

UNIT V - OBJECTIVES

OBJECTIVES	COURSE COMPONENTS*				
	PBT	CL	REBP	CEA	CEP
KNOWLEDGE					
On completion of this unit students will demonstrate knowledge of the concepts covered in the previous units and demonstrate an understanding of:					
the concept of population health: how to identify a population health problem and how to intervene at the level of community and population health.	X	X	X		
determinants of health including genetic, social and behavioural	X	X	X		X
health promotion and disease prevention models, and how these can be implemented using the principles of physiotherapy	X	X			
a variety of conditions including new and non-traditional areas of practice for physiotherapists.	X	X			X
how the conditions addressed in this unit impact on/or involve other systems (musculoskeletal, cardiovascular, neurological and immune).	X	X			X
the epidemiology, natural and clinical history, causation, risk and protective factors for the disorders covered in this unit.	X	X	X		
the biological perspective of the disorders covered in this unit (anatomy and physiology of body systems involved and pathophysiology of these disorders).	X	X			X
the impact of obesity on comorbidity and functional decline	X	X			X
the opportunities and constraints of delivery of physiotherapy practice in the following environments and models of practice: schools, home, sports teams, health promotion clinics, outpatient clinics, palliative care settings and primary care	X	X		X	X
the concept of women's health as a distinct entity	X	X			X
the process of disablement with aging from both population and individual perspectives, and how various diseases and associated conditions contribute differentially to an individual's abilities (or disablement) and to a population's degree of active life expectancy.	X	X			
the complexity of potential roles of physiotherapists including team member, case manager, primary therapist, advocate, consultant, educator and clinical teacher.	X	X			X
the concept of client-centred care and proficiency in implementing this principle into practice	X	X			X
the principles of self-management in a chronic disease	X	X			X

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	PBT	CL	REBP	CEA	CEP
the delivery of care with the expanded chronic care model	X	X			X
issues in designing programs for practice of unsupervised exercise and rehabilitation	X	X			X
a model of health and/or disablement to plan and implement a physical therapy assessment and intervention.	X	X			
methods of evaluating interventions undertaken from an individual group or community based perspective	X	X	X		
the mechanism of a disorder of the immune system.	X	X			
how to link clients with community resources	X	X			X
the mechanisms and clinical features of depression and how they can influence physical functional health over the life span	X	X			X
cultural issues as they relate to health with a focus on Canadian aboriginal health	X	X			
issues related to global health and newcomer/refugee status and the role of physiotherapy	X	X			
critical appraisal of effectiveness literature for individual and community based interventions	X	X	X		
critical appraisal of the literature evaluating correlation, causation and risk estimates	X	X	X		
issues concerning addiction and how addiction to various substances may impact the management of physiotherapy services	X	X			
the ethical issues involved in human research	X		X		
the current concepts and approaches to the management of patients with complex pain issues	X	X			
the changes and trajectories of functioning that occur with aging	X	X			
models of healthy optimal aging	X	X			
the management of patients with multimorbidity	X	X			
SKILLS					
The student will demonstrate skills relevant to concepts covered in the previous units and demonstrate skills in:					
the design, implementation and evaluation of physiotherapy programs aimed at maintaining or improving strength, mobility, and physical functioning and reducing pain within a developmental framework.	X	X			X

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	PBT	CL	REBP	CEA	CEP
the development of educational material for client groups with varying literacy levels, employing and communicating evidence		X			X
implementation of health promotion and disease prevention programmes in community settings	X	X		X	
consultation and collaborative problem solving		X		X	
the integration of physiotherapy to address the needs of persons with chronic illness with associated issues of aging in a primary care setting	X	X			X
advanced interviewing skills including motivational interviewing skills which promotes change in health behaviour.		X			X
implementing programs to address health, using direct and non-direct models of care.		X			X
prescription and procurement of equipment for practice in the community		X		X	X
advocacy for client groups including access to and funding of health related services and products	X	X			X
critical appraisal of measurement and intervention strategies	X	X	X		
implementing a client-centred approach to practice including engaging in goal setting	X	X			X
using theory and evidence to guide practice	X	X		X	
PROFESSIONAL BEHAVIOURS					
The student will demonstrate knowledge and skills in the concepts covered in the previous units and will demonstrate:					
knowledge and respect in giving feedback to others and receiving feedback her/himself	X	X	X	X	X
communication skills in interactions with clients, other health professionals, fellow students, and faculty that reflect consideration and forethought.	X	X	X	X	X
effective group learning skills and effective self-directed learning skills, which demonstrate professionalism and ethical behaviour.	X	X	X	X	X
respect for different attitudes and values when interacting with colleagues, clients, caregivers and families	X	X	X	X	X

LEGEND:

PBT = Problem-Based Tutorial REBP = Research & Evidence Based Practice
CL = Clinical Laboratories CE = Clinical Education