Department of Physical Therapy
University of British Columbia
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[www.physicaltherapy.med.ubc.ca](http://www.physicaltherapy.med.ubc.ca)

E-mail: physical.therapy@ubc.ca

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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.

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Last Update: June 2019
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SECTION 1: The Department of Physical Therapy

Introduction

This handbook of policies, procedures and guidelines for the Master of Physical Therapy Program is designed to ensure that students, faculty, and staff fully understand their responsibilities.

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

This Department’s Strategic Plan 2018-2023 builds on a strong foundation of excellence and speaks to our values of Enhancing Innovation, Integrity, Collaboration and Excellence. These values support and align with the principles of the Faculty of Medicine strategic plan: excellence, equity, engagement and effectiveness.

Through our teaching 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

Service = Social Accountability
         Education
         Research with Impact
         Vibrant leadership
         Integrity
         Collaboration
         Excellence
# Department Faculty Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Murphy</td>
<td><a href="mailto:sue.murphy@ubc.ca">sue.murphy@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Head, Department of Physical Therapy</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Lara Boyd</td>
<td><a href="mailto:lara.boyd@ubc.ca">lara.boyd@ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Pat Camp</td>
<td><a href="mailto:pat.camp@hli.ubc.ca">pat.camp@hli.ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Kristin Campbell</td>
<td><a href="mailto:kristin.campbell@ubc.ca">kristin.campbell@ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Janice Eng</td>
<td><a href="mailto:janice.eng@ubc.ca">janice.eng@ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Alison Greig</td>
<td><a href="mailto:alison.greig@ubc.ca">alison.greig@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Associate Head, Master of Physical Therapy Program</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Jordan Guenette</td>
<td><a href="mailto:jordan.guenette@hli.ubc.ca">jordan.guenette@hli.ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Michael Hunt</td>
<td><a href="mailto:michael.hunt@ubc.ca">michael.hunt@ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Linda Li</td>
<td><a href="mailto:lli@arthritisresearch.ca">lli@arthritisresearch.ca</a></td>
</tr>
<tr>
<td>Dr. Teresa Liu-Ambrose</td>
<td><a href="mailto:teresa.ambrose@ubc.ca">teresa.ambrose@ubc.ca</a></td>
</tr>
<tr>
<td>Robin Roots</td>
<td><a href="mailto:robin.roots@ubc.ca">robin.roots@ubc.ca</a></td>
</tr>
<tr>
<td>Karen Sauve</td>
<td><a href="mailto:karen.sauve@ubc.ca">karen.sauve@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Associate Head, Clinical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Alex Scott</td>
<td><a href="mailto:alex.scott@ubc.ca">alex.scott@ubc.ca</a></td>
</tr>
<tr>
<td>Dr. Naznin Virji-Babul</td>
<td><a href="mailto:naznin.virji-babul@ubc.ca">naznin.virji-babul@ubc.ca</a></td>
</tr>
<tr>
<td>Dr Courtney Pollock</td>
<td><a href="mailto:courtney.pollock@ubc.ca">courtney.pollock@ubc.ca</a></td>
</tr>
<tr>
<td>Jacquie Whittaker</td>
<td><a href="mailto:jacquie.whittaker@ubc.ca">jacquie.whittaker@ubc.ca</a></td>
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<tr>
<td>Dr. Lesley Bainbridge</td>
<td><a href="mailto:lesley.bainbridge@ubc.ca">lesley.bainbridge@ubc.ca</a></td>
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<tr>
<td><strong>Associate Professor Emeritus</strong></td>
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<tr>
<td>Dr. Elizabeth Dean</td>
<td><a href="mailto:elizabeth.dean@ubc.ca">elizabeth.dean@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Professor Emeritus</strong></td>
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<tr>
<td>Dr. Susan Harris</td>
<td><a href="mailto:susan.harris@ubc.ca">susan.harris@ubc.ca</a></td>
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<tr>
<td>Dr. Donna MacIntyre</td>
<td><a href="mailto:donna.macintyre@ubc.ca">donna.macintyre@ubc.ca</a></td>
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<tr>
<td><strong>Associate Professor Emeritus</strong></td>
<td></td>
</tr>
<tr>
<td>Dr. Darlene Redenbach</td>
<td><a href="mailto:dredenbach@shaw.ca">dredenbach@shaw.ca</a></td>
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<tr>
<td><strong>Senior Instructor Emeritus</strong></td>
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</table>
Administration

Office Hours

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 is Administrative Manager, Andrea Hardaker (604-822-7771).**

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”

<table>
<thead>
<tr>
<th>Mrs. Sue Murphy</th>
<th>Department Head</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:sue.murphy@ubc.ca">sue.murphy@ubc.ca</a></td>
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*The Department of Physical Therapy Head has overall responsibility for the Department. She 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.*

<table>
<thead>
<tr>
<th>Dr. Alison Greig</th>
<th>Associate Head, MPT Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:alison.greig@ubc.ca">alison.greig@ubc.ca</a></td>
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*The Associate Head, MPT Program manages 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.*

<table>
<thead>
<tr>
<th>Mrs. Karen Sauve</th>
<th>Associate Head, Clinical Education</th>
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<tbody>
<tr>
<td></td>
<td><a href="mailto:karen.sauve@ubc.ca">karen.sauve@ubc.ca</a></td>
</tr>
</tbody>
</table>

*The Associate Head, Clinical Education is responsible for all aspects of clinical fieldwork during the program. Issues related to any aspect of clinical placements should be directed to her.*
### Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Carissa Dyck</td>
<td>MPT Program Administration Manager</td>
<td><a href="mailto:carissa.dyck@ubc.ca">carissa.dyck@ubc.ca</a></td>
<td>604-822-2272</td>
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<tr>
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<tr>
<td>The MPT Program Administration Manager works in tandem with the Associate Head, MPT Program in managing the yearly planning of the curriculum while helping faculty to provide students with an outstanding educational experience. This role is responsible for facilitating multiple aspects of the MPT program, such as working with the core committees of the Department of Physical Therapy, management of the OSCEs along with coordinating the Clinical Faculty appointment, re-appointment, and promotion process.</td>
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<tr>
<td>MPT Program Assistant</td>
<td></td>
<td><a href="mailto:mpt.admin@ubc.ca">mpt.admin@ubc.ca</a></td>
<td>604-827-4958</td>
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<tr>
<td>The MPT Program Assistant works closely with the MPT Administration Manager and Associate Head, MPT Program to assist with all aspects of MPT Program administration. This role also assists with processing contracts for external instructors and guest lecturers, prepares credentialing packages, supports OSCE administration, and also coordinates the administration of the GCOMPT program.</td>
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<tr>
<td>Student Services Officer</td>
<td></td>
<td><a href="mailto:mpt.studentadvisor@ubc.ca">mpt.studentadvisor@ubc.ca</a></td>
<td>604-822-7050</td>
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<td>The Student Services Officer provides support for all issues relating to the MPT Student Services, including advising, admissions, tuition fees, grades, graduation, student fee submissions, proof of CPR re-certification and First Aid, and is the backup Timetable Rep. Please notify this role of any concerns about ombudsman, student loans, discrimination and harassment.</td>
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<tr>
<td>Ingrid Dill</td>
<td>Clinical Placement Officer</td>
<td><a href="mailto:pt.placement@ubc.ca">pt.placement@ubc.ca</a></td>
<td>604-827-3315</td>
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<tr>
<td>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.</td>
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<tr>
<td>Carolyn Andersson</td>
<td>Clinical Education Officer</td>
<td><a href="mailto:carolyn.andersson@ubc.ca">carolyn.andersson@ubc.ca</a></td>
<td>604-827-5985</td>
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<td>The Clinical Education Officer provides support to the AHCE and is responsible for multiple aspects of the Program, including placement site contracts, coordination of Clinical Educator workshops, production of the Clinical Education newsletter, student and marketing materials, coordination of Clinical Education Committee meetings, and provides administrative support to the Associate Head, Clinical Education.</td>
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<tr>
<td>Hilary Hinksman</td>
<td>Assistant to the Department Head</td>
<td><a href="mailto:pt.head-assistant@ubc.ca">pt.head-assistant@ubc.ca</a></td>
<td>604-822-7355</td>
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<tr>
<td>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.</td>
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</table>
The Administrative Manager 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.

Andrea Hardaker  
Administration Manager  
phth.admin.manager@ubc.ca  604-822-7771

Andrea Hardaker  
Administration Manager  
phth.admin.manager@ubc.ca  604-822-7771

Andrea Hardaker  
Administration Manager  
phth.admin.manager@ubc.ca  604-822-7771

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.

Brenda Wessel  
Research Grants Facilitator  
brenda.wessel@ubc.ca  604-822-7408

Brenda Wessel  
Research Grants Facilitator  
brenda.wessel@ubc.ca  604-822-7408

Brenda Wessel  
Research Grants Facilitator  
brenda.wessel@ubc.ca  604-822-7408

The Facilities and Information Systems Manager manages the facilities in the Friedman Building which consist of general maintenance and upgrades, building access, and site security for the Department. This role coordinates computers, network/internet/server operations, and telephone and email account services for faculty, staff and students. This includes installation, purchasing, and troubleshooting of computer hardware, software, peripherals, web content, and e-mail.

Larry Smythe  
Facilities and Information Systems Manager  
larry.smythe@ubc.ca / pt.help@ubc.ca  604-822-7766

Larry Smythe  
Facilities and Information Systems Manager  
larry.smythe@ubc.ca / pt.help@ubc.ca  604-822-7766

Larry Smythe  
Facilities and Information Systems Manager  
larry.smythe@ubc.ca / pt.help@ubc.ca  604-822-7766

The Classroom and IT Support Technician is responsible for setup and maintenance of labs, equipment, teaching aids and audio/visual systems. This role provides backup to the Friedman Facilities Manager, and provides IT support by way of troubleshooting hardware/software issues, setup and deployment of new systems, assists in the day to day maintenance of the IT infrastructure.

Classroom and IT Support Technician  
pt.help@ubc.ca  604-827-5953

Classroom and IT Support Technician  
pt.help@ubc.ca  604-827-5953

Classroom and IT Support Technician  
pt.help@ubc.ca  604-827-5953

The Classroom and IT Support Technician is responsible for setup and maintenance of labs, equipment, teaching aids and audio/visual systems. This role provides backup to the Friedman Facilities Manager, and provides IT support by way of troubleshooting hardware/software issues, setup and deployment of new systems, assists in the day to day maintenance of the IT infrastructure.

Anny Shen  
RHSC Assistant and Room Booking Coordinator  
pt.bookings@ubc.ca / anny.shen@ubc.ca  604-827-5953

Anny Shen  
RHSC Assistant and Room Booking Coordinator  
pt.bookings@ubc.ca / anny.shen@ubc.ca  604-827-5953

Anny Shen  
RHSC Assistant and Room Booking Coordinator  
pt.bookings@ubc.ca / anny.shen@ubc.ca  604-827-5953

The RHSC Assistant and Room Booking Coordinator provides support to the Associate Head, Research with the Masters of Rehabilitation Sciences, MPT/PhD, and PhD programs. For the MPT Program, this role is responsible for maintaining room, classroom, and equipment booking schedules.
Communication

Channels of Communication

The most appropriate lines of communication vary with each issue. Below are examples of contact options for various situations (not exhaustive):

**Course Instructor**
- Problems with evaluation criteria, assignments (including deadline extensions), and other issues related to a specific module or teaching session

**Course Coordinator**
- Problems with overall course evaluation criteria, assignments (including deadline extensions), and other issues related to a specific course
- Through the academic representative, issues related to course content and delivery

**Associate Head, MPT Program**
- Through the academic representatives: broad curriculum issues, and issues related to policy and/or the operation of the Department
- Reporting short-term illness or other circumstances resulting in absence from the Department and/or exams
- Personal issues, including health problems, that are affecting or may affect academic progress
- Requests for deferred standing, extended leaves of absence, leave for competitive sports

**Department Head**
- Interpersonal conflicts with faculty members which cannot be resolved with the faculty member directly
- Personal issues, including health problems that are affecting, or may affect, academic progress
- Requests for deferred standing, extended leaves of absence, or leave for competitive sports
- Issues that have not been resolved through other channels

**Faculty Advisor**
At the beginning of the MPT program, incoming first year students will be assigned to a full-time faculty member who will act as their Faculty Advisor. Faculty member assignment will be posted during Orientation week.

It is the obligation of students to approach their Faculty Advisor regarding any of the responsibilities outlined below:

**Responsibilities of the Faculty Advisor**

The Faculty Advisor shall:

1) Serve as a consultant to the student for any questions pertaining to the academic program, within their capabilities.

2) Provide advice, if requested, in any situation affecting a student’s academic performance (e.g., referral to student counseling services, Access and Diversity UBC, etc.).

3) Provide advice and direction, if requested, on matters of proper protocol and procedure as related to the academic program, inclusive of concerns, complaints or program content, within their capabilities.
4) Provide advice, if requested, on ‘survival in the program’ (e.g., tips on studying or coping with a heavy course load, etc.).

5) Serve as a consultant to the student for any questions pertaining to the University proper or be able to direct the student to the appropriate source.

6) Provide advice on personal problems or matters extraneous to academia should they choose to do so and should the problems or concerns of the student be within the advisor’s capabilities.

*Please note:*

- Academic letters of reference should only be requested of the Advisor if the student has developed an academic relationship with the Advisor such that the Advisor can comment on the student above and beyond grades and achievements. Students are encouraged to develop academic relationships with any of the faculty who may be appropriate due to areas of expertise/interest, etc. (regardless of Advisor assignments).

- Should the Advisor be approached by a student with questions or problems involving another faculty member, course or course instructor, any commentary on that particular course or instructor is not appropriate and the student should be referred to meet with the faculty member or instructor involved.

- Should the Advisor be approached by a student with questions or problems involving an academic appeal, the Advisor should not become involved but rather the student should be referred firstly to the faculty member or instructor involved, progress to the Associate Head, MPT Program, the Head of the Department, and then to the Dean of the Faculty of Medicine.

**Student Email Accounts**

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

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

**Department Facilities**

**Physical Therapy Classroom and Facility Use**

**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 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 are closed. Students are asked to change the bed linens every Monday morning; this ensures a sanitary learning environment for all. Class Representatives are responsible for ensuring that Department facilities are tidy at all times.

**Student Lounge**
The student lounge is in Room 143. Funds provided through the Class Act campaign provide a telephone. The contact number is 604-822-7910.

**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, the Classroom and IT Support Technician is 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, [http://bikecoop.ca/services/bike-lockers/](http://bikecoop.ca/services/bike-lockers/)

**Posting Notices**
Please restrict the posting of signs to the bulletin boards.
Learning Resources

“OTIS” - The Office of Technical & Instructional Support

Technical Support
The Classroom and IT Support Technician is responsible for lab and audio/visual equipment set-up. Students are permitted to sign out equipment for self-study in the Friedman building labs only. No equipment is to be removed from the Friedman building.

UBC Student Access Cards
The Friedman building and Life Sciences Centre access cards are incorporated into the UBC Student card. Student cards are available from the UBC Bookstore. These cards are student property and will be deactivated at the end of the MPT program.

Friedman Building and Life Sciences Centre access is configured during Orientation week.

Mailbox Key
Students are provided with a mailbox key. These keys are kept until the PHTH 552 Symposium at the end of the MPT2 year. The mailbox will be used to return course work and to distribute other student materials from the University or the Department. The mailboxes are located on the second floor of the Friedman Building in the hallway outside the main administrative offices.

Lost Mailbox Keys
Students will be charged a $10 replacement fee if their key is lost. Replacement keys can be obtained by contacting the Facilities and IT Manager.

Bones
Sets of real human bones are assigned to groups of MPT1 students during the Student Administration session in Orientation week. It is important that these bones not be displayed in public. They are human remains and should be respected as such. 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 $10.00 deposit will be returned to all the students in a given group once the bones have been returned to OTIS.
<table>
<thead>
<tr>
<th></th>
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<td><strong>RECOMMENDED:</strong> Intel Core i5 Processor</td>
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<td><strong>MINIMUM:</strong> Intel Core i3 Processor or AMD equivalent</td>
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<td><strong>Virus Protection Software</strong></td>
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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.

The 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,
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 inherent challenges, in 2009, the UBC Department of Physical Therapy created Stream Coordinators, who are part-time faculty dedicated to tracking practice streams as these content areas build in complexity across the MPT Program. These streams represent the primary areas of practice, including cardiorespiratory, neurology, musculoskeletal, research, professionalism, paediatrics, women’s health, ergonomics, pain, etc. The Stream Coordinators ensure that content in each practice stream flows and builds appropriately in a simple to complex framework, and that there are no inappropriate gaps or redundancies.
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 sources, 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 and direct patient interaction in the clinical 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)
This course consists of two modules. The first, “Teaching and Learning in Clinical Practice”, examines the role of physiotherapists as educators with clients, colleagues, and other health professionals. The second, “Ethical Decision Making,” will examine issues that generate moral problems in physical therapy practice and health care.

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, MPT2, and MPT Grad 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 5:00pm 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 5:00pm 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) in order to complete the clinical fieldwork requirements of the MPT program. A criminal record check is required and there is no charge for the registration process. The Associate Head, Clinical Education will clarify the process for students.

Interim and Full Licenses
UBC MPT graduates must apply to the CPTBC (the provincial licensing body for British Columbia) for an interim license. Graduates must pass the national written exam (Qualifying Exam) in order to retain the interim license. The interim license stipulates that work cannot be conducted without some form of supervision before passing the national clinical exam (Physiotherapy National Exam). It does not, however, prevent graduates from accepting employment as a physical therapist in most situations. Once the College receives PNE/OSCE results from the Alliance, a full license will be processed.

To receive an interim license, graduates must demonstrate proof of malpractice insurance. The most cost-effective way to obtain insurance is from the Canadian Physiotherapy Association (CPA). The Department sends a provisional list of graduates to the CPA. Information regarding interim license applications can be found at: http://cptbc.org/applicants/registration-applicants/

It is the responsibility of students to research the process and procedures related to undertaking the Physiotherapy Competency Exam (PCE) through the Canadian Alliance of Physiotherapy Regulators. If you have any questions about the PCE, please contact the Associate Head, MPT Program, or the MPT Administration Manager.
## Contact Information

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<tr>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
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<tbody>
<tr>
<td>Canadian Physiotherapy Association</td>
<td>955 Green Valley Crescent, Suite 270</td>
<td>613-564-5454 or 1-800-387-8679</td>
<td>613-564-1577</td>
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<td></td>
<td>Ottawa, ON K2C 3V4</td>
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<td>E-mail: <a href="mailto:information@physiotherapy.ca">information@physiotherapy.ca</a></td>
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<td><a href="http://www.physiotherapy.ca">www.physiotherapy.ca</a></td>
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<tr>
<td>Physiotherapy Association of BC</td>
<td>402 - 1755 West Broadway</td>
<td>604-736-5130 or 1-(888)-330-3999</td>
<td>604-736-5606</td>
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<tr>
<td>College of Physical Therapists of BC</td>
<td>Suite 1420, 1200 West 73rd Avenue</td>
<td>604-730-9193 or 877 576 6744</td>
<td>604-730-9273</td>
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<td>Vancouver, BC V6P 6G5</td>
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<tr>
<td>Canadian Alliance of Physiotherapy Regulators</td>
<td>1243 Islington Ave., Suite 501</td>
<td>416-234-8800</td>
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SECTION 3: Academic Conduct and Student Evaluation

The Department operates within the University of British Columbia’s principles of student conduct.

The University regulations are described in the UBC Calendar (via www.calendar.ubc.ca/vancouver, 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, MPT Program, or Administrative Manager.

In addition, please note that all University Policies can be found under: http://universitycounsel.ubc.ca/policies/index/

### Attendance

**Students are required to attend all scheduled course sessions**

(including but not limited to: lectures, labs, tutorials, group meetings, or symposia)

Students are required to **request approval in advance** for absenting themselves from classes for any reason other than unexpected personal illness. It is expected that such requests be made 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, 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), a doctor’s letter 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 form 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 fieldwork placements require advance notification to the placement site and the Associate Head, Clinical Education. Please refer to the Clinical Education Handbook for details.
Assignments

Assignments are due on the date specified, unless students have negotiated an extension with the 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 4 p.m.). No papers will be accepted for marking after 4 p.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 modest, non-offensive and appropriate for the designated lab activities.

General clothing which is deemed appropriate (but not limited to) is shorts, tee 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).

Draping aids in the development of appropriate therapist/patient interaction skills. However, draping is not a means of substitution when inappropriate clothing is not worn.

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/) to obtain excellent resources.

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.

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.”


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).

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/](http://copyright.ubc.ca/copyright-guidelines-for-faculty-staff-and-students/)

Guidelines regarding UBC copyright policy can be found at [http://copyright.ubc.ca/](http://copyright.ubc.ca/)

**Audio/Video Taping of Lectures and Tutorials**

Taping of lectures is only allowed in exceptional circumstances at the discretion of the instructor, and Associate Head, MPT Program. Examples of exceptional circumstances include requests for permission from the UBC Centre for Accessibility, or a presentation by a visiting guest speaker.

If a student wishes to record class or small group work, written permission must be requested in advance from the Associate Head, MPT Program and the course instructor (at least 2 weeks advance notice is required). The rationale for the request must be included. All other students involved in the class must agree to the learning experience being taped (as they may be recorded during questions and/or discussion period).
Required Exam Procedures

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: 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 & Electronics

Students are given opportunities throughout the MPT Program to view their exam materials for pedagogical reasons. Copying, recording, summarizing and sharing the content of their 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.

If a student is absent from a required exam for medical reasons, they must submit a medical certificate signed by a physician.

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.

Extraordinary events are defined as:

- Death, or sudden onset of life-threatening disease or injury of the student’s spouse/partner, parent, sibling, child or grandparents;
• Sudden injury or accident directly involving the student; or
• Childbirth (of student’s own child).

Incidental events such as car breakdown, or predictable life events such as marriage, are not considered extraordinary events.

MPT Examination Disruption Procedure (due to Inclement Weather)

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 on the date of an examination, the exam will be cancelled and rescheduled. Students are expected to monitor the UBC website homepage 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:

1. If using transit, it is recommended students check the Translink website for the latest transit information
2. 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. time-stamped transit ticket, etc.
3. 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.
4. If the exam has been cancelled, the Course Coordinator will email the MPT mailing list to notify the 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
5. 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). Please note that grades will not be posted until a 75% response rate has been achieved on all course evaluations.
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 to graduate students who have the requisite knowledge and skills for clinical practice, 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 Access and Diversity), 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 will be 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 exam, or to receive detailed feedback on their performance. Students will have an opportunity to meet with the course coordinator one-time to get general feedback on their performance, including their exam 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 website 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 time interval is intended to provide the student with an opportunity to review their 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, both of the two 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 handbook.

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. In exceptional circumstances the Department may write a recommendation to G+PS to request that the student be allowed to continue in the program. This recommendation will only be made if student progress is satisfactory in other areas, and no other professional or academic issues have been identified. It is the decision of G+PS as to whether students may continue in the program or withdraw. 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 ≥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/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 ≥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 will be 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 her/his 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.

Although students on the full-time tuition fee schedule pay student fees in three instalments, the full annual fee is required to support any period of full-time study from four to twelve months. Work, holiday, or travel during a single term is considered a normal part of a student’s schedule, and not justification for formal leave of absence.

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, Department Head or the Administrative Manager 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, students 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.

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 degree is a professional entry-level graduate degree. 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 fieldwork. 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:

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 tasteful, professional, non-discriminatory, and respectful to academic and clinical faculty, guest lecturers, other learners, and actual or potential clients. 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 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 the course, 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
- 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**

[www.students.ubc.ca/access](http://www.students.ubc.ca/access)

UBC will work to eliminate structural and attitudinal barriers to those with disabilities. Students with learning or other disabilities are expected to bring any request for accommodation to the Centre for Accessibility with appropriate documentation.

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)](http://www.students.ubc.ca/access). 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).

Department of Physical Therapy policy states:

**Differentiated Time Accommodation for Assessment in the Department of Physical Therapy**

This document outlines the understanding of the Department of Physical Therapy with respect to accommodation in the form of extra time during assessment for students in our Master of Physical Therapy program (MPT). This process has been approved by the UBC Centre for Accessibility.

For the following types of assessment involving processing of written information, extra time as prescribed by the UBC Centre for Accessibility is not expected to compromise the academic standards of the Faculty:

- **Written:** may be multiple choice question (MCQ), short-answer or essay formats; may be paper-based or computer-based; may be a written component of an Objective Structured Clinical Examination (OSCE)
- **Lab:** involves anatomical specimens, either macroscopic or microscopic; may be paper-based or computer-based; usually involves timed stations for each specimen

For assessments of clinical skills, including the application of knowledge in a clinical context, extra time could violate the Department’s academic standards and push beyond reasonable the time required to care for patients. Thus, all students, unless extra time for a particular assessment has been specifically prescribed by Access & Diversity, would be given the same amount of time to complete the following types of clinical skills assessments, that time to be prescribed by content experts in the Department:

- **Oral:** a range of questions related to either specific topics or general practice; may include student-provided or instructor-provided case(s)
- **OSCE (objective, structured, clinical examination):** involving clinical (simulation or patient) skills in
assessment, diagnosis, treatment planning and/or treatment; may include photos, radiographs, casts, case scenarios; usually involves timed stations for each question

**Case Presentation**: student may present clinical summaries individually, or as part of a group, to an instructor, with related Q&A

**Clinical Skills Test** (simulation or patient-based): student assigned specific procedure(s) to be completed on a mannequin or for a patient

**Daily Clinical Assessment**: clinicians assess student progress in the application of knowledge, skills and professionalism in the clinic, in either simulation or patient care

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**Risk Management**

**Use of Friedman Building Space**

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**Risk Management Policy**

**Friedman Building, Department of Physical Therapy**

The UBC 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 the Friedman Building space 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 does 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 Campus

Worksafe coverage is provided for all UBC physical therapy students while on UBC 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 students at UBC, 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 supervisors), 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; http://www.universitycounsel.ubc.ca/files/2013/08/policy3.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 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 incidents 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 incidents occurred
- Faculty Advisor
- The Equity Office at UBC

Procedures

The Department has appointed an Ombudsperson (Andrea Hardaker, PT Administrative Manager) 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.)

Contacts for Further Information

- Andrea Harkdaker, Department of Physical Therapy Ombudsperson (604-822-7771 or phth.admin.manager@ubc.ca)
- Equity Office (604-822-6353)
- Office of the Executive Associate Dean, Clinical Partnerships and Professionalism, Faculty of Medicine (604-822-7961)

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

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<tr>
<th>Service</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Student Health Service</td>
<td>604-822-7011</td>
</tr>
<tr>
<td>Counselling Services</td>
<td>604-822-3811</td>
</tr>
<tr>
<td>First Nations House of Learning</td>
<td>604-822-8940</td>
</tr>
<tr>
<td>Women Students’ Office</td>
<td>604-822-2415</td>
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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 by the Students Services Officer 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 her/his professional judgment and expertise
   - Be willing to discuss their expectations of the instructor and the course

2. **The instructor will:**
   - Be willing to discuss her/his expectations of the students and the course

3. **The Student Services Support Staff 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. Grades will not be posted until a 75% response rate on all course evaluations has been achieved. 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 completely 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 evaluations at the end of some lectures/labs. Students will not have their final grades for the course released until they have completed the evaluation.

**Instructions for On-line Evaluations**

1. Go to: [CoursEval Login Page](#) (please bookmark this site for future use)
2. Click on: [CWL Login].
3. Login using your CWL username and password.
4. Once logged in, please access the [Survey List](#) to complete any active course evaluation(s).
5. If you experience difficulty logging in, contact MPT Student Services Officer (MPT.studentadvisor@ubc.ca).

In addition to the evaluation at the end of the course, an instructor may also ask students to complete an additional course evaluation during the course in order to receive feedback as the course progresses.
The Freedom of Information and Protection of Privacy Act


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 Audrey Dale, Administrative Manager.
Upon Graduation

References
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 s/he is 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 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:

**MEMBERSHIP**

<table>
<thead>
<tr>
<th>Board of Directors</th>
<th>Physiotherapy Foundation of Canada</th>
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<tbody>
<tr>
<td>Chief Executive Officer</td>
<td>National Office Staff Ottawa</td>
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**Committees of the Board**
For example:
- Finance
- Nominations
- Resolutions

**Sports Physiotherapy Leadership**
- Seniors Health
- Neurosciences
- Women's Health
- Orthopaedic
- Oncology
- Pain
- Paediatrics
- Intl. Health
- Private Practice
- CHAP
- Research
- Cardiorespiratory
- Acupuncture

**Branches & Councils**
- Physiotherapy Association of BC
- Alberta Physiotherapy Association
- Saskatchewan Branch
- Manitoba Branch
- Ontario Physiotherapy Association
- Quebec Branch
- New Brunswick Branch
- Nova Scotia Branch
- PEI Branch
- Newfoundland & Labrador Physiotherapy Association
- Yukon Territory Council
- Northwest Territories Council

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.

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**The College of Physical Therapists of BC**

[www.cptbc.org](http://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)

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), required for physical therapy licensure in most Canadian provinces.

The PCE is composed of two parts: a written, multiple choice examination (200 questions) called the Qualifying Examination (QE) and an objective, structured, clinical examination (OSCE) consisting of 16 practical stations testing clinical and professional skills, judgement and attitudes.

Please refer to the current handbook on the alliance website (www.alliancept.org) for examination dates, application deadlines, costs, payment options etc.

Places in the examination are assigned on a first come first served basis.

In the unlikely event of a failure of the QE and/or the PNE/OSCE, applicants can re-sit the examination at the next available date upon re-application. Over 99% of Canadian graduates pass the QE and approximately 94% pass the PNE/OSCE. UBC MPT graduates have typically been very successful in the exam. Although candidates may sit the examination three times, an interim license will only be granted once and expires after one year. There are also specific circumstances under which an interim license may not be renewed (e.g., if failure is the result of major safety concerns).

Physiotherapy Education Accreditation of 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 2019, when it will undergo its next review.