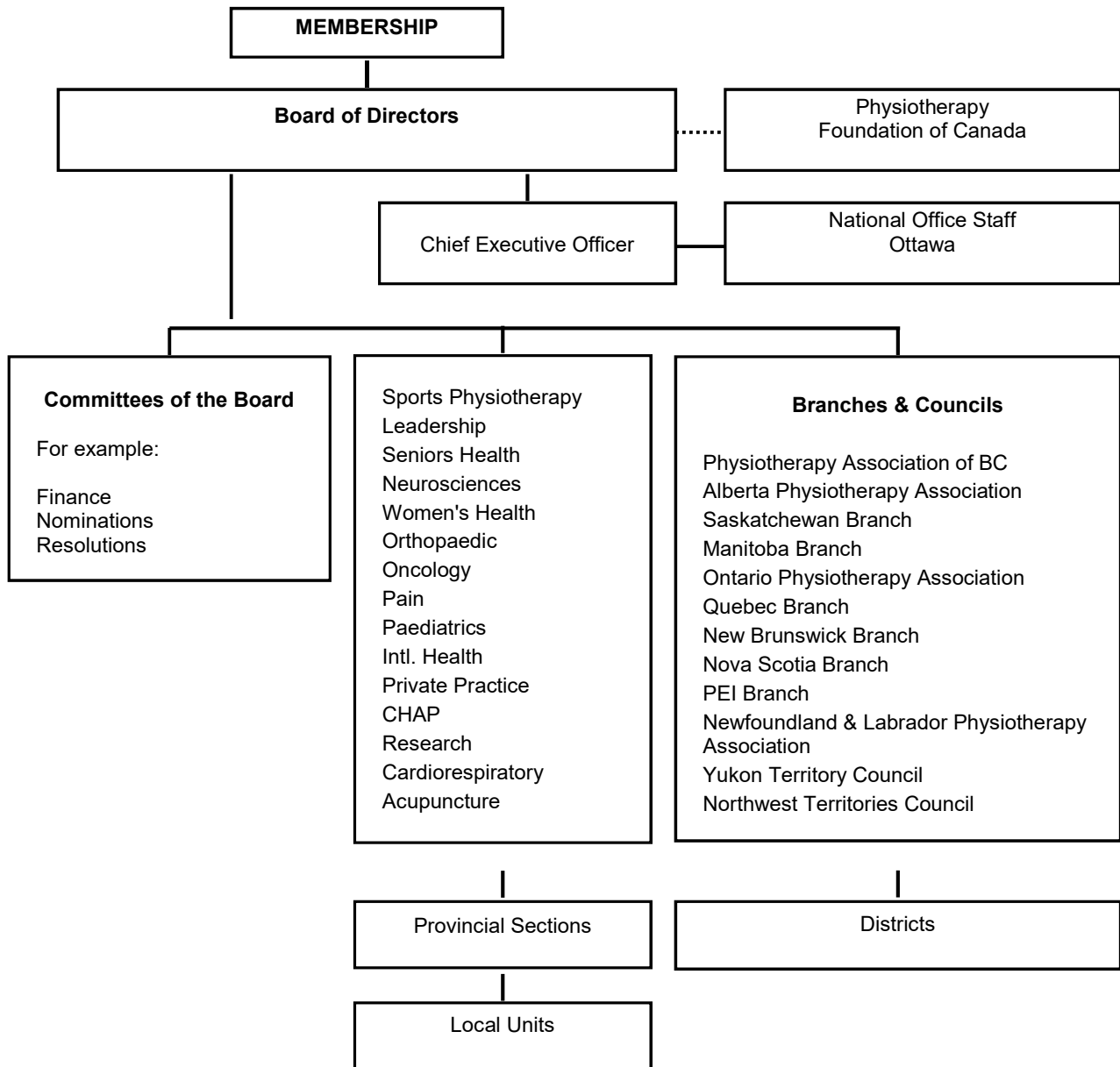
As autonomous, self-regulated professionals, physiotherapists are committed to working in the best interest of clients and society, and to maintaining high standards of behaviour.

Competencies related to these domains are expected from graduates of a physical therapy program in Canada. They were identified by the following partners:

The full document is available at <http://cptbc.org/wp-content/uploads/2018/02/Competency-Profile-for-PTs-2017-EN.pdf>

www.physiotherapy.ca/Home

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 Physiotherapists 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) and The Alternate Clinical Evaluation BC (ACEBC)

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) Written Component, which is one of the requirements for physical therapy licensure in most Canadian provinces.

The discontinuation of the Physiotherapy Competency Exam (PCE) clinical component requires short- and long-term solutions for candidates to meet the requirements for full registration in BC. In accordance with the College of Physical Therapists of BC (College) bylaws, the University of British Columbia (UBC), Department of Physical Therapy will administer an alternate evaluation.

The Alternate Clinical Evaluation BC (ACEBC) is an in-person OSCE that takes place in Vancouver and follows the CAPR 2018 blueprint.

Please refer to the ACEBC website <https://physicaltherapy.med.ubc.ca/acebc/> for examination dates, application deadlines, costs, payment options etc.

Physiotherapy Education Accreditation Canada (PEAC)

<http://www.peac-aepc.ca/>

Physiotherapy Education Accreditation Canada (PEAC) conducts accreditation reviews of Canada's fifteen Physiotherapy education programs. UBC's Master of Physical Therapy program is accredited, fully compliant, until April 2025, when it will undergo its next review.