

Master of Physical Therapy (MPT) PT9581 – PT9585, EXPECTED CLINICAL LEARNING OUTCOMES¹ TABLE

Clinical Placements ACP Scoring Criteria²	PT9581 Junior Level (June – mid July)	PT9582 Junior-Intermediate (mid Nov – Dec)	PT9583 Intermediate (mid Mar – Apr)	PT9584 Intermediate – Senior (end Apr – May)	PT9585 Senior Level (mid July – Aug)
	Anticipated ACP Rating Advanced Beginner - Intermediate	Anticipated ACP Rating Intermediate – Advanced Intermediate	Anticipated ACP Rating Advanced Intermediate ± 1	Anticipated ACP Rating Advanced Intermediate – Entry Level	Anticipated ACP Rating: Entry Level ± 1 – With Distinction
Student requires clinical supervision	<ul style="list-style-type: none"> <input type="checkbox"/> < 75% of the time for patients with simple conditions. <input type="checkbox"/> 100% supervision for new patients or patients with complex conditions 	<ul style="list-style-type: none"> <input type="checkbox"/> < 50% of the time, for patients with simple conditions, <input type="checkbox"/> < 75% of the time, for new patients or patients with complex conditions 	<ul style="list-style-type: none"> <input type="checkbox"/> < 25% of the time, for patients with simple conditions, <input type="checkbox"/> < 50% of the time, for new patients or patients with complex conditions 	<ul style="list-style-type: none"> <input type="checkbox"/> Student IND with patients with simple conditions <input type="checkbox"/> Requires clinical supervision < 25% of the time with new patients or patients with complex conditions 	<ul style="list-style-type: none"> <input type="checkbox"/> no clinical supervision managing patients with simple conditions; <input type="checkbox"/> minimal guidance/ supervision with complex conditions
Case Load (manages independently)	<ul style="list-style-type: none"> <input type="checkbox"/> student is independent with 25% entry level case load 	<ul style="list-style-type: none"> <input type="checkbox"/> Student capable of maintaining approximately 50% entry level caseload 	<ul style="list-style-type: none"> <input type="checkbox"/> Student capable of maintaining approximately 60% entry level caseload 	<ul style="list-style-type: none"> <input type="checkbox"/> Student capable of maintaining approximately 75% entry level caseload 	<ul style="list-style-type: none"> <input type="checkbox"/> Student consistently capable of maintaining at minimum, 75% entry level caseload
Consistency & Clinical Reasoning	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent with simple tasks, (e.g. MMT, ROM, chart review, simple Ax & Tx) <input type="checkbox"/> Initiates but is inconsistent with comprehensive tasks: Ax, Tx, and clinical reasoning 	<ul style="list-style-type: none"> <input type="checkbox"/> Proficient and consistent with simple tasks Ax, Tx, clinical reasoning <input type="checkbox"/> Developing ability to consistently perform comprehensive Ax, Tx & clinical reasoning with occasional CI cueing 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent and proficient with simple tasks, Ax, Tx, clinical reasoning <input type="checkbox"/> Only very occasional cueing for comprehensive Ax, Tx & clinical reasoning 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent and proficient with simple tasks, Ax, Tx, clinical reasoning <input type="checkbox"/> No cueing, but consultation and discussion)required for comprehensive Ax, Tx & clinical reasoning 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently performs comprehensive Ax, Tx, and clinical reasoning in simple and complex situations. <input type="checkbox"/> Consults with others to resolve unfamiliar or ambiguous situations.
Safe & Effective	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in safe and effective PT practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in safe and effective PT practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in safe and effective PT practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in safe and effective PT practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in safe and effective PT practice

ACP Competency Roles ³	PT9581 (Jun-Jul)	PT9582 (mid Nov-Dec)	PT9583 (mid Mar-Apr)	PT9584 (Apr-May)	PT9585 (mid Jul-Aug)
<p>Expert – Focus on Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consults with the client to obtain health history, previous health interventions, and associated outcomes. <input type="checkbox"/> Collects assessment data relevant to the client's needs and physiotherapy practice. <input type="checkbox"/> Safely and effectively selects and performs a physiotherapy assessment (1.2) <input type="checkbox"/> Monitors the client's health status and takes appropriate action as required. 	<p>Student can complete the following tasks IND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with the client to obtain previous and present health history <input type="checkbox"/> Select and perform a basic Ax (<i>with CI supervision for some simple cases</i>). <input type="checkbox"/> Monitor client for changes <input type="checkbox"/> May have minor patient safety infractions that are addressed and not repeated 	<p>Student can complete the following tasks IND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with the client to obtain previous and present health history <input type="checkbox"/> Select and perform a basic Ax (<i>occasional CI supervision for simple cases, and regular supervision for complex cases</i>). <input type="checkbox"/> Monitor client for changes <input type="checkbox"/> May have minor patient safety infractions that are not repeated 	<p>Student can complete the following tasks IND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with the client to obtain previous and present health history <input type="checkbox"/> Safely and effectively select & perform a basic Ax (<i>with no CI supervision for simple cases; and some supervision & consultation for complex cases</i>). <input type="checkbox"/> Monitor client for changes 	<p>Student can complete the following tasks IND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with the client to obtain previous and present health history <input type="checkbox"/> Safely and effectively select and perform an Ax (<i>with occasional CI supervision & consultation with complex cases</i>). <input type="checkbox"/> Monitor client for changes 	<p>Student can complete the following tasks IND:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consult with the client to obtain previous and present health history <input type="checkbox"/> Safely and effectively select and perform a basic Ax (<i>with occasional CI consultation</i>). <input type="checkbox"/> Monitor client for changes
<p>Expect – Focus on Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes assessment findings and establishes a physiotherapy diagnosis and prognosis (1.3, 1.4) <input type="checkbox"/> Develops and recommends an effective intervention strategy which is evidence informed. (1.5) <input type="checkbox"/> Establishes SMART goals 	<p>Student can complete, with some CI cueing and regular CI consultation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze patient needs based on S & O, Ax findings <input type="checkbox"/> Establish PT diagnosis/prognosis, <input type="checkbox"/> Develop goals, TX plan and D/C plan that is client centered, evidence informed, realistic 	<p>Student can complete, with occasional CI cueing and regular CI consultation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze patient needs based on S & O, Ax findings <input type="checkbox"/> Establish PT diagnosis/prognosis, <input type="checkbox"/> Develop goals, TX plan, D/C plan that is client centered, evidence informed and realistic 	<p>Student can complete, with regular CI consultation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze patient needs based on S & O, Ax findings <input type="checkbox"/> Establish PT diagnosis/prognosis, <input type="checkbox"/> Develop goals, TX plan and D/C plan that is client centered, evidence informed and realistic 	<p>Student can complete, IND with some CI consultation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze patient needs based on S & O, Ax findings <input type="checkbox"/> Establish PT diagnosis/prognosis, <input type="checkbox"/> Develop goals, TX plan and D/C plan that is client centered, evidence informed and realistic 	<p>Student can complete, IND with occasional CI consultation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze patient needs based on S & O, Ax findings <input type="checkbox"/> Establish PT diagnosis/prognosis, <input type="checkbox"/> Develop goals, TX plan and D/C plan that is client centered, evidence informed and realistic

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Expert – Focus on Intervention <ul style="list-style-type: none"> <input type="checkbox"/> Implements safe, effective treatment intervention (1.6) <input type="checkbox"/> educates the patient (1.6) <input type="checkbox"/> Evaluates the effectiveness of interventions <input type="checkbox"/> Completes physiotherapy services. 	Student can complete, <i>with occasional CI supervision & regular CI consultation</i> <ul style="list-style-type: none"> <input type="checkbox"/> Perform safe, effective, treatment. <input type="checkbox"/> Evaluate the effectiveness of Tx (<i>most of the time</i>) <input type="checkbox"/> Provide effective education to patient(s) [<i>most of the time</i>]. <input type="checkbox"/> Develops a D/C plan, in consultation with the client (<i>and CI</i>). <input type="checkbox"/> May have minor patient safety infractions that are not repeated 	Student can complete, <i>IND with regular CI consultation</i> <ul style="list-style-type: none"> <input type="checkbox"/> Perform safe, effective treatment. <input type="checkbox"/> Evaluate the effectiveness of Tx (<i>most of the time</i>) <input type="checkbox"/> Provide effective education to patient(s) [<i>most of the time</i>]. <input type="checkbox"/> Develops a D/C plan, in consultation with the client (<i>and CI</i>). <input type="checkbox"/> May have minor patient safety infractions that are not repeated 	Student can complete, <i>IND with some CI consultation</i> <ul style="list-style-type: none"> <input type="checkbox"/> Perform safe, effective, basic treatment procedures <input type="checkbox"/> Evaluate the effectiveness of Tx most of the time <input type="checkbox"/> Provide effective education to patient(s) [<i>most of the time</i>]. <input type="checkbox"/> Develops a D/C plan, in consultation with the client (<i>and CI</i>). <input type="checkbox"/> No safety infractions 	Student can complete <i>IND, with some CI consultation</i> <ul style="list-style-type: none"> <input type="checkbox"/> Perform safe, effective, basic treatment procedures <input type="checkbox"/> Evaluate the effectiveness of Tx <input type="checkbox"/> Provide effective education to patient(s) <input type="checkbox"/> Develops a D/C plan, in consultation with the client (<i>and CI</i>). <input type="checkbox"/> No safety infractions 	Student can complete, <i>IND, with very occasional CI consultation</i> : <ul style="list-style-type: none"> <input type="checkbox"/> Perform safe, effective, basic treatment procedures <input type="checkbox"/> Evaluate the effectiveness of Tx, <input type="checkbox"/> Provide effective education to patient(s), <input type="checkbox"/> Develops a D/C plan, in consultation with the client (<i>and CI</i>). <input type="checkbox"/> No safety infractions
2.0 Communicator <ul style="list-style-type: none"> <input type="checkbox"/> Develops, builds, and maintains rapport, trust, and ethical professional relationships through effective communication. <ul style="list-style-type: none"> <input type="checkbox"/> Listens effectively. <input type="checkbox"/> Demonstrates an awareness of self-behaviors (2.1) <input type="checkbox"/> Communicates in a manner that is sensitive to the uniqueness of others (2.1) 	With <i>occasional CI cueing</i> and regular consultation, the student will [<i>most of the time</i>]: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate in a manner that is sensitive to the uniqueness of others <input type="checkbox"/> Listens effectively <input type="checkbox"/> Demonstrate an awareness of self-behaviors <input type="checkbox"/> Communicate 	With <i>regular CI consultation & discussion</i> , the student will [<i>most of the time</i>]: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate in a manner that is sensitive to the uniqueness of others <input type="checkbox"/> Listen effectively <input type="checkbox"/> Demonstrate an awareness of self-behaviors <input type="checkbox"/> Communicate 	With <i>some CI consultation & discussion</i> , the student will [<i>most of the time</i>]: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate in a manner that is sensitive to the uniqueness of others <input type="checkbox"/> Listen effectively <input type="checkbox"/> Demonstrate an awareness of self-behaviors 	With some consultation & discussion, the student will: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate effectively, both verbally and nonverbally, with patients, patient's family, CI and health team based on the needs of the receiver, occasionally missing minor details 	All of the time, the student will independently: <ul style="list-style-type: none"> <input type="checkbox"/> Participate in the exchange of information about the caseload independently in complex and/or challenging information sharing situations. <input type="checkbox"/> Listen effectively <input type="checkbox"/> Demonstrate an awareness of self-behaviors

<ul style="list-style-type: none"> ○ Elicits, analyzes, records, applies, conveys and shares information. □ Employs effective and appropriate verbal, non-verbal, written, and electronic communications (2.3) 	<p>effectively, both verbally and nonverbally, with patients, patient's family, CI</p> <ul style="list-style-type: none"> □ Consistently & accurately document care for straight forward cases and situations 	<p>effectively, both verbally and nonverbally, with patients, patient's family, CI and sometimes with the health team</p> <ul style="list-style-type: none"> □ Consistently & accurately document care for straight forward cases and situations, and some complex cases with minimal errors 	<ul style="list-style-type: none"> □ Communicate effectively, both verbally and nonverbally, with patients, patient's family, CI and health team □ Produce accurate and timely documentation for all simple and complex cases with minimal errors 	<ul style="list-style-type: none"> □ Listen effectively □ Demonstrate an awareness of self-behaviors □ Maintain accurate & timely records for all simple & complex patient care situations 	<ul style="list-style-type: none"> □ Produce accurate and timely documentation for all patients and situation. □ Seek out and clarifies/shares information with the IP team
<p>ACP Competency Roles</p>	<p>PT9581 (Jun-Jul)</p>	<p>PT9582 (mid Nov-Dec)</p>	<p>PT9583 (mid Mar-Apr)</p>	<p>PT9584 (Apr-May)</p>	<p>PT9585 (mid Jul-Aug)</p>
<p>3.0 Collaborator</p> <ul style="list-style-type: none"> □ Establishes and maintains interprofessional (IP) relationships, which foster effective client-centered collaboration (3.1) □ Collaborates with others to prevent, manage and resolve conflict 	<p>Student developing preliminary skills:</p> <ul style="list-style-type: none"> □ Initiates IP relationships, which foster effective client-centered collaboration. □ Demonstrates preliminary collaborative skills in IP role clarification, communication, client/family/community centered care. 	<p>Student developing moderate skills:</p> <ul style="list-style-type: none"> □ Initiates IP relationships, which foster effective client-centered collaboration, team functioning. □ Demonstrates preliminary collaborative skills in IP role clarification, communication, client/family/community centered care. 	<p>Student developing moderately-good skills:</p> <ul style="list-style-type: none"> □ Initiate and participate in IP relationships, which foster effective client-centered collaboration. □ Demonstrates preliminary collaborative skills in IP role clarification, communication, client/family/community centered care, team functioning, & collaborative leadership. □ Collaborates to prevent, manage and resolve conflict, with CI support. 	<p>Student developing effective skills:</p> <ul style="list-style-type: none"> □ Actively participates in IP relationships, which foster effective client-centered collaboration. □ Demonstrates preliminary collaborative skills in IP role clarification, communication, client/family/community centered care, team functioning, & collaborative leadership. □ Collaborates to prevent, manage and resolve conflict, with CI support 	<p>Student demonstrates effective skills:</p> <ul style="list-style-type: none"> □ Actively participates in IP relationships, which foster effective client-centered collaboration. □ Demonstrates preliminary collaborative skills in IP role clarification, communication, client/family/community centered care, team functioning, & collaborative leadership □ Collaborates to prevent, manage and resolve conflict, with CI support

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4.0 Manager <ul style="list-style-type: none"> <input type="checkbox"/> Manages individual practice effectively. <input type="checkbox"/> Manages and supervises personnel involved in the delivery of physiotherapy services. <input type="checkbox"/>  Participates in activities that contribute to safe and effective physiotherapy practice (4.3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes some initiative to manage resources (e.g. time, space, equipment, work load statistics, scheduling patients) <i>(with regular CI assistance)</i>. <input type="checkbox"/> Aware of roles of support personnel, and begins to determine which tasks would be appropriate for assignment. <input type="checkbox"/> Participates in safe, effective PT practice that minimizes risk to patient, self and others <i>(with some CI supervision for some simple cases)</i> <input type="checkbox"/> May have minor patient safety infractions that are not repeated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes some initiative to manage resources (e.g. time, space, equipment, work load statistics, scheduling patients) <i>(with regular CI assistance)</i>. <input type="checkbox"/> Assigns some basic tasks to support personnel <i>(with CI assistance)</i> <input type="checkbox"/> Participates in safe, effective PT practice that minimizes risk to patient, self and others <i>(with occasional CI supervision for some simple cases and regular CI supervision for complex cases)</i>. <input type="checkbox"/> May have minor patient safety infractions that are not repeated 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Most of the time</i>, takes initiative to manage resources (e.g. time, space, equipment, work load statistics, scheduling patients) <i>(with some CI assistance)</i>. <input type="checkbox"/> Assigns appropriate tasks to support personnel with appropriate assessment and follow up. <i>(with some CI assistance)</i> <input type="checkbox"/> Actively participates & promotes safe, effective PT practice that minimizes risk to patient, self and others <i>(infrequent CI supervision for simple cases; CI supervision for some complex cases)</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently takes initiative to manage resources (e.g. time, space, equipment, work load statistics, scheduling patients) <i>(with minimal CI assistance)</i>. <input type="checkbox"/> Assigns appropriate tasks to support personnel with appropriate assessment and follow up. <i>(with some CI assistance)</i> <input type="checkbox"/> Actively participates & promotes safe, effective PT practice that minimizes risk to patient, self and others. <i>(IND for simple cases; CI supervision for some complex cases)</i>. 	Student will independently: <ul style="list-style-type: none"> <input type="checkbox"/> Take initiative <input type="checkbox"/> Manage all aspects of a required caseload (minimum 75%) including screening, prioritizes case load, assessment, treatment, discharge planning, follow up, external agencies/funders. <input type="checkbox"/> Participate in safe, effective PT practice that minimizes risk to patient, self and others. Cognizant of and actively promotes patient safety (some consultation with CI).
5.0 Advocate <ul style="list-style-type: none"> <input type="checkbox"/> Identifies, responds to, and promotes the health needs and concerns of individual clients, populations, and communities. Empowers client's to speak on their own behalf <input type="checkbox"/> Understands role & benefits of PT profession to enhance client & community health 	With CI cueing: <ul style="list-style-type: none"> <input type="checkbox"/> Identifies individual client advocacy (e.g. recommends delayed D/C). <input type="checkbox"/> Use knowledge and expertise to promote health and well-being of individual clients (occasionally) 	With CI cueing: <ul style="list-style-type: none"> <input type="checkbox"/> Participates in advocacy for individual clients (occasionally) <input type="checkbox"/> Promotes health and well-being of individual clients (sometimes) 	With CI assistance: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some initiative in advocating for individual clients or the profession (e.g., for client services from another profession or community resource 	With CI assistance: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates initiative in advocating for individual clients or the profession. <input type="checkbox"/> Empowers client to speak on their own behalf 	With CI assistance: <ul style="list-style-type: none"> <input type="checkbox"/> Participates in advocacy for individual client or PT profession. <input type="checkbox"/> Knowledgeable about role & benefits of PT for client / community health

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Scholarly Practitioner <ul style="list-style-type: none"> <input type="checkbox"/> Uses a reflective approach to practice. <input type="checkbox"/> Incorporates lifelong learning and experiences into best practice. <input type="checkbox"/> Engages in scholarly inquiry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Often utilizes self-reflection and feedback from clients, families, CI and other health care providers. <input type="checkbox"/> Initiates a self-directed plan for professional development and lifelong learning <input type="checkbox"/> Sometimes uses principles of research and evidence informed practice in the delivery of physical therapy care <i>(with CI cueing and discussion)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly, utilizes self-reflection and feedback from clients, families, CI and other health care providers. <input type="checkbox"/> Initiates a self-directed plan for professional development and lifelong learning <input type="checkbox"/> Often uses principles of research and evidence informed practice in the delivery of physical therapy care <i>(with CI cueing and discussion)</i> 	<p>The student will actively and independently:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize self-reflection and feedback from clients, families, CI and other health care providers. <input type="checkbox"/> Initiate a self-directed plan for professional development and lifelong learning <input type="checkbox"/> Use principles of research and evidence informed practice in the delivery of physical therapy care to acquire new knowledge and skills <i>(with some CI assistance)</i> 	<p>The student will actively and independently:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize self-reflection and feedback from clients, families, CI and other health care providers. <input type="checkbox"/> Maintain a self-directed plan for professional development and lifelong learning <input type="checkbox"/> Use principles of research and evidence informed practice in the delivery of physical therapy care to acquire new knowledge and skills <i>(with occasional CI assistance)</i> 	<p>Student will actively & independently:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently utilize self-reflection and feedback from clients, families, CI and other health care providers <input type="checkbox"/> Use principles of research and evidence informed practice to actively seek out new knowledge/skills. <input type="checkbox"/> Readily shares new found knowledge with peers/co-workers. <input type="checkbox"/> Critically question current practice and seeks out evidence to support better ways of delivering PT services.
 Professional (7.1) <ul style="list-style-type: none"> <input type="checkbox"/> Meets legislative, legal, ethical requirements [e.g. consent & privacy](7.1) <input type="checkbox"/> Provides services within physiotherapy scope of practice and personal competence. <input type="checkbox"/> Maintains a professional therapeutic relationship with clients (7.1) <input type="checkbox"/> Dresses and acts in a professional manner at all 	<p>With infrequent CI cueing and consultation (may have minor infractions that are not repeated).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets legislative, legal/ethical requirements (e.g. consent & privacy) <input type="checkbox"/> Provides services within PT scope of practice, personal competence. <input type="checkbox"/> Maintains a professional 	<p>With infrequent CI cueing and consultation & discussion (may have minor infractions that are not repeated).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets legislative, legal/ethical requirements (e.g. consent & privacy) <input type="checkbox"/> Provides services within PT scope of practice, personal competence. <input type="checkbox"/> Maintains a 	<p>With some CI assistance and consultation, the student will take action to ensure they (may have minor infractions that are not repeated):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet legislative, legal/ethical requirements (e.g. consent & privacy) <input type="checkbox"/> Provide services within PT scope of practice, personal competence. 	<p>With occasional CI consultation, the student will take action to ensure they:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet legislative, legal/ethical requirements (e.g. consent & privacy) <input type="checkbox"/> Provide services within PT scope of practice, personal competence. <input type="checkbox"/> Maintains a professional 	<p>The student will independently take action to ensure they:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet legislative, legal/ethical requirements (e.g. consent & privacy) <input type="checkbox"/> Provide services within PT scope of practice, personal competence. <input type="checkbox"/> Maintain a professional therapeutic relationship with clients

<p>times (7.1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepts responsibility and is accountable for own actions and decisions (7.1) <input type="checkbox"/> Demonstrates sensitivity to and respect for each client's rights, dignity and uniqueness (7.2) <input type="checkbox"/> Engages in activities that support the development of the profession of physical therapy (e.g. participates in in-services, knowledge transfer) (7.3) 	<p>therapeutic relationship with clients</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dresses and acts in a professional manner most of the time. <input type="checkbox"/> Accepts responsibility and is accountable for own actions and decisions <input type="checkbox"/> sensitive to and has respect for each client's rights, dignity and uniqueness <input type="checkbox"/> Participates in placement required in-service 	<p>professional therapeutic relationship with clients</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dresses and acts in a professional manner at all times <input type="checkbox"/> Accepts responsibility and is accountable for own actions and decisions <input type="checkbox"/> sensitive to and has respect for each client's rights, dignity and uniqueness <input type="checkbox"/> Participates in placement required in-service 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain a professional therapeutic relationship with clients <input type="checkbox"/> Dress and act in a professional manner at all times <input type="checkbox"/> Accept responsibility and is accountable for own actions and decisions <input type="checkbox"/> Sensitive, respectful for client's rights, dignity, uniqueness <input type="checkbox"/> Participate in required in-service 	<p>therapeutic relationship with clients</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dress and act in a professional manner at all times <input type="checkbox"/> Accept responsibility and is accountable for own actions and decisions <input type="checkbox"/> Sensitive, respectful for client's rights, dignity, uniqueness <input type="checkbox"/> Participate in required in-service 	<ul style="list-style-type: none"> <input type="checkbox"/> Dress and act in a professional manner at all times <input type="checkbox"/> Accept responsibility and is accountable for own actions and decisions <input type="checkbox"/> sensitive to and has respect for each client's rights, dignity and uniqueness <input type="checkbox"/> Participate in placement required in-service
	PT9581 (Jun-Jul)	PT9582 (mid Nov-Dec)	PT9583 (mid Mar-Apr)	PT9584 (Apr-May)	PT9585 (mid Jul-Aug)
Settings	<p>The student obtains clinical experience in one or more of the following Settings:</p> <ol style="list-style-type: none"> 1. Acute Care/Hospital; 2. Rehab / LTC/ Pediatrics; 3. Ambulatory Care Clinic; 4. Elective Setting (AC/Rehab/Community/ specified Clinic) 	<p>The student obtains clinical experience in one or more of the following Settings:</p> <ol style="list-style-type: none"> 1. Acute Care/Hospital; 2. Rehab / LTC/ Pediatrics; 3. Ambulatory Care Clinic; 4. Elective Setting (AC/Rehab/Community/ specified Clinic) 	<p>The student obtains clinical experience in one or more of the following Settings:</p> <ol style="list-style-type: none"> 1. Acute Care/Hospital; 2. Rehab / LTC/ Pediatrics; 3. Ambulatory Care Clinic; 4. Elective Setting (AC/Rehab/Community/ specified Clinic) 	<p>The student obtains clinical experience in one or more of the following Settings:</p> <ol style="list-style-type: none"> 1. Acute Care/Hospital; 2. Rehab / LTC/ Pediatrics; 3. Ambulatory Care Clinic; 4. Elective Setting (AC/Rehab/Community/ specified Clinic) 	<p>By the end of PT9585, the student has completed the following clinical placement Settings experiences:</p> <ol style="list-style-type: none"> 1. Acute Care/Hospital (1 placement; ≥ 125 hrs with ACCE Approval) 2. Rehab/LTC/Pediatrics (1 placement; ≥ 125 hrs with ACCE approval) 3. Ambulatory Care Clinic (2 placements; ≥ 300 hrs) 4. Elective (1 placement; AC/Rehab/Community/ designated Clinic, with ACCE approval)

Area of Practice	The student obtains clinical experience in one or more of the following Areas of Practice: 1. MSK, 2. Neuro, 3. CR	The student obtains clinical experience in one or more of the following Areas of Practice: 1. MSK, 2. Neuro, 3. CR	The student obtains clinical experience in one/ more of following Areas of Practice: 1. MSK, 2. Neuro, 3. CR	The student obtains clinical experience in one/ more of following Areas of Practice: 1. MSK, 2. Neuro, 3. CR	By the end of PT9585 the student has obtained ≥ 100 cumulative hrs of clinical experience in each of the following Areas of Practice: 1. MSK; 2. Neuro 3. CR
Lifespan	The student obtains clinical experience with one or more of the following age groups: Children (≤ 17 years); Adults (≥ 18 and ≤ 64 years); Older Adults (≥ 65).	The student obtains clinical experience with one or more of the following age groups: Children (≤ 17 years); Adults (≥ 18 and ≤ 64 years); Older Adults (≥ 65).	The student obtains clinical experience with one or more of the following age groups: Children (≤ 17 years); Adults (≥ 18 and ≤ 64 years); Older Adults (≥ 65).	The student obtains clinical experience with one or more of the following age groups: Children (≤ 17 years); Adults (≥ 18 and ≤ 64 years); Older Adults (≥ 65).	By the end of PT9585, the student has obtained 225 cumulative hrs of clinical experience with Adults (≥ 18 and ≤ 64 yrs) and a combination of 225 cumulative hrs with Children (≤ 17 yrs) and Older Adults (≥ 65 yrs.).
Clinical Hours	The student obtains a minimum of 205-210 clinical experience hours; (student does not miss > 2 days, including statutory holidays, sick days, bereavement).	The student obtains a minimum of 205-210 clinical experience hours; (student does not miss > 2 days, including statutory holidays, sick days, bereavement).	The student obtains a minimum of 205-210 clinical experience hours; (student does not miss > 2 days, including statutory holidays, sick days, bereavement).	The student obtains a minimum of 205-210 clinical experience hours; (student does not miss > 2 days, including statutory holidays, sick days, bereavement).	By the end of PT9585, the student has obtained a minimum of 1025 cumulative hrs. of clinical experience.

Credit/Pass or No Credit/Fail	Pass? Fail?
Requirements:	
1. The <i>PT9581 – PT9585 Expected Clinical Learning Outcomes for MPT Students'</i> outlined in the table above (which are based on the MPT PT9581-PT9585 course outline Expected Clinical Learning Outcomes), need to be achieved by the END of each clinical placement in order for the student to receive a placement PASS/Credit.	
Credit/Pass or No Credit/Fail Decision:	
1. If there are concerns whether the student will pass or fail the placement, the student, CI, CCCE and ACCE [or designate (s)] will attend the final evaluation.	
2. The student's clinical performance is based on the CI's observation of the student's clinical performance (and other therapists/PTA's when appropriate), including written comments in the ACP, CI verbal comments expressed during the final evaluation (provided in writing after the final evaluation), and the CCCE's and ACCE's verbal comments provided during the final placement evaluation (provided in writing after the final evaluation).	
3. The ACCE clarifies the expectations for the placement.	
4. Once the student has had an opportunity to respond to any concerns raised, the CI, CCCE and ACCE will collaboratively and unanimously decide on a pass/credit or fail/no credit mark based on the student's clinical performance during the placement compared to expected learning outcomes outlined in the <i>MPT PT9581 – PT9585 Expected Clinical Learning Outcomes for MPT Students Table (above)</i> as well as the areas indicated as 'significant concern' and 'red flag items' in the ACP at the final evaluation.	

- ¹ Based on the MPT PT9581-PT9585 Course Outlines - expected clinical learning outcomes (located on OWL MPT Clinical Experience – under MPT CE Handbook)
- ² Mori B, Norman K, Brooks D, Herold J, Beaton D: Evidence of reliability, Validity and Practicality for the Canadian Physiotherapy Assessment of Clinical Performance. *Physiother Can* (2016); 68(2); 156-169 [research article on the *Canadian Physical Therapy Assessment of Clinical Performance (ACP)*; by CCPUP/Dr Brenda Mori (2016)].
- ³ National PT Advisory Group, Accreditation Council for Canadian Physiotherapy Academic Programs (PEAC), Canadian Alliance for PT Regulators (CAPR), Canadian PT Association (CPA), Canadian Council of Physiotherapy University Programs (CCPUP): *Essential Competency Profile for Physiotherapist in Canada* (Oct, 2009).