

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: January 30, 2025

SUBJECT: **Master of Physical Therapy Replacement Program**

MOTIONS: *It is recommended by the Academic Programs Committee that Council approve the Master of Physical Therapy Replacement Program effective May 2025.*

It is recommended by the Academic Programs Committee that Council approve the additional admission requirements for the Master of Physical Therapy Program effective May 2026.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a replacement program for the Master of Physical Therapy program, offered through the School of Rehabilitation Science. The proposed revisions are to more closely align the program with the standard USask academic calendar, increase the integration of course materials, and improve the wellbeing of students, faculty and staff by adding in more scheduled breaks.

In addition to the program changes, the College of Graduate and Postdoctoral Studies is proposing admission requirement changes for the Master of Physical Therapy program, to add additional prerequisite courses from the Social Sciences and Humanities, Psychology, and Indigenous Studies. The current prerequisite courses include Anatomy (3 credit units), Physiology (6 credit units) and Statistics (3 credit units). The USask MPT program pre-requisite requirements are the fewest compared to all other accredited Canadian Physical Therapy education programs.

CONSULTATION:

On December 18, 2024, the College of Graduate and Postdoctoral Studies and the School of Rehabilitation Science brought forward a proposal to the Academic Programs Committee of Council (APC). Members had the opportunity to review the proposal, ask questions and participate in a thorough discussion. APC voted in favour of this replacement program and admission requirement.

NEXT STEPS:

University Council has the authority to approve changes to admissions qualifications. Senate confirmation of the decision is required before the changes can take effect.

The additional admission requirements for the Master of Physical Therapy Program are proposed for the 2026-2027 admission intake.

ATTACHMENTS:

1. Master of Physical Therapy Replacement Program Proposal



MEMORANDUM

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: December 9, 2024

Re: Master of Physical Therapy replacement program

The College of Graduate and Postdoctoral Studies is recommending approval of a replacement program for the Master of Physical Therapy program, offered through the School of Rehabilitation Science. The revisions are being proposed to more closely align the program with the standard USask academic calendar, increase the integration of course materials, and improve the wellbeing of students, faculty and staff by adding in more scheduled breaks. The proposed changes will be effective for students starting the program in September 2025.

The College of Graduate and Postdoctoral Studies is also recommending admission requirement changes for the Master of Physical Therapy program, to add additional prerequisite courses from the Social Sciences and Humanities, Psychology, and Indigenous Studies. These changes will be effective for admission to the September 2026 intake.

The Graduate Programs Committee reviewed the replacement program at its meeting on November 27, 2024. The committee discussed the proposal with the proponent and suggested revisions to the admission changes to clarify prerequisite equivalency and to clarify existing selection processes. The committee discussed each replacement course separately and requested minor editorial changes to the course syllabi. The proposal was approved with the following motions:

Motions:

1. To recommend approval of the admission prerequisite changes to the MPT program, pending minor revisions/clarification to the proposal – **Yang/Martin – CARRIED unanimously** (*conditions cleared December 9, 2024*)
2. To approve PTH 811.6 - Foundations 1 - **Martin/Singh – CARRIED unanimously**
3. To approve PTH 812.17 - Foundations 2 - **Martin/Al-Aneed – CARRIED unanimously**
4. To approve PTH 813.22 – Foundations 3, conditional on clarification of from MPT (to be cleared by chair) – **Yang/Heavin – CARRIED unanimously** (*conditions cleared December 9, 2024*)
5. To approve PTH 814.3 – Bridging Clinical Foundations - **Singh/Yant – CARRIED unanimously**
6. To approve PTH 881.11 Clinical Skills 1 - **Yang/Martin – CARRIED unanimously**
7. To approve PTH 882.10 Clinical Skills 2 – **Martin/Yang – CARRIED unanimously**
8. To approve PTH 883.10 Clinical Skills 3 – **Martin/Yang – CARRIED unanimously**
9. To approve PTH 884.10 Clinical Skills 4 – **Yang/Al-Aneed – CARRIED unanimously**
10. To approve PTH 885.22 Clinical Skills 5 – **Martin/Yang – CARRIED unanimously**
11. To approve PTH 901.1 Clinical Practicum 1 - **Martin/Singh – CARRIED unanimously**

12. To approve PTH 902.5 Clinical Practicum 2 – **Martin/Yang – CARRIED unanimously**
13. To approve PTH 903.6 Clinical Practicum 3 – **Marting/Al-Aneed – CARRIED unanimously**
14. To approve PTH 904.6 Clinical Practicum 4 – **Yang/Singh - CARRIED unanimously**
15. To approve PTH 905.6 Clinical Practicum 5 – **Martin/Yang - CARRIED unanimously**
16. To approve PTH 906.6 Clinical Practicum 5 – **Martin/Al-Aneed -CARRIED unanimously**

Attached please find the proposal for the Master of Physical Therapy replacement program.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.



PROPOSAL IDENTIFICATION

Title of proposal: MPT Program Curriculum Renewal

Degree(s): Master of Physical Therapy (MPT)

Field(s) of Study: Physical Therapy

Level(s) of Concentration:

Option(s):

Degree College: CGPS, College of Medicine, School of Rehabilitation Science

Contact person(s) (name, telephone, fax, e-mail): Robyn Morhart, 306-966-1402
robyn.morhart@usask.ca

Jaswant Singh, Associate Dean, CGPS – jaswant.singh@usask.ca

Proposed date of implementation: Fall 2025

Proposal Document

Please provide information which covers the following subtopics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

Academic Justification:

- a. *Describe why the program would be a valuable addition to the university from an academic programming perspective.*
 - a. This is a curriculum redesign of an already existing program. The program is undergoing revision to address some aspects that we have identified as being necessary moving forward:
 - i. Slightly increase the length of the program to increase breaks (currently the MPT does not have a November break, and summer break is 4-5 weeks long. This will have an impact on the wellbeing of students, faculty, and staff.

- ii.* After having to edit our curriculum when Covid-19 occurred, we have been held in a repeating pattern of some of those changes. A new refresh was necessary to overcome some current struggles with timing of courses.
- iii.* The upset of our curriculum due to the pandemic had one benefit in our program: we realized that integrating material was better for learners and could decrease repetition in the program. Although we were already just beginning the path of curriculum renewal before Covid-19 occurred, we realized we had even more reason to continue with renewal after the pandemic. A curriculum renewal was necessary for planning of more integration.
- iv.* From an administrative lens, having courses that more closely resembled the normal academic calendar would be advantageous for faculty and staff assignment of duties.

b. Considering strategic objectives, specify how the new program fits the university signature areas and/or institutional plans and/or the college/school and/or department plans.

- a.* We will be maintaining an important graduate level clinical program. No addition to current programs.
- b.* The health and wellbeing of our students, staff, and faculty will be enhanced.
- c.* This renewal also informs other therapies programs being developed.

c. Is there a particular student demographic this program targets, and if so, what is that target? (e.g., Indigenous, mature, international, returning)

- a.* Our current demographic has not changed: Saskatchewan residents pursuing a graduate level degree in physical therapy (which is the entry to practice level of degree). We have been targeting Indigenous students, and the program maintains 8 Education Equity seats specifically for Indigenous students who do not qualify in the general pool. Indigenous applicants are first assessed in the general applicant pool. If they are unsuccessful in the general pool, they are then considered for the 8 Education Equity seats.

d. What are the most similar competing programs in Saskatchewan and Canada? How is this program different?

- a. There is no other competing program in Saskatchewan. Other programs across Canada deliver national curriculum competencies and material in their own way. Some like ours, some slightly different. But the material is not different since the curriculum is recognized (and accredited) nationally. More programs have been updating their curriculums to be more integrated as well.

Admissions:

The [Admission Framework](#) document must be reviewed to determine how an applicant will be considered for admission. There are several factors to consider when creating a new program. The Manager, Admissions and Transfer Credit, can assist in the development of the criteria. Information determined here should then be used to inform the completion of an Admission Template as found on <https://programs.usask.ca/programs/admission-requirements.php>

- ***What are the admissions requirements of this program – high school subjects, secondary or post-secondary standing, minimum averages, English proficiency, and minimum scores on standardized tests?***

Admission requirements will remain the same, with the exception of two new prerequisites:

- **Social sciences or humanities (3 credit units)** - [ENG – 100-Level](#), [200-Level](#), [300-Level](#), [400-Level](#), or higher, [HIST – 100-Level](#), [200-Level](#), [300-Level](#), [400-Level](#), [PHIL - 100-Level](#), [200-Level](#), [300-Level](#), [400-Level](#), or equivalent.
- **Psychology (3 credit units)** - [PSY – 200-Level](#), [300-Level](#), [400-Level](#), or equivalent.

AND

- **Completion of an Indigenous studies course (3 credit units) or non-credit certificate**
 - Examples of approved courses: [ANTH 202.3](#) Anthropological Approaches to Indigenous Peoples in Canada, [ANTH 480.3](#) Indigenous Peoples and Mental Health Anthropological and Related Perspectives, [CHEP 819](#) Colonization and its Impact on Indigenous Health and Healing, [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History, [HIST 266.3](#) History Wars Issues in Native Newcomer Relations, [INDG 107.3](#) Introduction to Canadian Indigenous Studies, [LING 253.3](#) Indigenous Languages of Canada, [PLAN 445.3](#) Planning with Indigenous Communities, [POLS 222.3](#) Indigenous Governance and Politics, [KIN 306.3](#) Introduction to Indigenous Wellness, [INDG — 200-Level](#), [300-Level](#),

[400-Level, SOC 341](#) Institutional Racism and Indigenous People, [Indigenous Canada MOOC](#), or equivalent.

See current admission requirements, including residency requirements, academic requirements and English proficiency requirements here: <https://programs.usask.ca/grad-studies/physical-therapy/index.php>

- **What are the selection criteria** – *how will you rank and select applicants? For example, ranking by admission average, admission test scores, interview scores, departmental recommendations, auditions, portfolios, letters of reference, admission essays, and definition of essential abilities for professional practice?*

- a. Selection for admission is based upon academic assessment (i.e. admission average) and non-academic assessment (i.e. CASPer®/personal statement). The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used (up to and including 1 term if currently studying).

For the purpose of calculating the admission average, all courses in a given term will be used.

The non-academic assessment score (CASPer®/ Personal Statement) is weighted 40% and the academic assessment (admission average) is weighted 60%. The two scores (non-academic assessment and academic assessment) are added for the final admissions score.

- b. The top 55 applicants will be offered admission (47 top-ranked applicants from the general pool and the 8 top-ranked applicants for the Indigenous seats.)
- c. Indigenous applicants are first considered in the general pool.

- **What are admission categories** – *regular admission, special admission, and Indigenous equity admission?*

General pool admissions and Education Equity Program for Indigenous students admissions

- **What are the admission models** – *direct entry, non-direct entry, ranked competitive or cut-off average? Is a confirmation of admission required?*

- a. Ranked competitive entry
- **Intake** - how many seats are required to be filled – for first year and transfer students, reserved for Indigenous, Saskatchewan, out-of-province, and international students?
 - a. 55 students are accepted, 8 of which are admitted through the Education Equity Program for Indigenous Students.
- *What are the application process and timelines – September or January intakes, online application, application and document deadlines, and scholarship deadlines to consider?*
 - a. Applications open September 30 and are due December 15.
 - b. Applicants are informed mid-April of their acceptance status (accepted, denied, wait listed)
 - c. Verification of Indigenous Membership/Citizenship with documentation is a condition of acceptance for the Education Equity program. Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybwewin | taapwaywin | tapwewin: Indigenous Truth policy](#) and Standing Committee in accordance with the processes developed to enact the policy.
- *Which office will manage the admission process – TLSE, college, department, or a combination?*
 - a. School of Rehabilitation Science and College of Graduate and Post-doctoral studies.
- *Marketing and Promotion of New Program – consideration needs to be given to a communications plan and marketing of the new program.*
 - a. This new curriculum will be updated on our website. Students have already been made aware through the website that the program that they are applying for will most likely have some changes as of fall 2025. We already participate in outreach and recruitment activities. Our brochures will be updated to reflect the new curriculum. The admissions criteria will not change.
- *Admissions Appeal – what will this process be.*

**School of Rehabilitation Science
University of Saskatchewan**

Appeal of Admission Status

Category: Admission

Number:

Responsibility: Admissions Committee

Authorization: Faculty Council, School of Physical Therapy

Purpose:

To ensure accountability of the admission process for the MPT, an appeal process will be provided.

Policy:

Grounds for an appeal of an admission decision shall be limited to (1) unit procedural errors, or (2) evidence that the information used in the decision was wrong or incomplete. Failure by the applicant to provide accurate and complete information in accordance with the admission policy is not grounds for an appeal.

Implementation Guidelines/Procedures:

Any appeal related to admission status should be forwarded, in writing, to the College of Graduate and Postdoctoral Studies.

Contact:

College of Graduate and Postdoctoral Studies

Phone: 306-966-5751

Mailing address:

University of Saskatchewan

Room 116 Thorvaldson Building

110 Science Place

Saskatoon, SK

S7N 5C9 Canada

- *Transfer Credit – when will this be assessed and by which office?*
 - a. We do not accept transfer credit for our program

Description of the program:

- a. *What are the curricular objectives, and how are these accomplished?*

- a. As an accredited clinical program, we are required to deliver the national curriculum and evaluate students to ensure that those objectives have been met. The PEAC national curriculum guidelines drives our curriculum, and our objectives and material are currently being mapped in a new software system we have acquired (ONE45). We must send our new curriculum update to PEAC since it is a major change. We are also set to undergo another accreditation cycle within the next 3 years where our curriculum and programming will be scrutinized. We deliver the same curriculum, we have simply redesigned its delivery to update our teaching practices and enhance student, faculty, and staff wellness.
- b. *Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.*
- a. Currently, this program is not being delivered in a distributed format, but we are open to discussions with Usask and the Government of Saskatchewan to continually update our programming to meet the needs of students and Saskatchewan residents.
- b. Our students will be taught in a more integrated format which will enhance learning and better reflect the clinical environment.
- c. Our students are required to complete clinical practicum hours to practice assessment, treatment, and clinical reasoning skills. This will not change.
- c. *Provide an overview of the curriculum mapping.*

Course Name	Credit Units	Calendar Description	Course Summary - narrative
GPS 960.0 Introduction to Ethics and Integrity	0	N/A	N/A
GPS 961.0 Ethics and Integrity in Human Research	0	N/A	N/A
PTH 990.0 Physical Therapy Professional Development	0	N/A	This is an academic placeholder that was introduced a few years ago to maintain constant registration in our program for student loan purposes, as well as have our students registered when they are having to remediate material, etc. It is a course that is in every term

			throughout the calendar year for the length of the program.
PTH811 Foundations 1	6	This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.	FALL TERM FIRST YEAR: Anatomy emphasizing the musculoskeletal system. Not much change from the updates that have been made the last 4 years.
PTH812 Foundations 2	17	This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.	FALL TERM FIRST YEAR: Frameworks and theories used throughout physical therapy program. Beginner professional practice and communication skills Introduction to Subjective Assessment and Objective Assessment Development over the lifespan Beginner physical skills: vital signs, PROM, transfers / lifts / repositioning, body mechanics, facilitation techniques, breaking down common movement patterns and teaching them. How to find and evaluate evidence. Introduction to Kinetics and Kinematics Introduction to Clinical Practice There is not much change to this course in the last 4 years. Some movement of basic material from later to here in order to facilitate better scaffolding of information.
NOVEMBER BREAK			
PTh 901 Clinical Practicum I	1	A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students	FALL TERM FIRST YEAR (ONE WEEK BREAK FROM FOUNDATIONS I AND II) This course includes site visits to offer context for academic learning, as well as preparing students for longer clinical practicums in the future.

		for clinical learning in health facilities.	This course also stresses professional practice, ethics, documentation, and use of the ACP2.0 evaluation tool.
PTTh 813 Foundations 3	22	This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.	<p>WINTER TERM FIRST YEAR:</p> <p>Manual Muscle Testing</p> <p>ROM of all joints with goniometer</p> <p>Link Scan exam to current learning objectives</p> <p>Exercise Physiology</p> <p>Prescribing exercise for easy, common conditions related to decreased ROM or muscle weakness as tested with MMT (evidence based)</p> <p>Build on communication skills from 1st term</p> <p>Challenge biases (cultural, spiritual, etc) and link to ethics.</p> <p>Putting together Subjective and Objective findings – cases</p> <p>Setting goals with patients</p> <p>Educating patients</p> <p>Advanced level gait aids and training</p> <p>Not too much is being changed here in terms of major topics being taught. This course was integrated 4 or 5 years ago to improve student learning and has informed our curriculum renewal. Scan exam is being used more here to scaffold into next academic course.</p>
FEBRUARY BREAK OCCURS IN ABOVE TERM			
PTH 902 Clinical Practicum 2	5	A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.	<p>JUST BEFORE SPRING TERM FIRST YEAR</p> <p>This placement falls in approximately the same place as previously in our program. Part of our package to clinical instructors is an outline of what our students have learned so far in the program and what the expectations are. This has always been our practice in our program and is not changing. Communication with our clinical community is key to our</p>

			success in finding excellent learning opportunities for our students.
PTH881 Clinical Skills 1	11	<p>This course integrates and builds on foundations skills from PTH 812 and 813. Learners practice and demonstrate evidence-based, client-centered assessment and management for different clinical populations. Emphasis is on the further development of screening, assessment, physiotherapy management skills and safe application treatments.</p>	<p>“SPRING TERM” FIRST YEAR Upper and Lower Quadrant Scan exams Red Flags Simple pathologies used to help teach diagnostic process / critical thinking starting with subjective history and scan exam Basics of manual therapy building upon teaching of osteokinematics and arthrokinematics from previous 2 terms Radiology Electrophysical Agents Continuing to scaffold learning regarding communication and consent now related to specific exams and treatment. This course pulls out the basics from our current MSK courses to help students to build their learning from a solid base. The timing is based on years of evaluation and feedback of clinical instructors and students. Having this information before their first large clinical placement is very helpful.</p>
SUMMER BREAK			
PTH 814 Bridging Clinical Foundations	3	<p>This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.</p>	<p>SUMMER TERM FIRST YEAR: INDEPENDENT LEARNING MODULE (ASYNCHRONOUS TO BE COMPLETED BEFORE START OF FALL TERM) Basics of neuroanatomy We have learned that our previous neuroanatomy course was too far away from our neurology course. Much of the neuroanatomy had to be repeated in the neurology course to be useful. By moving some of this material here right</p>

			before neurology, it becomes information that can be applied immediately to the fall neurology course. The rest of neuroanatomy will be embedded into the neurology course in the fall to be applied immediately.
PTH 882 Clinical Skills 2	10	This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.	<p>FALL TERM SECOND YEAR: <i>These 3 fall courses are the basic silo categories of physical therapy. Although it would be difficult to integrate these courses into one large course like foundational courses, there are linkages that will be made to decrease repetition of information (ie a combined class with all three instructors to talk about spinal cord injury, and then separate labs to teach skills, then cases to combine learned skills from each point of view into one treatment).</i></p> <p>Cardiorespiratory physical therapy Oxygen transport CR assessment CR treatment Consent in critical care, confusion / delerium, etc. Still continuing to scaffold professional practice and evidence-based practice.</p>
PTH 883 Clinical Skills 3	10	This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.	<p>FALL TERM SECOND YEAR: <i>see above explanation about Clinical Skills 2, 3, and 4</i></p> <p>Neurology Physical Therapy Neuro Assessment Neuro Treatment Relevant neuroanatomy topics not covered in Bridging Clinical Foundations</p>

PTH 884 Clinical Skills 4	10	This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centred assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.	FALL TERM SECOND YEAR: <i>see above explanation about Clinical Skills 2, 3, and 4</i> MSK Physical Therapy MSK Assessment MSK Treatment This course scaffolds from Clinical Skills 1. Specific regional / joint assessment is the focus of this course.
NOVEMBER BREAK OCCURS IN ABOVE TERM			
PTH 903 Clinical Practicum 3	6	A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.	WINTER TERM SECOND YEAR: The second long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2
FEBRUARY BREAK			
PTH 904 Clinical Practicum 4	6	A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced	WINTER TERM SECOND YEAR: The third long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2

		Beginner to Intermediate in a different practice setting than Clinical Practicum 3.	
PTH 885 Clinical Skills 5	22	<p>This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.</p>	<p>STARTS JUST BEFORE USASK SPRING TERM AND CONTINUES INTO SPRING TERM (12 WEEKS)</p> <p>This is a highly integrated course meant to solidify concepts by working through complex cases and topics.</p> <p>Sport: on field assessment, first aid</p> <p>Advocacy, professional responsibilities, licensure, professional associations, legal issues.</p> <p>Insurance coverage and responsibilities to insurers</p> <p>Community groups (site visits)</p> <p>Types of practice</p> <p>Chronic disease and group treatment (site visits)</p> <p>Communication and safety</p> <p>Health policy</p> <p>The continuation of reflection of biases and social responsibility</p> <p>Lifelong learning</p> <p>Respect in clinical care and research in Indigenous communities</p> <p>Grand Rounds presentations will continue to develop and reinforce critical thinking skills</p>
PTH 905 Clinical Practicum 5	6	<p>A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to</p>	<p>FALL TERM THIRD YEAR: The fourth long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2</p>

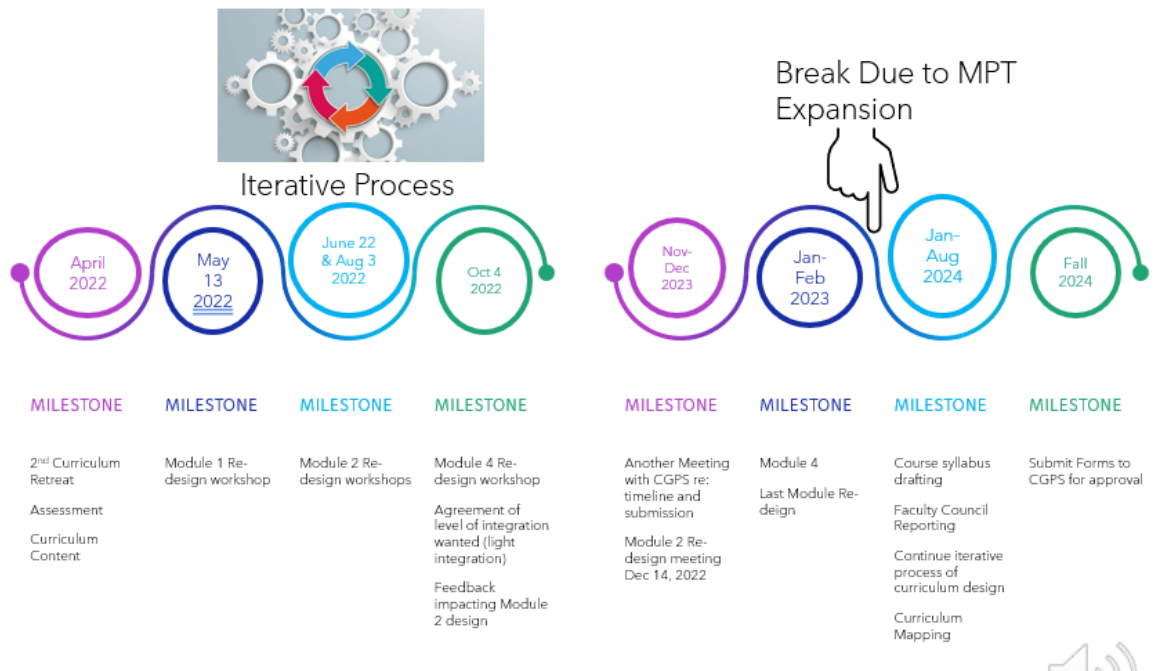
		progress from Intermediate to Advanced Intermediate.	
PTH 906 Clinical Practicum 6	6	A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.	FALL TERM THIRD YEAR: The fifth long term placement (6 weeks) of the program. See previous explanation of clinical practicums under Clinical Practicum 2
TOTAL CREDIT UNITS	141		

Our process:

MPT CURRICULUM RENEWAL ROADMAP



MPT CURRICULUM RENEWAL ROADMAP



MPT CURRICULUM RENEWAL ROADMAP



- d. *Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.*
- Since our program is clinical in nature, even the most foundational information and skills are taught and then immediately used in case studies, applied to standardized patients, and are conveyed in an evidence-based format identifying the recent literature that drives the application of our therapy.
 - Our program also moves forward from easier and more foundational skills at the beginning of the program to intermediate learning of skills midway through the program and then to more advanced critical thinking and application of clinical reasoning, health policy examination, and critical thinking in the last academic module.
- e. *Explain the comprehensive breadth of the program.*

- a. We teach students to become entry level physical therapists using the national curriculum guidelines.
- f. Referring to the university “Learning Charter”, explain how the learning pursuits are addressed and what degree attributes and skills will be acquired by graduates of the program.
- a. The pursuit of truth and understanding:
 - i. Our program is already concerned with educational principles of moving students to a higher level of understanding and critical thinking throughout the program. We make thoughtful decisions around our objectives, learning activities, and assessments to ensure that our students are applying and creating with their knowledge.
 - b. The pursuit of knowledges:
 - i. Our program has hired an Indigenous Initiatives Coordinator to assist us to see different ways of learning, knowing, and doing. She is also someone who is a resource for our students and teaches them as well.
 - ii. Others on our faculty are doing research with Indigenous communities and their learning from their research team also informs their teaching.
 - iii. We also actively search for interdisciplinary activities for our students to do with students in other health science colleges. We are looking forward to planning activities and learning with the other therapies once they begin their programs.
 - c. The pursuit of integrity and respect:
 - i. Our professional practice stream that threads throughout the program is concerned with these points listed on the USask website. Socioeconomic factors, cultural differences (including but not limited to Indigenous ways of knowing and traditions), respect of individuals and cultures, ethics, advocacy, professional responsibility, etc.
 - d. The pursuit of skills and practices:

- i. Our students have the opportunity to join research projects, present at research day (or attend and listen to their classmates present), or travel for conferences if they have research to present.
 - ii. We have some students that do clinical placements in Northern communities where our faculty have relationships.
 - iii. Our program is a skills-based program since it is clinical in nature.
- e. Individual and community pursuits:
 - i. We teach our students about lifelong learning and recognizing bias through our professional practice stream threaded throughout our program. The first step is recognizing our own bias and beginning to understand that there may be other views that are valid.
 - ii. Students have a record of their own learning path in reconciliation through reflection activities throughout the program.
- g. *Describe how students can enter this program from other programs (program transferability).*
 - a. n/a
- h. *Specify the criteria that will be used to evaluate whether the program is a success within a specified timeframe*
 - a. We currently track our students' ability to pass the national licensing examination.
 - b. We also conduct evaluations of our program:
 - i. from graduating students
 - ii. from students who have been graduated for one year
 - iii. from employers who hire our students after graduation (employer survey conducted every 3 years).
 - iv. Our Executive Curriculum Committee also reviews SLEQ evaluations of courses to determine if there are any curriculum issues that require intervention.
 - v. All of this is reviewed three times per year at our Faculty Council.

- i. If applicable, is accreditation or certification available, and if so, how will the program meet professional standard criteria? Specify in the budget below any costs that may be associated.*
 - a. Please see letter regarding accreditation decision. We have continued to meet accreditation standards over the years that this program has been in place. Whether we were redesigning curriculum now or not, we still would have had our next accreditation cycle within the next 3 years, as indicated in the letter.

Consultation:

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*
 - a. This program does not relate academically to other programs. Students cannot transfer from another program to this program. Students in other colleges are not eligible to take courses in this program.
 - b. Masters and PhD students are supervised by our faculty, we are working with our OT and SLP colleagues to see where we can teach our students together once those programs have begun. As they create their programs, there may be the opportunity to save money and time by combining some teaching. Enhancing these interprofessional experiences is important to us. We anticipate being able to redesign all three of our curriculums in another 10-15 years once we learn where we can overlap effectively.
- b. List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*
 - a. Other academic units were not consulted since there is not a substantial change to our material.
 - b. We have consulted with CGPS to learn more about administrative details.
 - c. We consulted with Gwenna Moss Centre for Teaching and Learning for their expertise in curriculum, curriculum renewal, conducting focus groups, and understanding process.

- c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.*
- a. Our pre-requisites for admission will not change.
 - b. We currently have a partnership with anatomy for teaching anatomy. We have included the instructor in conversations as we would whenever we were anticipating encountering any changes or ideas. No large changes are needed.
- d. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).*
- a. No need, just renewal of curriculum.

Budget:

The [Financial Implications Form](#) must be completed to determine the cost impact of the proposed program. **Information about budget and financial implications appears in that form.**

There are no additional resources required to support this curricular change. The Strategic Finance Office and the Provost's Office completed a review of this proposal and confirmed that a financial implications worksheet is not required.

College Statement

Please provide here a statement from the College which contains the following: No need. Program is only undergoing renewal. National curriculum has not changed, and program will not be different in content. This is not a new program.

- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation.
- Summary of issues that the College discussed and how they were resolved.

Related Documentation

In the submission, please attach any related documentation which is relevant to this proposal, such as:

- Relevant sections of the College's/School's plan
- Accreditation review recommendations
- Letters of support - if courses from colleges outside the sponsoring unit are required, please include letters of support for each.
- Memos of consultation
- External Agreements – if the new program or major revision is dependent upon an external partnership or agreement, this must be completed and included.

Consultation Forms Attach the following forms, as required.

Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- Budget forms, including tuition.
- Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
 - Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- Entry for marketing website: admissions.usask.ca/programs/find-a-program OR gradprograms.usask.ca as appropriate.
- Entry for the Tuition website: students.usask.ca/money/tuition

Required for all new courses:

- New Course Proposal Form

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: academic_programs@usask.ca

Academic Programs Approval Process
Checklist of forms and consultations to be completed before submission of a *Proposal for Curricular Change* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs	N/A		
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>		
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>		
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>		
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>		
6	Secure College Faculty Council Approval	<ul style="list-style-type: none"> • <i>Proposal for Academic or Curricular Change Form</i> • <i>Completion of Physical Resource and Space Requirement Form</i> • <i>Completion of Library Requirement Form</i> 		

		<ul style="list-style-type: none"> • Completion of <i>ICT Requirement Form</i> • Completion of <i>New Course Creation Form</i> • Completion of <i>Catalogue Entry</i> 		
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)		
8	Consultation with Registrar	<i>Consultation with the Registrar Form</i>		

June 21, 2021

Dr. Preston Smith
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK S7N 5E5

Dear Dr. Smith:

Physiotherapy Education Accreditation Canada (PEAC) is an incorporated body under the Canada Corporations Act and operates as the accrediting agency for physiotherapy education programs in Canada.

The most recent Accreditation Committee meeting took place June 17, 2021 during which the Accreditation Review of the Master of Physical Therapy program at the University of Saskatchewan, which took place in early April, was considered. After comprehensive review, the Accreditation Committee made the following motion:

That the Master of Physical Therapy program at the University of Saskatchewan be granted Accreditation – Fully Compliant until October 15, 2027.

No progress reports are expected prior to this date. PEAC congratulates the program on this result.

In mid-2026, the program should plan to submit a Letter of Intent to initiate the next full accreditation review process.

Note that the level of accreditation status (Fully Compliant) can change throughout the six-year accreditation cycle should the program not demonstrate continuing compliance with the accreditation standards.

Acknowledgement form

You will find attached an acknowledgement form. Please copy the acknowledgement form on institutional letterhead, and return a signed copy electronically to PEAC by July 15, 2021.

Maintenance of Accreditation Status

It is the responsibility of the education program to maintain compliance with the accreditation standards. Evidence of continuing compliance includes:

1. submission of an annual report (survey link will be provided to each program annually by PEAC)

2. payment of the annual accreditation fee (invoiced annually) (*GUIDE-10 Fee Schedule*)
3. reporting of any substantive change in an education program (*ACC-04 Substantive Change*)
4. publication of accreditation status using required text—see below (*ACC-02 Disclosure*)

General Comments

The Master of Physical Therapy program at the University of Saskatchewan is commended for its strong leadership, the engagement of all faculty, staff, and students and the quality of the program graduates, as described by all stakeholders, in particular by their employers. The program has built strong relationships with employers and clinical instructors which has benefits for all. Many additional strengths of the program and suggestions for consideration were shared in Final Report from the Peer Review Team which was provided to the program on April 16, 2021 including:

- suggestion to schedule MPT Curriculum Advisory Committee meetings more frequently than every 5-7 years given the pace of change in practice
- development of a curriculum map aligning the MPT Program course objectives to the Essential Competency Profile (2017) and/or National Curriculum Guidelines (2019) may provide clarity for review and ensure coverage and leveling of curricular content
- the program's evaluation plan is robust and comprehensive, and is described in several complementary documents. Integrating all of the evaluative elements of the plan/cycle into one document may help to better summarize/describe the evaluation process.
- the five changes included as evidence of compliance with criterion 2.6 were very well described in the context of their importance to the quality of the program
- the need for ongoing development of opportunities in interprofessional education was acknowledged by the program
- the program has acknowledged that students would appreciate more feedback about their performance on the final OSCE, and that the students expressed concern that the bursary previously available to assist with accommodation and travel to clinical placement experiences outside of Saskatoon was no longer accessible.

Statement of Disclosure

It is required for the Master of Physical Therapy program at the University of Saskatchewan to publish its accreditation status as part of its responsibility to maintain compliance with the accreditation standards. This information must be easily accessible for prospective and current students and other stakeholders/partners in the education program. Please update the necessary webpages, publications and documents by July 15, 2021. The PEAC website will also be updated to reflect this award.

The required text for programs holding Accreditation – Fully Compliant when publishing their information is:

The Master of Physical Therapy program at the University of Saskatchewan has completed the accreditation review process administered by Physiotherapy Education Accreditation Canada (PEAC). PEAC is an incorporated body under the Canada Not-for-profit Corporations Act and operates as the accrediting agency for physiotherapy education programs in Canada. The status of Accreditation – Fully Compliant was awarded for the period until October 15, 2027. A description of Accreditation – Fully Compliant follows.

More details regarding the definitions of the levels of accreditation are available at <http://www.peac-aepc.ca/english/accreditation/levels-of-accreditation.php> or by contacting Physiotherapy Education Accreditation Canada, Suite 26, 509 Commissioners Road West, London, Ontario, N6J 1Y5, (226) 636-0632, www.peac-aepc.ca

Accreditation – Fully Compliant

- A program is in compliance with 100% of the accreditation criteria within the Accreditation Standards.
- There are no criteria in non-compliance.
- There could be identified concerns that the program must improve upon and report back about in Progress Reports.
- If progress is not made, the program's accreditation status could be changed to partially compliant or probationary at any time in the six year accreditation cycle.

STUDENTS-IMPORTANT TO NOTE

- If a program loses its accreditation status, its students may not be considered graduates of an accredited physiotherapy education program.
- Students must be considered graduates from an accredited physiotherapy education program in Canada in order to be eligible to write the Physiotherapy Competency Exam and be licensed to practice physiotherapy in Canada.
- The program's accreditation status is important to graduating students with regards to becoming licensed to practice physiotherapy in Canada. It is recommended that students contact the Canadian Alliance of Physiotherapy Regulators (alliancept.org) for information regarding the process to become licensed as a physiotherapist in Canada following graduation.

When and wherever an education program makes public disclosure of its accreditation status, it must include the full name, address and contact information for PEAC as: Physiotherapy Education Accreditation Canada, Suite 26, 509 Commissioners Road West, London, Ontario, N6J 1Y5, (226) 636-0632, www.peac-aepc.ca

Should the program choose to make public the contents of its accreditation reports, including this Accreditation Review and Status Report, the reports must be published in full.

If you have any questions about this letter or the next steps required by the program, please don't hesitate to contact Kathy Davidson, PEAC Executive Director or myself.

Sincerely,

Karen Sauve
Chair, Accreditation Committee

cc: Dr. Teresa Paslawski, Associate Dean, School of Rehabilitation Science
Dr. Brenna Bath, Acting Director, School of Rehabilitation Science

YEAR 1

YEAR 2

YEAR 3

Fall

Winter

Spring

Summer

Fall

Winter

Spring

Fall

Foundations 1 & 2

Clinical Practicum 1

Foundations 3

Clinical Skills 1

Clinical Practicum 2

Bridging Clinical Foundations

Clinical Skills 2, 3, & 4

Clinical Practicum 3

Clinical Practicum 4

Clinical Skills 5

Clinical Practicum 5

Clinical Practicum 6

- Foundations 1**
- Anatomy basics
- Foundations 2**
- Motor control/learning theories, models, and principles
 - Motor dev't with Peds dev't
 - Vitals, BP, hypo/hypertension, syncope, Ab/normal: HR, BP, O2sat, temperature
 - Postural alignment (normal/abnormal), bony landmarks
 - General inspection and observation of client
 - Exam: beginner spinal/peripheral joints A/PROM
 - Exam: mobility, transfers, and (beginner) wheelchair management
 - Exam: subjective history – basic (framework), developing problem lists
 - Exam: neuromotor development, sensory development, primitive reflexes
 - PROM
 - Muscle & bone structure/physiology across lifespan
 - Muscle contractions
 - Tissue mechanics
 - Arthrokinematics (Kinematics/Kinetics)
 - Ergonomic principles, "TLR"
 - Ergonomics & mobility: posture (incl general exercise), gait (basics and WB status), balance control, ADLs, gait aids
 - Balance: static, dynamic, functional, postural reflexes
 - Balance: lifespan (incl intro to cognitive changes and falls – basic)
 - Indications/contraindications, implications, principles, strategies, and approaches for movement interventions
 - Basics of infection control (donning/doffing)
 - Safe client handling/principles
 - Assessment/clinical reasoning/intervention approaches used in PT – clinical flags system
 - Positioning, stabilizing, and draping a client
 - Physiological effects of deconditioning and bedrest/immobility
 - Therapeutic exercise – relaxation training
 - Therapeutic exercise – ROM, stretching
 - Therapeutic exercise – bed mobility, transfers, age-appropriate skills, ADL
 - Therapeutic exercise: basic motor planning / control, postural control exercises
 - Principles of aerobic/anaerobic metabolism
 - Concentric, eccentric, dynamic/isometric, isokinetic, isometric
 - Legal and ethical frameworks
 - Privacy, confidentiality, health records
 - Supporting organizational excellence (ethics and regulatory)
 - Patient goals
 - Written communication
 - Use of verbal communication, adapt communication, therapeutic relationship, sensitive practice, culturally responsive care, advocacy, across lifespan
 - Use of virtual care, electronic charting
 - Clinical reasoning at beginner level
 - Reflective practice at beginner level
 - Supervise others starting here: provide feedback to peers
 - Professionalism, contribute to leadership in profession
 - Social determinants of health
 - Boundaries, personal wellness
 - Effective teamwork and conflict resolution: values as determinants, complex conversations
 - Family centered care/communication
 - Palliative Care and MAID: introduces students to pushing own biases aside
 - Pharmacy basics
 - Pain – to progress across curriculum
 - EBP – to continue across mod 2, then use clinical reasoning across curriculum
 - Balint groups: introduced and then continued across clinical practicums

- Foundations 3**
- Bony landmarks
 - Limb length, limb girth, body composition
 - Tissue mechanics
 - P/AROM
 - Exam: MMT, goniometry, dynamometry
 - Exam: Muscle length / flexibility
 - Exam: aids, splints, supports
 - Exam: GAIT: step length, speed, characteristics of gait, abnormal gait patterns, analytical approaches, weightbearing
 - Exam: SKIN: color, temp, integrity, mobility, hair/nail growth, wounds, signs of pressure and risk, lesions/moles
 - Wound care: basic skin hygiene, wound healing / barriers to healing, prevention, pressure assessment / offloading, positioning, foot care, exercise
 - Edema / lymphedema
 - Compression therapies: garments, taping, bandaging, vasopneumatic devices
 - Arthrokinematics
 - Effects of injury, illness, disease, genetics, environmental factors, pharmacological agents on biomechanics, kinematics, and kinetics
 - Beginner MSK: abnormal movement patterns / tone?
 - Stretching, including connective tissue stiffness (geriatrics and peds dx)
 - Massage: therapeutic, connective tissue
 - Indications/contraindications, implications, principles, strategies/approaches for soft tissue techniques
 - Heat and cold modalities (and potential negative effects)
 - Risk factor screening
 - Therapeutic exercise: balance, proprioception, coordination, agility training, neuromotor developmental activities
 - Therapeutic exercise: strength / power training
 - Therapeutic exercise: gait training
 - Therapeutic exercise: aerobic capacity, interval, endurance training
 - Therapeutic exercise: aquatic exercise
 - Aerobic and anaerobic conditioning, tolerance, and capacity
 - Active assistive, active resistive, aerobic / endurance training
 - Principles of strength, power, and endurance training
 - Exercise assessment, prescription, and progression principles and methodology
 - Exercise prescription factors/guidelines for healthy populations, fitness, high performance, age, gender, (pregnancy)
 - Exercise and physical activity parameters, measurement, and monitoring
 - Energy systems / production
 - Regional exercises prescription (basics)
 - Determine need for assistance / employment of equipment in all client handling situations
 - Subjective History – focused questions
 - Inflammation – process and signs, stages of healing
 - Infection – bacterial, viral, local/systemic, sepsis
 - Functional mobility / stability, manipulation tasks, dual tasking
 - Employ client centered approach (scaffolded from foundations 2)
 - Ensure physical and emotional safety – implicit bias
 - 5 stages of patient management
 - Scaffold of patient goals from foundations 2
 - Program evaluation and community-based care basics
 - Communication: Body language, consent, rapport
 - Cultural humility, anti-racism, cultural safety, inequities
 - Reflective practice
 - Supervise others: continued peer assessment and feedback
 - Embrace social responsibility as a health professional
 - Learner and teaching characteristics
 - Communication and relationship building continues from Foundations 2
 - Conflict resolution – self reflection
 - Cognition – arousal, attention, orientation, emotion, processing, and registration of information
 - Cognitive changes – dementia / delirium / reactive
 - Falls – scaffolded from basics in Foundations 2
 - PT safety related to cognitive changes, violence
 - Child / Elder abuse
 - Nutrition and the role of PT

- Clinical Skills 1**
- Subjective Hx – MSK specific
 - Scan exam
 - Exam: myotomes, dermatomes, deep tendon reflexes, cranial nerve integrity
 - Exam: selective tissue tension nerve/vascular structures
 - Exam: spinal and peripheral joints P/AROM
 - Exam: light touch, sharp/dull, temp (and relation to EPA)
 - Exam: peripheral nerve integrity testing, neural tension
 - Exam: muscle endurance
 - Apply regional exercises and conditioning (continued from Foundations 3)
 - Therapeutic exercise: MSK pathologies with soft tissue healing concepts
 - Indications/precautions/contraindications, implications, principles, strategies and approaches for all EPA
 - Potential negatives of EPA
 - Ultrasound
 - Neuromuscular electrical stimulation
 - TENS
 - Principles of calibration and routine maintenance for EPA equipment
 - Contrast baths
 - Paraffin wax
 - Biofeedback
 - Laser
 - IFC
 - Wheelchair skills training
 - Infection control practices, universal precautions
 - Initiate / perform emergency protocols/procedures as needed (incl first aid and CPR)
 - Endocrine and renal physiology/structures
 - Apply cases
 - Is there the opportunity to have real clients / SPs to consolidate skills in clinical settings?

- Bridging Clinical Foundations**
- Cerebral and peripheral circulation physiology
 - Neuro-physiological development
 - CNS/PNS, cranial nerves function
 - Effects of injury, illness, disease, genetics, environmental factors, pharmacological agents on sensorimotor control
 - Fluid electrolyte balance and hormonal control
 - Blood glucose regulation
 - Immune responses
 - Red blood cell formation
 - Effects of practice, feedback and cognition on sensorimotor control
 - Perception, decision making
 - Retention, memory, recall
 - Cases online: like a "choose your own adventure"

- Clinical Skills 2 (CR)**
- Mechanical function of heart, coronary circulation
 - Cardiovascular structures and function
 - Electrical activity of heart
 - Respiratory structures and function, defense mechanisms, mechanics of respiration
 - Pulmonary circulation, gas transport/exchange, control of ventilation
 - Oxygen titration and delivery systems
 - Clot/thrombosis
 - PEP, inhalers, nebulizers, cough assist machine
 - Percussions, vibrations, suction
 - Heart sounds
 - Subjective history CR specific
 - Exam: IPPA
 - Exam peripheral circulation / pulses
 - Positioning for: breathing, postural drainage, maximizing ventilation and perfusion
 - Invasive vs non-invasive ventilation
 - Fluid balance / venous stasis
 - Breathing strategies (ACBT, huff/cough, assisted cough/huff, pursed lip breathing, max inspiratory hold, breath stacking)
 - Acid-base balance / blood gases
 - Airway management
 - Burns
 - Cardiovascular / Resp pathophysiology / conditions
 - Hemodynamics / fluid dynamics
 - Normal / abnormal breath sounds, breathing patterns, lung volumes, O2 saturation, hypoxia / hypercapnia
 - Hypo / hyperthermia
 - Cardiac rehabilitation
 - Pulmonary rehabilitation
 - EBP and Pain still threaded (pleuritic pain)
- INTEGRATION: conditions (SCI, ALS, ABI, burns etc) population specific standardized patient, gait training specific populations, energy conservation, create cases**

- Clinical Skills 3 (Neuro)**
- Advanced neuroanatomy
 - Nervous system responses to injury / aging including repair, neuroplasticity
 - Exam: Cognition: arousal, attention, orientation, perception, processing, retention, recall, language
 - Exam: Motor planning and control, sensorimotor integration, coordination, dexterity, agility
 - Exam: deep pressure, localization, proprioception, vibration, stereognosis, graphesthesia
 - Exam (advanced): mobility, transfers, wheelchairs
 - Exam: abnormal movement patterns/ tone
 - Subjective history: Neuro specific
 - Neuroplasticity: injury and practice induced, positive / negative side effects on recovery
 - Neurotransmission, muscle tone, motor function, sensory/normal processing, sensorimotor integration, nerve conduction testing
 - Communication / language
 - Functional electrical stim
 - Standing frames, tilt table
 - Advanced wheelchairs / seating
 - Sensory retraining: integration / desensitization
 - Therapeutic exercise: motor control / motor planning
 - Therapeutic exercise balance, proprioception for neuro
- INTEGRATION: conditions (SCI, ALS, ABI, burns etc) population specific standardized patient, gait training specific populations, energy conservation, create cases**

- Clinical Skills 4 (MSK)**
- Biomechanical measurement
 - Exam: Joint accessory movement
 - Exam: Ligament integrity / laxity
 - Manipulation peripheral joints
 - Neurodynamic technique: mobilization, nerve gliding / flossing exercises
 - Manual traction
 - Burns
- INTEGRATION: conditions (SCI, ALS, ABI, burns etc) population specific standardized patient, gait training specific populations, energy conservation, create cases**

Pain, Evidence Based Practice, Clinical Reasoning

12 academic weeks

12 academic weeks

6 weeks

5 weeks

4 weeks

Pain, Evidence Based Practice, Clinical Reasoning

12 academic weeks

6 weeks

6 weeks

Pain, Evidence Based Practice, Clinical Reasoning

12 academic weeks

6 weeks

6 weeks

High Integration

Light Integration

High Integration

Physical Therapy

Master of Physical Therapy (M.P.T.) - Course-based

The Master of Physical Therapy at the University of Saskatchewan is a full-time program over ~~two years and six weeks~~, **two and a half years** and consists of ~~ten modules~~ that includes academic course work and 30 weeks of clinical practicum experiences. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

For more information, see the [School of Rehabilitation Science](#) website.

Attendance

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being Required to Discontinue the program.

License to Practice

Students are reminded that a Master of Physical Therapy degree does not confer the right to practice physical therapy. The license to practice physical therapy is granted by the licensing body of the province in which one intends to practice.

The national licensing examination is conducted by an external organization, the Canadian Alliance of Physiotherapy Regulators. The licensing examination is available to physical therapy students graduating from Canadian universities. In most provinces, successful completion of this examination is required to meet licensing requirements.

Courses

School of Rehabilitation Science courses for the M.P.T. are listed in the Course Descriptions section of the Course & Program Catalogue under Physical Therapy (PTH).

Students who have not been accepted into the School of Rehabilitation Science require approval from the course instructor to register in any PTH courses.

Admission

Meeting the admission qualifications does not guarantee admission to the M.P.T. program.

Applicants to the School of Rehabilitation Science must satisfy the following residency qualifications:

1. Applicants applying ~~through the Education Equity Program for Aboriginal students~~ **for a seat designated for an Indigenous student** must be Canadian citizens. ~~Proof of aboriginal ancestry is required.~~
2. Other applicants must be Canadian citizens or landed immigrants AND be **residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories.** ~~For~~

information regarding residency requirements, please visit the School of Rehabilitation Science's website or contact the Academic Program Assistant.

3. For the purpose of determining qualifications for admission to the School of Physical Therapy, an applicant normally is considered to be a "resident" under item (2) if one of the following conditions applies:
 - a) The applicant has established their primary place of residence in Saskatchewan or one of the Yukon, Northwest or Nunavut Territories, at least one calendar year immediately prior to September 1 in the year of proposed admission.
 - b) Irrespective of the current place of residence of the applicant, the applicant's family home (the home of parents, legal guardians, foster parents or spouse), is in Saskatchewan, or one of the Yukon, Northwest or Nunavut Territories.
 - c) The applicant is a graduate of the University of Saskatchewan, Saskatoon, the University of Regina or other degree-granting college in Saskatchewan.
 - d) The applicant is currently serving, or is a member of a family unit in which the parents, legal guardians or spouse are serving in the Armed Forces or R.C.M.P., and the family unit has been transferred to Saskatchewan or one of the Yukon, Northwest or Nunavut Territories.

The deadline for receipt of applications and all supporting documents is December 15.

Students must first complete the online MPT application form available on the School of Rehabilitation Science's website to ensure that they meet residency and admission requirements before applying through the College of Graduate and Postdoctoral Studies. Students from any universities other than the University of Saskatchewan must arrange to have their transcripts forwarded directly to the school. Two copies of an official transcript of final marks for second term courses, which will confirm the awarding of the baccalaureate degree, must be received by May 31 in the year in which application is being made.

Any applicant who may require disability accommodations for the admissions process should be registered with Access and Equity Services and all requested accommodations must be received by the deadline for application (December 15).

Selection for admission is based upon academic assessment (i.e. admission average) and non-academic assessment (ie: CASPer®/personal statement). The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used.

For the purpose of calculating the admission average, all courses in a given term will be used. The non-academic assessment score (CASPer®/ Personal Statement) is weighted 40% and the academic assessment (admission average) is weighted 60%. The two scores (non-academic assessment and academic assessment) are added for the final admissions score.

Applicants admitted to first year of the Physical Therapy program are required to obtain Cardiopulmonary Resuscitation (C.P.R.) prior to the start of classes in August unless they have obtained such certification within the previous twelve months. The Heart and Stroke Foundation of

Canada's Basic Life Support Health Care Providers (C) designation, or equivalent certification, is required. Students must present evidence of successful completion, and the date of certification of the C.P.R. requirements. This certification must be updated annually.

Students enrolled in the School of Rehabilitation Science must provide evidence of the required immunization status on entry into the program. It is the student's responsibility to maintain a current immunization status according to the guidelines and requirements of the School of Rehabilitation Science.

The Master of Physical Therapy program requires that the students spend time in clinical facilities within the first week of the program. It is imperative that the immunization be up-to-date and that immunization records be filled out and submitted on the first day of classes. Students may be required to obtain additional immunizations, during the student's time in the M.P.T. program, consistent with specific requirements of individual clinical facilities and/or health regions where the student is assigned for a clinical placement. Additional vaccination requirements may include seasonal flu immunization. Students must also be Respirator Fit Mask tested while in the program.

Students are required to complete a specific police/criminal record and vulnerable sector check prior to starting the program, before being accepted for clinical placements in many clinical facilities.

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, orientation to 'Workplace Hazardous Materials Information System', signed Worker's Compensation Board Work-based Learning Consent and Agreement forms and signed confidentiality agreements.

Education Equity Program

~~The purpose of this program is to encourage enrolment by applicants of Aboriginal ancestry. The program is open to all Canadian citizens regardless of Saskatchewan residency status.~~

~~Each year, 8 positions for admission to the School of Rehabilitation Science are designated for applicants of Aboriginal ancestry who meet admission requirements. To be considered for the Education Equity Program for Aboriginal students, applicants of First Nations, Metis or Inuit ancestry must indicate this status when completing the School of Rehabilitation Science application. Self identification of Aboriginal ancestry does not exclude applicants from being considered in the general applicant pool.~~

The University and the School of Rehabilitation Science are committed to decolonization, Indigenization, reconciliation and equity, diversity and inclusion, and are proud to support academic opportunities for Indigenous students. We continue to grow our relationships and engaged partnerships among Indigenous community members, thought leaders, Knowledge Keepers, and cultural service providers. We recognize, value, and affirm our responsibility and commitment to actively engaging Indigenous learners to co-create a culture of inclusivity, respect, and social accountability in all our teaching and learning spaces.

The Master of Physical Therapy (MPT) academic program **maintains 8 Education Equity seats for Indigenous students**. Applicants choosing to apply for the Education Equity pathway into the MPT program must indicate such on the online application and must also meet all usual entry requirements. Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybwewin | taapwaywin | tapwewin: Indigenous Truth Policy](#) and Standing Committee in accordance with the processes developed to enact the policy. [Verification of Indigenous Membership/Citizenship with documentation](#) is a condition of acceptance for this program.

Please visit: <https://indigenous.usask.ca/indigenous-initiatives/deybwewin-taapwaywin-tapwewin.php> to proceed through the verification system as soon as possible. If you have any questions or require additional information about deybwewin | taapwaywin | tapwewin please contact: indigenoustruthpolicy@usask.ca.

Essential Skills and Abilities Required for the Study of Physical Therapy

To be successful in this intensive program, students must be in good physical and mental health. Any applicant with concerns regarding the essential skills and abilities required should consult with the Director to discuss the physical and cognitive demands required to successfully complete the program and accommodations that are available to students with disabilities.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
 - IELTS: a minimum score of 7.5 out of 9 in each area and overall
 - Cantest: a minimum of 5 in each area and overall
- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- Minimum 75% average normally calculated using the most recent minimum 60 credit units of university course work
- A minimum grade of 70% on each pre-requisite course with a combined pre-requisite average of 75%. Completion of pre-requisite coursework, as follows:
 - Human Physiology (6 credit units) – [CPPS 302.3](#) Human Physiology Transport Systems (formerly PHPY 302.3) and one of [NEUR 301.3](#) Fundamental Neuroscience

Intercellular Communication, [CPPS 303.3](#) Human Physiology Reproduction Growth and Energy Homeostasis (formerly PHPY 303.3), or [NEUR 350.3](#) Fundamental Neuroscience or equivalent; or [BMSC 207.3](#) Human Body Systems I and [BMSC 208.3](#) Human Body Systems II (formerly PHPY 208.6) or equivalent

- Statistics (3 credit units) – [STAT 245.3](#) Introduction to Statistical Methods or [PLSC 214.3](#) Statistical Methods or equivalent
- Basic Human Anatomy (3 credit units) – [CPPS 310.3](#) Basic Human Anatomy (formerly ACB 310.3) or equivalent
- Social sciences or humanities (3 credit units) - [ENG – 100-Level, 200-Level, 300-Level, 400-Level, or higher, HIST – 100-Level, 200-Level, 300-Level, 400-Level, PHIL - 100-Level, 200-Level, 300-Level, 400-Level, or equivalent.](#)
- Psychology (3 credit units) - [PSY – 200-Level, 300-Level, 400-Level, or equivalent.](#)
- Completion of an Indigenous studies course (3 credit units) or non-credit certificate - [ANTH 202.3](#) Anthropological Approaches to Indigenous Peoples in Canada, [ANTH 480.3](#) Indigenous Peoples and Mental Health Anthropological and Related Perspectives, [CHEP 819](#) Colonization and its Impact on Indigenous Health and Healing, [HIST 195.3](#) History Matters Indigenous Perspectives on Canadian History, [HIST 266.3](#) History Wars Issues in Native Newcomer Relations, [INDG 107.3](#) Introduction to Canadian Indigenous Studies, [LING 253.3](#) Indigenous Languages of Canada, [PLAN 445.3](#) Planning with Indigenous Communities, [POLS 222.3](#) Indigenous Governance and Politics, [KIN 306.3](#) Introduction to Indigenous Wellness, [INDG — 200-Level, 300-Level, 400-Level, SOC 341](#) Institutional Racism and Indigenous People, or [Indigenous Canada MOOC](#)
- The CASPer test and a Personal Statement.
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Rehabilitation Science's website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee well in advance of application. For further information, students should consult the Academic Program Assistant at the School of Rehabilitation Science. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.
- Students should check the School of Rehabilitation Science's website regularly for updates to the Admissions process.

Degree Requirements

A minimum total of **141** credit units are required to complete this program.

- [PTH 990.0](#) Physical Therapy Professional Development supports independent and guided learning experiences to support professional development and growth throughout the duration of the program.
- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research

- [PTH 811.6](#) Foundations 1
- [PTH 812.17](#) Foundations 2
- [PTH 813.22](#) Foundations 3
- [PTH 814.3](#) Bridging Clinical Foundations
- [PTH 881.11](#) Clinical Skills 1
- [PTH 882.10](#) Clinical Skills 2
- [PTH 883.10](#) Clinical Skills 3
- [PTH 884.10](#) Clinical Skills 4
- [PTH 885.22](#) Clinical Skills 5
- [PTH 901.1](#) Clinical Practicum 1
- [PTH 902.5](#) Clinical Practicum 2
- [PTH 903.6](#) Clinical Practicum 3
- [PTH 904.6](#) Clinical Practicum 4
- [PTH 905.6](#) Clinical Practicum 5
- [PTH 906.6](#) Clinical Practicum 6

Residency Requirements

Residency is expected for the duration of the graduate program.

PTH 811.6 - Foundations 1

Catalogue Description: This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.

Equivalencies: PTH 870

Restrictions: For MPT students only

PTH 812.17 – Foundations 2

Prerequisite(s): PTH 811

Catalogue Description: This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.

Restrictions: For MPT students only

PTH 813.22 – Foundations 3

Prerequisite(s): PTH 812

Catalogue Description: This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.

Restrictions: For MPT students only

PTH 814.3 – Bridging Clinical Foundations

Prerequisite(s): PTH 881

Catalogue Description: This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

Restrictions: For MPT students only

PTH 881.11 Clinical Skills 1

Prerequisite(s): PTH 813

Catalogue Description: This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

Restrictions: For MPT students only

PTH 882.10 Clinical Skills 2**Prerequisite(s):** PTH 881**Catalogue Description:** This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.**Restrictions:** For MPT students only**PTH 883.10 Clinical Skills 3****Prerequisite(s):** PTH 882**Catalogue Description:** This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.**Restrictions:** For MPT students only**PTH 884.10 Clinical Skills 4****Prerequisite(s):** PTH 883**Catalogue Description:** This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.**Restrictions:** For MPT students only**PTH 885.22 Clinical Skills 5****Prerequisite(s):** PTH 884**Catalogue Description:** This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.**Restrictions:** For MPT students only**PTH 901.1 Clinical Practicum 1****Catalogue Description:** A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students for clinical learning in health facilities.**Restrictions:** For MPT students only

PTH 902.5 Clinical Practicum 2

Prerequisite(s): PTH 901

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.

Restrictions: For MPT students only

PTH 903.6 Clinical Practicum 3

Prerequisite(s): PTH 902

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.

Restrictions: For MPT students only

PTH 904.6 Clinical Practicum 4

Prerequisite(s): PTH 903

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate in a different practice setting than Clinical Practicum 3.

Restrictions: For MPT students only

PTH 905.6 Clinical Practicum 5

Prerequisite(s): PTH 904

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Intermediate to Advanced Intermediate.

Restrictions: For MPT students only

PTH 906.6 Clinical Practicum 6

Prerequisite(s): PTH 905

Catalogue Description: A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.

Restrictions: For MPT students only



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: #8PS
- 1.2 Department with academic authority: School of Health, Education and Society
- 1.3 Term from which the course is effective: Fall 2025

2. Information required for the Catalogue

- 2.1 Label & Number of course: PTH 811
- 2.2 Academic credit units: 6
- 2.3 Course Long Title (maximum 100 characters): Foundations 1
Course Short Title (maximum 30 characters): Foundations 1
- 2.4 Total Hours: Lecture 60 Seminar Lab 24 Tutorial Other
- 2.5 Weekly Hours: Lecture 5 Seminar Lab 2 Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: None. For MPT students only

If there is a prerequisite waiver, who is responsible for signing it? No

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):
This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course: Curriculum redesign

4. Please list the learning objectives for this course:

- 1. Describe anatomical that link gross anatomical structures to their functions in the human body.
- 2. Apply general histology knowledge to explain clinically significant structure-function relationships of gross anatomical structures/systems and appreciate the role of histology in physical therapy practice.

3. Identify the viscera and the human body systems by noting location and organization.

4. Locate and differentiate bones and bony landmarks of the body noting their functional/clinical significance.

5. Identify and describe the origins(s), insertions(s), innervation(s), blood supply, and action(s) of major muscles in the human body as well as noting the functional/clinical significance of structures.

6. Identify and describe the structure, articulating bones, associated ligaments, tendons, cartilages, bursae and possible movements of the major joints.

7. Apply knowledge of the anatomical principles and gross anatomy to hypothesize and explain dysfunction and symptoms that are commonly presented in physical therapy practice.

8. Demonstrate physical therapy professionalism values by respecting the human donors in the anatomy cadaveric laboratory, complying with legal and regulatory requirements of the anatomy laboratory and acting with professional integrity in interactions involving deceased donors (cadavers), peers, instructors, technical staff and members of the community.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No. Anatomy already teaches it. Only very slight changes.**

If so, were these departments consulted? (Include correspondence) **No**

Were any other departments asked to review or comment on the proposal? **No, only slight changes to course. Offered at the same time as previous, and now has new name and number**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 870**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Dr Kevin Chuang/Dr John Verrall**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Not additional, they currently teach our anatomy course. This course is a replacement.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Use of anatomy lab, which we are already using. No change from previous.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No.**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research

ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses. **PTH 870 is equivalent to this course**

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive: **PTH 870**

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Foundations 1		
COURSE CODE:	PTH 811.6	TERM:	Fall 2025
COURSE CREDITS:	6	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	September 2, 2025
CLASS LOCATION:	See Timetable	LAB LOCATION:	See Timetable
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course covers essential knowledge related to human anatomy and its connection to physical therapy practice. The course involves systematic study of the body emphasizing the skeletal, muscular, nervous, respiratory and cardiovascular systems.

Instructor and Contact Information

Course Coordinator

Name: Dr Mu-Sen Kevin Chuang

Email: kevin.chuang@usask.ca

Telephone: (306) 966-6610

Office: Health Sciences Building, 107 Wiggins Ave., B-wing, Ground Floor: GB39

**Please note that I check my email twice daily, once in the morning and once in the afternoon.*

For urgent matters, please call me using the contact number provided. I will not be reachable on weekends, so please plan the completion of assignments during normal working hours if you require assistance.

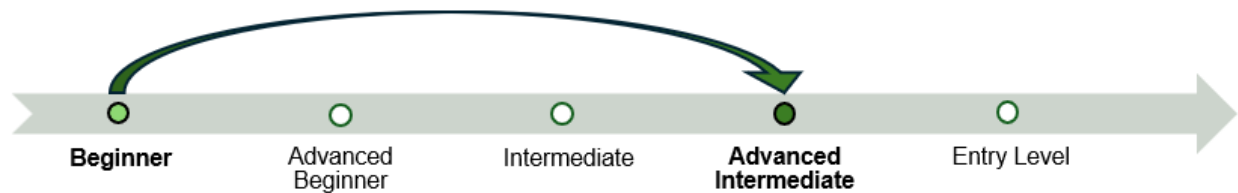
Instructor

Name: Dr John Verrall

Email: jrv126@mail.usask.ca

Office: Health Sciences Building, 107 Wiggins Ave., B-wing, Ground Floor: GB41

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competence in:

- Describe anatomical principles that link gross anatomical structures to their functions in the human body.
- Apply general histology knowledge to explain clinically significant structure-function relationships of gross anatomical structures/systems and appreciate the role of histology in physical therapy practice.
- Identify the viscera and the human body systems by noting location and organization.
- Locate and differentiate bones and bony landmarks of the body noting their functional/clinical significance.
- Identify and describe the origins(s), insertions(s), innervation(s), blood supply, and action(s) of major muscles in the human body as well as noting the functional/clinical significance of structures.
- Identify and describe the structure, articulating bones, associated ligaments, tendons, cartilages, bursae and possible movements of the major joints.
- Apply knowledge of the anatomical principles and gross anatomy to hypothesize and explain dysfunction and symptoms that are commonly presented in physical therapy practice.
- Demonstrate physical therapy professionalism values by respecting the human donors in the anatomy cadaveric laboratory, complying with legal and regulatory requirements of the anatomy laboratory and acting with professional integrity in interactions involving deceased donors (cadavers), peers, instructors, technical staff and members of the community.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Histology & Anatomical Principles of Integumentary and MSK Systems	Problem Set 1	
2	Anatomical Principles of Nervous and Visceral Systems	Problem Set 2	
3	Spinal Cord and MSK Anatomy of the Trunk	Problem Set 3	
4	Head and Neck	Problem Set 4	
5	Upper Limb Overview to Brachial Plexus	Problem Set 5	
6	Content to date	Midterm Lab Exam	TBD
6	Content to date	Written Midterm Exam	TBD
7	Pectoral Girdle to Elbow	Problem Set 6	
8	Upper Limb Elbow to Hand	Problem Set 7	
9	Lower Limb Overview to Gluteal Region	Problem Set 8	
10	Lower Limb Thigh and Knee	Problem Set 9	
Break	Nov 10-14 th , 2025		
11	Leg, Ankle and Foot	Problem Set 10	
12	Regional Anatomy of the Thorax, Thoracoabdominal and Pelvis	Problem Set 11	
12	Lab Content to date	Final Lab Exam	TBD
	All Content to date	Final Written Exam	TBD

Types of Learning Activities

Weekly activities will involve group work, providing opportunities for review and informal feedback from peers and instructors. To formally assess your progress, there will be regular problem sets (with multiple attempts allowed) and several progress tests covering each region of the body. These assessments will occur throughout the semester, culminating in final comprehensive exams at the end of the term.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period December 8-19, 2025; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students will be assigned readings and preparatory content that is to be completed outside of class time to prepare for class content and/or discussions. Required readings will be posted on Canvas. Students are expected to review lab materials prior to the scheduled lab. Students are expected to complete the assigned problem sets as per the class schedule posted on Canvas.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Readings/Textbooks

You will need a textbook that you can consult. Textbooks are available from the University of Saskatchewan Bookstore: <http://www.usask.ca/bookstore/>. If you already have one, that should be sufficient, otherwise below are some recommendations:

1. **Clinically Oriented Anatomy** by Moore, K.L., Dalley, A.F., and Agur A.M.
 - This textbook provides a practical, clinically relevant approach to anatomy. It's like having an experienced mentor guide you through the intricacies of the human body.
2. **Human Anatomy** by Martini, F.H., M.J. Timmons, and R.B. Tallitsch.
 - Martini's work offers a comprehensive exploration of human anatomy. It's a classic choice that covers the essentials.
3. **Functional Anatomy for Physical Therapists** by Hochschild J.
 - Given that you are in physical therapy, you will very likely appreciate how this book focuses on functional aspects. It bridges the gap between theory and practice. A physical copy will be difficult to track down but you can always purchase a digital edition.

Physical Anatomy Atlases

We highly recommend that you obtain a physical anatomy atlas for use during the laboratory sessions as personal electronic devices are presently still not permitted inside the laboratory environment. If you are trying to save some money, you may wish to coordinate with friends so that you share a copy.

1. **Grant's Atlas of Anatomy** by Agur, A.M.R. and Dalley, A.F.
 - Grant's atlas is a trusted companion for dissecting the mysteries of anatomy. Its detailed illustrations and clear labeling make it indispensable.
2. **Atlas of Human Anatomy** by Netter, F.
 - Netter's artwork is iconic. This atlas combines artistic beauty with scientific accuracy. It's like having a gallery of anatomical masterpieces at your fingertips.

Electronic and Computer Resources / Applications

You will need a laptop or an electronic device with internet access to log on to the Canvas platform and university resources.

There are some outstanding electronic resources available to you which facilitates anatomy. Below are a few resources (some cost money and others are free) that you should look into:

1. **Complete Anatomy** by 3D4Medical (published by Elsevier).
 - This application provides 3D models, interactive views, and clinical insights. It's like having an anatomy lab in your pocket.
2. Alternatively, explore **Primal TV**, available for **FREE through the USask Library**.
 - It's powered by Primal Pictures, and it is like having a VIP ticket to a virtual cadaver lab or an anatomy buddy who's always up for a deep dive into the human form.
3. **(FREE!) UBC Clinical Anatomy**
 - This website is an interdisciplinary, student-oriented treasure trove! This is an open education resource (OER) created at UBC, and it caters to learners across multiple faculties. Whether you're in health professions, science, or kinesiology, it's got your back (and your spine, and your femur...you get the idea).
4. **(FREE!) University of Michigan Medical School BlueLink**
 - Unlocking Anatomy's Secrets, discover a virtual cadaver lab like no other! UMich BlueLink—crafted by Dr. B. Kathleen Alsup and Dr. Glenn M. Fox—takes you on an anatomical adventure. From cervical vertebrae to the superior mediastinum, explore the human blueprint with high-quality visuals (**including labelled and unlabelled cadaveric images**) and interactive modules.

Other Required Materials

- Lab coat and disposable gloves for use in the cadaveric labs (these may be purchased at the USask Campus Bookstores)
- **NO ELECTRONIC DEVICES PERMITTED IN THE ANATOMY LABS:** you and your group will need at least one physical copy of an anatomy atlas recommended above as well as the lab activity guide for that session

Assessment Details - Grading Scheme

Module Problem Sets	20%
Midterm Written Exam	25%
Midterm Lab Exam	15%
Final Lab Exam	15%
Final Written Exam	25%
Total	100%

Evaluation Components

Assignment 1: Module Problem Sets (12 Total and Due Weekly)

Value: 20% of final grade (each is about 1.67%); keep top score of three attempts

Due Date: See Course Schedule-usually 1 week after the content related lab session

Length: no time limit; submit when you are satisfied and ready (you may wish to set your own timer to practice for other assessments)

Type: Each problem set is designed to draw from a bank of questions that cover the learning objectives of the video topics. They are aimed to encourage continuous engagement with the online video content and to help learners review and consolidate the materials learnt and covered. They are part of the 'learning' process, hence allowing multiple attempts, and not in the 'performance' zone of the course.

Description: Each problem set will survey the material covered on a weekly basis allowing time for revisiting and open discussion with peers. You should be attempting to complete the quiz as much from your memory as possible. By remembering and knowing the facts, you are freeing up invaluable cognitive resources so that you can think more deeply and grapple with harder clinical problems/scenarios in other courses and later on as you get into clinical practice and observations. If you absolutely must, then you can consult your resources after the test, but remember for other assessments you will be completing them independently so it would be wise to start practicing here. The type of questions may vary from problems set to problem set. Often, the questions will involve labelling a figure or image or matching items in one list (such as a list of anatomical structures) to items in another list (such as brief descriptions of the structures). The most common formats will be matching items or multiple choice.

Additional Note on how you should be using these:

The problem sets are designed to encourage you to engage with the content early on and most importantly to learn through errors and reflection. You are encouraged to first attempt the problem set independently so you can get a sense of how well you have retained the content based on your own study strategies. The score is not so important but you should definitely look back on the question and answer the following:

1. *What topics did you do well in? And, which learning objectives do they cover?*
2. *Which topics or learning objectives are in need of work and further studies?*
3. *What did you specifically do OR already know that led to the positive and negative scores?*
4. *What do you need to maintain to keep doing well in areas that you are excelling in? Finally*
5. *What do you need to do differently to improve on the areas that need improvements?*

The problem sets are meant to encourage a combination of independent and peer study process that allows for reflection. So, if you have questions that you cannot quite figure out you should definitely be working with your friends and peers to see if collectively you can work out an answer.

The multiple attempts and the qualitative feedback that you will receive (described earlier in the Grading Scheme) are meant to encourage and reward the learning and reflection process and reflection.

Assignment #2: Midterm Written Exam:

- Value:** 25% of final grade
- Date:** TBD; scheduled lecture time (see Canvas for details)
- Length:** 2 hours (see Canvas for details)
- Type:** It will be an invigilated computer based on-line exam, probably entirely multiple choice or matching lists.
- Description:** The midterm written exam will cover material in Modules 1 & 2.

Assignment #3: Midterm Lab Exam:

- Value:** 15% of final grade
- Date:** TBD, scheduled lab time (see Canvas for details)
- Length:** 1 hour (see Canvas for details)
- Type:** It will be an invigilated 'bell-ringer' type exam where you will have limited time to look at labelled pictures, specimens, and provide your responses.
- Description:** The midterm practical exam will cover material in Modules 1 & 2 with an emphasis on the content and skills covered in the practical sessions. The questions are not strictly limited to identification of structures. You may be asked questions about functions, clinical applications or significance of the labelled structures, etc. (see Canvas for details and examples).

Assignment #4: Final Lab Exam:

- Value:** 15% of final grade
- Date:** During final examination period; date and time to be announced on Canvas
- Length:** 1 hour (see Canvas for details)
- Type:** It will be an invigilated 'bell-ringer' type exam where you will have limited time to look at labelled pictures, specimens, and provide your response
- Description:** The final practical exam will cover material in Modules 3-5 with an emphasis on the content and skills covered in the practical sessions. The questions are not strictly limited to identification of structures. You may be asked questions about functions, clinical applications or significance of the labelled structures, etc. (see Canvas for details and examples).

Assignment #5: Final Written Exam:

- Value:** 25% of final grade
- Date:** During final examination period; date and time to be announced on Canvas
- Length:** 3 hours (see Canvas for details)
- Type:** This will be an invigilated paper based written exam.

Description: The final written exam will cover material in Modules 3-5 and consist of various types of multiple choice questions that range from the traditional style to complex scenario based questions.

Midterm and Final Examination Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (December 8, 2025 to December 19, 2025); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Submitting Assignments

All of the problem sets are on Canvas and untimed, so, you will complete them online and, when satisfied with your work, you can submit the problem set electronically on Canvas. There will be a deadline for submission of each problem set, usually the second Friday following the last practical associated with the module.

Problem sets are intended to encourage you to review the material covered in the preceding weeks, so that you stay current. This course is very cumulative in the sense that what you learn this week will be assumed to be mastered for the next week. Falling behind will compromise your understanding of the material as the course progresses.

Problem sets are open book, open colleague, open notes, etc. The point of the problem set is that you review the material and master it at the level of the questions in the problem set. Working with others is encouraged, but make sure that you understand the answers and the material, because the exams are not open book, and you will not be able to consult others.

Late Assignments

For the problem sets, late problem sets will be accepted (again they are there to encourage you to stay on top of the content), but the Problem Sets 1-6, which cover the Module 1 & 2 content assessed on the midterm, will not be accepted after the midterm.

The problem sets are for your benefit. Use them to consolidate and demonstrate your learning, however, if you choose to not do one or more, or if you are unable to submit one or more, there is about a rough 1.67% loss from the final grade for each problem set. Generally, I do not require you to explain a late or missing submission, so, you do not have to worry about getting permission for either of those actions. **However**, if there is a general problem that is preventing you from submitting problem sets that relates to understanding the material, or a technical problem related to Canvas then I definitely want to know and expect to hear from you, so that I may be able to help before the problems become overwhelming.

Criteria to Pass

There are no minimum hurdle requirements to be met for any individual evaluation component. Students must achieve an overall final grade of 60% or greater to pass the course as set out by the University of Saskatchewan Grading System (for graduate courses).

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbsc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2025**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 812**
- 2.2 Academic credit units: **17**
- 2.3 Course Long Title (maximum 100 characters): **Foundations 2**
Course Short Title (maximum 30 characters): **Foundations 2**
- 2.4 Total Hours: Lecture **120** Seminar Lab **84** Tutorial Other
- 2.5 Weekly Hours: Lecture **10** Seminar Lab **7** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 811**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):
This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

- 1. Explain various frameworks, theories, and knowledge that underpin current physiotherapy practice to enhance understanding of clinical decision-making processes.**

2. Demonstrate beginner physiotherapy assessment and treatment techniques and skills, focusing on person-centered care, safety, and principles of sensitive and culturally responsive practice.
 3. Recognize and apply ethical, legal, and cultural competence frameworks, ensuring informed consent, confidentiality, cultural humility, and sensitive practice across diverse populations.
 4. Develop introductory level physical therapy management plans incorporating lifestyle considerations and cultural needs at different developmental stages from birth to older adulthood.
 5. Demonstrate communication techniques and strategies through self-reflection that are tailored to diverse patient needs, healthcare scenarios and enhance therapeutic relationships.
 6. Discuss and demonstrate concise patient documentation that adheres to professional and legal standards and guidelines to promote effective and compliant patient care.
 7. Locate and critically review research studies related to healthcare to enhance evidence-based practice skills.
5. **Impact of this course**
Are the programs of other departments or Colleges affected by this course? **No**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **No**
6. **Other courses or program affected** (please list course titles as well as numbers)
6.1 Courses to be deleted? **PTH 800.6, PTH 808.3, PTH 801.3**
6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
6.3 Is this course to be required by your majors, or by majors in another program? **No**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**
8. **Enrolment**
8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**
- 8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**
- 10-50
 50-90
 90-130
 130+
9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- 9.1 How should this course be graded?
C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

- 9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**
10. **Required text**
Include a bibliography for the course. **See Syllabus**
11. **Resources**
- 11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. We have experience with integrated courses.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable

MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

- 2.1 NOAC No Academic Credit
0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.
- 2.2 For the College of Arts and Science only: To which program type does this course belong?
- FNAR Fine Arts
 - HUM Humanities
 - SCIE Science
 - SOCS Social Science
 - ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

- 3.1 Permission Required:
- 3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Foundations 2		
COURSE CODE:	PTH 812.17	TERM:	Fall 2025
COURSE CREDITS:	17	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	September 1, 2025
CLASS LOCATION:	School of Rehabilitation Science See Timetable	LAB LOCATION:	See Timetable
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course covers foundational concepts and skills related to physical therapy practice. Learners gain an introductory level competency in professionalism, communication, and physiotherapy expertise. Emphasis is on frameworks and theories that inform physiotherapy practice, clinical decision making, problem solving and an introduction to holistic and responsive care.

Instructor and Contact Information

Robyn Morhart, BA, BScPT, MSc (robyn.morhart@usask.ca)

Other Lecturers

Katie Crockett, BSc, MPT, PhD (katie.crockett@usask.ca)

Carrie Stavness, HSc (KIN), M.Sc.(OT) (carrie.stavness@usask.ca)

Rhonda Loepky, BA, BScPT, Dip. Adv. Man. & Manip. Therapy; FCAMT
(rhonda.loepky@usask.ca)

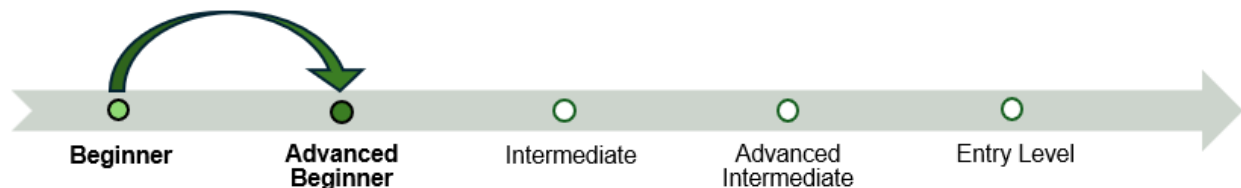
Audrey Zucker-Levin, PhD, MSPT, MBA, GCS Emeritus (audrey.zuckerlevin@usask.ca)

Bruce Craven, B.SC(PT), M.SC, DIP SPORT (PT), BSPE, CSCS
Susan Tupper, BScPT, PhD, Strategy Consultant; Pain Quality Improvement

Lab Assistants

Lacey Nairn-Pederson
Anissa Van Dusen
Melanie Krause
Michelle Riendeau
Brianna Davidson
Melanie Weimer
Shona Nickel
Juliegh Clarke
Jonathan O'Leary

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an advanced beginner level of competency in:

1. Explain various frameworks, theories, and knowledge that underpin current physiotherapy practice to enhance understanding of clinical decision-making processes.
2. Demonstrate beginner physiotherapy assessment and treatment techniques and skills, focusing on person-centered care, safety, and principles of sensitive and culturally responsive practice.
3. Recognize and apply ethical, legal, and cultural competence frameworks, ensuring informed consent, confidentiality, cultural humility, and sensitive practice across diverse populations.
4. Develop introductory level physical therapy management plans incorporating lifestyle considerations and cultural needs at different developmental stages from birth to older adulthood.
5. Demonstrate communication techniques and strategies through self-reflection that are tailored to diverse patient needs, healthcare scenarios and enhance therapeutic relationships.
6. Discuss and demonstrate concise patient documentation that adheres to professional and legal standards and guidelines to promote effective and compliant patient care.
7. Locate and critically review research studies related to healthcare to enhance evidence-based practice skills.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Intro to course Disability Awareness Intro to Movement Terminology, Movement Observation and Analysis	W/C Excursion Lab 1: Movement Terminology and Analysis Intro to Movement Analysis Assignment given	TBD
2	Bedrest and Immobility Introduction to Biomechanics and Lifting Values as Determinants of Behaviour Reflective Practice The PT Assessment Pain	Lab 2: Biomechanics and Lifting	
3	Gross Motor Function Motor Control Postural Control Relationship Based Practice: communication International Classification of Functioning (ICF) Application of the ICF	Lab 3: Palpation	
4	Socioeconomic Determinants of Health Application of Motor Control Theory ICF Activity Motor Learning Connective Tissue Loading	Lab 4: Positioning and Moving Clients in an Acute Care Setting	
4		Intro to Movement Analysis Assignment due	TBD
5	Content to Date	Midterm #1	TBD
5	Introduction to Kinematics and Kinetics	Lab 5: PROM in an acute care setting, hand placements (Theory and Lab) SPLIT LAB: Lab 6: Bed mobility and Transfers SP Experience (Group A)	

		Lab 8: Sit to Stand Transfers (Group B)	
6	Pain	Lab 7: Postural Control Assessment Lab 10: Gait Aids Lab 11: Facilitating and Teaching a Functional Activities - Rolling SPLIT LAB: Lab 6: Bed mobility and Transfers SP Experience (Group B) Lab 8: Sit to Stand Transfers (Group A)	
7	Gait Subjective Assessment Cases Review Content to Date	Lab 12: FLEX LAB: Checklists, review gait aids Lab 9: Gait Aids and Facilitation of Gait	
8	Content to Date	Midterm #2	TBD
8	Impairment in Muscle Performance	Lab 13: Palpation, Vital Signs (Pulse, BP, RR) Lab 14: Kinematic Analysis and Muscle Performance Lab 15: Applying Kinematic Analysis with Muscle Performance	
9	Impairment in Muscle Performance ICF Activity Soft Tissue Healing	Lab 16: Movement from Floor to Sitting	
10	Introduction to Health Systems (Primary, Secondary and Tertiary Health Care Programming) Legal and Ethical Aspects of PT Practice Privacy Legislation Professional Ethics Informed Consent Privacy and Confidentiality within SHA Clin Ed Team: Health Records, Health Records Cases, Professionalism (Competency Profile), Prep for CP1		
11	CP1	See CP1 syllabus	TBD
12	Checklist and Intro to Subjective History Task	SPLIT LAB: Tues: Lab 17: Part 1 - Muscle Performance/Exercise Prescription (Group A)	

	Stretching	Part 2 – Recorded Relaxation and Hydrotherapy Lectures (Canvas) (Group B) Thurs: Lab 17: Part 1 - Muscle Performance/Exercise Prescription (Group B) Part 2 – Recorded Relaxation and Hydrotherapy Lectures (Canvas) (Group A)	
12	Online Subjective History Task Oral Assessment: Standardized Patient Assessment Experience (Subjective History Task)		TBD TBD
13	Stretching review PNF Theory ICF Activity	Lab 18: Stretching Lab 19: PNF Lab 20: Review Lab/Prep for practice OSCE/Checklists Lab 21: Review Lab/Practice for OSCE (CLRC)/ Practice Cases	
14	Theory Review Course Evaluations	Lab 22: Practice Cases and Checklists Lab 23: Checklists and Review Lab 24: PNF Checklist Day	
	Content to Date	Final Written Exam Final Practical Exam (OSCE)	TBD TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (December 8, 2025 to December 19, 2025); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students will be assigned readings and preparatory content that is to be completed outside of class time to prepare for class content and/or discussions. Required readings are posted on

Canvas. Students are expected to review lab materials (lab and pre-recorded videos) prior to the scheduled lab. A digital copy of the lab manual is posted on Canvas. Pre-recorded videos are posted on Canvas.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Textbooks are available from the University of Saskatchewan Bookstore:
<http://www.usask.ca/bookstore/>

*Shumway-Cook, A & Woolacott, M. Motor Control: Translating Research into Clinical Practice. Baltimore: Williams & Wilkins; 2022 or 2012 version.

**This is a textbook that is of great value throughout your MPT program and it is strongly recommended that you have a copy or have regular access to a copy.*

Brody, L & Hall, C. Therapeutic Exercise: Moving Toward Function. Philadelphia: Lippincott & Williams; 2017.

**Reese, Nancy Berryman, Bandy, William D. Joint Range of Motion and Muscle Length Testing ISBN-10: 1455758825, ISBN-13: 978-1-4557-5882-1, 3rd Edition, 2016, Elsevier Canada.

**Reese, Nancy Berryman. Muscle and Sensory Testing, ISBN: 978-0-323-5962, 4th Edition, 2020, Elsevier Canada.

** Levangie, P., and Norkin, Joint Structure and Function; A Comprehensive Analysis, ISBN 978-0-8036-5878-3 6th Edition, 2019, F.A. Davis

***The three above texts are required for Module 2 (Advanced Foundations) and you may find them of interest for Module 1.*

National Physiotherapy Advisory Group NPAG. Competency Profile for Physiotherapists in Canada; 2017. (on CPA website)

World Health Organization. ICF - International Classification of Functioning, Disability and Health; Geneva, 2001. Available online at the following website:

<http://www.who.int/classifications/icf/en/>

Course Assessment Overview

Movement Analysis Assignment	10%
Online Subjective Assessment	5%
Standardized Patient Subjective Experience	20%
Written Midterm #1	10%
Written Midterm #2	10%
Checklists	5%
Final Written	20%
Final OSCE	20%

Total	100%
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Evaluation Components

Assignment 1: Movement Analysis Assignment

Value: 10% of final grade

Due Date: TBD

Type: Group Assignment

Description: Students will videotape and analyze individuals performing an assigned functional task or daily activity. This assignment will consist of two parts. Part 1: Students will work in a small group to analyze the movements and put them into a table that identifies the start position, how the movement was initiated, the movement components and the finish/end position. Part 2: Student will create a synopsis of the groups observations and analysis. This should include if an individual had difficulty completing the task, describing similarities and differences between individuals and identifying if there is a most efficient or “best practice” method to perform this activity. Part 1 should be no more than 4 pages and is worth 15 points. Part 2 should be no more than 2 pages and is worth 10 points.

Assignment 2: Online Subjective Assessment

Value: 5% of final grade

Date: TBD

Type: Individual Assignment. Subjective assessment of an AI “patient”

Description: Students will interact with an AI “patient” (link and information on Canvas) to complete a subjective assessment. Students will copy and paste the transcript into a Word document, complete a reflection of this assignment, and then submit it on Canvas.

Oral Assessment: Standardized Patient Assessment Experience (Subjective History Task)

Value: 20% of final grade

Date: TBD

Type: Interview with a standardized patient in pairs

Description: Pairs of students will complete a subjective assessment of a standardized patient in the CLRC. This encounter will be video and audio recorded for evaluation.

Written Midterm Exams:

Value: 20% of final grade (10% each)

Dates: TBD

Length: 1.5 hours each

Type: Closed book; in-person

Description: Multiple Choice, fill in the blanks, matching, short answer

Checklists:

Value: 5% of final grade

Date: To be completed throughout the course timeline. Must be submitted by December 5, 2025 4:00pm

Type: Digital checklists provided on Canvas

Description: See checklists on Canvas. 3 of the 11 items to be assessed must be assessed by the instructor or TA. Checklist #1 and #5 must be assessed by the instructor or TA, and the third can be on your choosing. Other checklist items will be assessed by peers to gain experience in providing constructive feedback.

Written Final Exam:

Value: 20% of final grade

Date: TBD

Length: 3 hours

Type: Closed book; in-person

Description: Multiple choice, fill in the blanks, short answer, comprehensive of all material.

Practical OSCE Final Exam:

Value: 20% of final grade

Date: TBD

Length: Schedule with groups and times will be posted on Canvas

Type: Students will be asked to demonstrate skills and answer question in detail.

Description: Each station must be passed with a 60% to pass this component.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless arrangements have been made with the instructor PRIOR to the deadline.

Criteria to Pass

All components of the course must be submitted and/or successfully completed in order to be considered for a passing grade.

Successful completion of the course requires:

- An overall summative grade of 60% or greater
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Midterms (Overall 60% average); you do not need to pass both, however you must achieve a 60% overall.
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass each station with a 60% or higher on the OSCE exam)
- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the

School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central

<https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit

<https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 813**
- 2.2 Academic credit units: **22**
- 2.3 Course Long Title (maximum 100 characters): **Foundations 3**
Course Short Title (maximum 30 characters): **Foundations 3**
- 2.4 Total Hours: Lecture **180** Seminar Lab **120** Tutorial Other
- 2.5 Weekly Hours: Lecture **15** Seminar Lab **10** Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 812**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):
This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Demonstrate beginner to intermediate level physiotherapy assessment and treatment techniques and skills, focusing on neuromuscular and biomechanical principles, stages of tissue healing, observational skills, and exercise physiology.
2. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
3. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
4. Explain, identify, and implement safe evidence-based practice in knowledge of: modalities; body positioning, alignment and stability; arthrokinematics and tissue mechanics to correct abnormal movement patterns, manage muscle tone, and treat pain.
5. Demonstrate intermediate communication skills tailored to effectively educate, engage, and enhance interactions with healthcare professionals and clients, their families and communities, fostering professional relationships and improving understanding of physiotherapy outcomes, with a sensitivity to cultural diversity, social and emotional needs, especially in Indigenous health contexts.
6. Analyze and discuss the role of rehabilitation professionals within interprofessional teams and develop collaborative strategies to effectively integrate rehabilitation plans with overall health care objectives, enhancing theoretical understanding and preparation for person-centered care
7. At an intermediate level, critically review and synthesize research literature related to rehabilitation practice to enhance evidence-based practice skills and support clinical decision making.
8. Examine the ethical, professional, and legal implications of physiotherapy practices to ensure compliance with national standards and promote the highest level of person-centered care.
9. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 802.13, PTH 862.2, PTH 829.3**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. We have experience with integrated courses.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Foundations 3		
COURSE CODE:	813.22	TERM:	Winter 2026
COURSE CREDITS:	22	DELIVERY:	In-person/Remote
CLASS SECTION:	N/A	START DATE:	January 5, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This integrated course builds on competencies developed in PTH 812. Learners are further exposed to foundational concepts and skills. Competencies in professionalism, communication, physiotherapy expertise, cultural humility and holistic care practices are further developed by learners. Emphasis is on the development of screening, assessment and physiotherapy management skills. Common indicator conditions are used to facilitate problem solving and critical thinking.

Instructor and Contact Information

Course Coordinator

Marina Forester, BSc (Hon), MPT, CGIMS (marina.forester@usask.ca)

Course Instructors

Rhonda Loeppky, BA, BScPT, Dip. Adv. Man. & Manip. Therapy; FCAMT
(rhonda.loeppky@usask.ca)

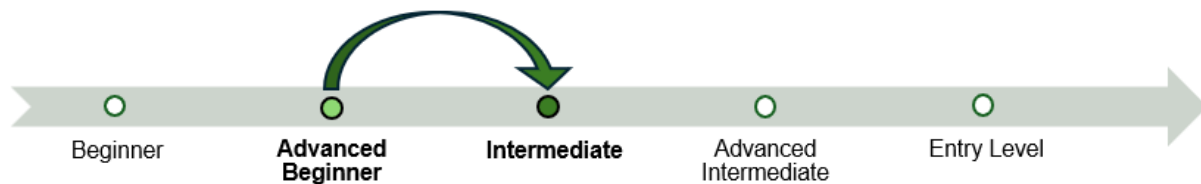
Audrey Zucker-Levin, PhD, MSPT, MBA, GCS Emeritus; Professor
(audrey.zuckerlevin@usask.ca)

Valerie Caron, BSc, MPT, PhD(c) (valerie.caron@usask.ca)

Charlene Storey, BscPT CAFCI Cert Sport (PT) CGIMS

Carrie Stavness, HBSc (KIN), M.Sc.(OT) (carrie.stavness@usask.ca)

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an intermediate level of competency in:

1. Demonstrate beginner to intermediate level physiotherapy assessment and treatment techniques and skills, focusing on neuromuscular and biomechanical principles, stages of tissue healing, observational skills, and exercise physiology.
2. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
3. Analyze and interpret results from physiotherapy examinations, including components of a detailed subjective and objective exam to problem solve and develop treatment plans for client cases with common indicator conditions.
4. Explain, identify, and implement safe evidence-based practice in knowledge of: modalities; body positioning, alignment and stability; arthrokinematics and tissue mechanics to correct abnormal movement patterns, manage muscle tone, and treat pain.
5. Demonstrate intermediate communication skills tailored to effectively educate, engage, and enhance interactions with healthcare professionals and clients, their families and communities, fostering professional relationships and improving understanding of physiotherapy outcomes, with a sensitivity to cultural diversity, social and emotional needs, especially in Indigenous health contexts.
6. Analyze and discuss the role of rehabilitation professionals within interprofessional teams and develop collaborative strategies to effectively integrate rehabilitation plans with overall health care objectives, enhancing theoretical understanding and preparation for person-centered care
7. At an intermediate level, critically review and synthesize research literature related to rehabilitation practice to enhance evidence-based practice skills and support clinical decision making.
8. Examine the ethical, professional, and legal implications of physiotherapy practices to ensure compliance with national standards and promote the highest level of person-centered care.

9. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	<ul style="list-style-type: none"> • Introduction to course and expectations • How to prepare for labs, using Professional Practice Checklists; IPE introduction • Introduction to Therapeutic Exercise and Energy Systems • Introduction to Modality Labs • Cryotherapy • Giving & receiving feedback; IPE check-in • Communication Skills 	Lab 1: Cryotherapy	
2	<ul style="list-style-type: none"> • Therapeutic Exercise Applications: Energy Systems • Thermotherapy • Communication Check in • Surface anatomy and palpation for upper extremity • Introduction to ROM/MMT Assessment; Goniometer/Inclinometer; Muscle Grades • Upper Extremity: Elbow, wrist & hand • Therapeutic Exercise for the 	Lab 2: Therapeutic Exercise Applications: Energy Systems Lab 3: Thermotherapy Lab 4: Surface anatomy for upper extremity and ROM/MMT for Elbow Seminar: Review surface anatomy and palpation of upper extremity IPE Event Site 2.2 Clara's Case (Week 1)	

	<p>elbow, wrist and hand</p> <ul style="list-style-type: none"> • Teaching Styles: IPE check-in 	<p>Communication Checklist</p>	
3	<ul style="list-style-type: none"> • Upper Extremity: Elbow; Wrist; Hand • Therapeutic exercise for the elbow, wrist and hand • Ergometry and Exercise testing • Teaching Styles Check-in • Upper Extremity: Shoulder • Therapeutic exercise for the shoulder • Lymphedema and compression management • Flex and Respond • Critical Reasoning; IPE check-in 	<p>Lab 5: ROM/MMT and therapeutic exercise prescription for elbow, wrist and hand</p> <p>Lab 6: Ergometry and exercise testing lab</p> <p>Lab 7: ROM/MMT and therapeutic exercise prescription for shoulder</p> <p>Lab 8: Compression</p> <p>Seminar: Review topic TBD</p> <p>IPE Event Site 2.2 Clara's Case (Week 2)</p> <p>Teaching Styles Checklist</p>	
4	<ul style="list-style-type: none"> • Upper Extremity: Shoulder • Therapeutic Exercise: Energy Systems, Outcome Measures vs Exercise Testing, Therapeutic Exercise for the Upper Extremity • Upper Extremity: Shoulder Review • Therapeutic Exercise Applications: Exercise Selection, Isolation-based exercise and review • Critical Reasoning Check in • Lymphedema and compression management • Reflective Practice 	<p>Lab 9: Therapeutic exercise for the upper extremity</p> <p>Seminar: Review topic TBD</p> <p>IPE Event Site 2.2 Clara's Case (Week 3)</p> <p>Critical Reasoning Checklist</p>	
5	<ul style="list-style-type: none"> • It's Not Just An Elbow Integrated lab • Reflective Practice Check in • Ther Ex Applications: Exercise Selection; Isolation-based exercise • Midterm Exam review 	<p>Integrated Lab: It's Not Just an Elbow</p> <p>Lab 10: Therapeutic Exercise and movement patterns</p> <p>Lab 11: ROM/MMT for thorax, axial skeleton and TMJ</p> <p>Lab 12: Laser</p>	

		<p>Seminar: Review for Midterm exam</p> <p>Midterm Exam #1 (15%)</p> <p>Reflective Practice Checklist</p>	TBD
6	<ul style="list-style-type: none"> • Surface anatomy, ROM/MMT for: Thorax/Chest Wall, Axial Skeleton and TMJ • Therapeutic exercise for thorax, axial skeleton and TMJ • Wound Management • Footcare, Footwear and Orthotics • Personal Protective Equipment (PPE) • Reflective Practice Check in 	<p>Lab 13: Therapeutic exercise for thorax, axial skeleton and TMJ</p> <p>Lab 14: Wound management and footcare</p> <p>Lab 15: Donning and doffing PPE</p> <p>Seminar: Review surface anatomy and palpation of thorax, chest and axial skeleton</p> <p>Reflective Practice Checklist</p> <p>IPE Self Assessment</p>	
7	Family Week		
8	<ul style="list-style-type: none"> • Hip and Spine • Therapeutic exercise for hip and spine • Flex and respond or checklists • Lower Extremity: Knee • Therapeutic exercises for knee • Ultrasound • Documentation Check in 	<p>Lab 16: ROM/MMT for hip and spine</p> <p>Lab 17: ROM/MMT for knee and therapeutic for spine and lower extremity</p> <p>Lab 18: Ultrasound</p> <p>Seminar: Review surface anatomy and palpation of hip, knee and spine</p> <p>Documentation Checklist</p>	
9	<ul style="list-style-type: none"> • Competency Checklists –laser and ultrasound practice • Lower Extremity: Knee • Therapeutic Exercise: Aerobic, Anaerobic and Clinical testing • Learning Characteristics Check in 	<p>Lab 19: Ultrasound and laser review and competency checklists</p> <p>Seminar: PPE checklists; Laser and ultrasound competency checklists</p>	

	<ul style="list-style-type: none"> • Competency Checklists for laser and US and PPE checklist • Taping & Bandaging • Midterm Exam Review #2 Review 	<p>Lab 20: Bandaging</p> <p>Lab 21: Taping</p> <p>Competency Checklists: Laser and ultrasound practice</p> <p>Midterm Exam #2 (15%)</p>	TBD
10	<ul style="list-style-type: none"> • Therapeutic Exercise Applications: Neuromuscular System • Therapeutic Exercise: Principles of Training and Programming • Learning Characteristics Check In • Review of surface anatomy; palpation for lower extremity • Wheelchair Assessment and Prescription • Indigenous Health 	<p>Lab 22: Aerobic and anaerobic clinical testing</p> <p>Lab 23: Principles of training and programming</p> <p>Lab 24: Wheelchair Assessment lab</p> <p>Learning characteristics Checklist</p>	
11	<ul style="list-style-type: none"> • Lower Extremity: Ankle/Foot • Therapeutic Exercise for the foot and ankle • Checklist review • Therapeutic Exercise case studies • Taping/Bandaging Checklists • Flex and Respond 	<p>Lab 25: Surface anatomy and ROM/MMT of ankle and foot</p> <p>Lab 25: Therapeutic exercise prescription for foot and ankle</p> <p>Lab 27: Taping and bandaging competency checklists</p> <p>Indigenous Health Reflection</p>	
12	<ul style="list-style-type: none"> • Gait • Lower Extremity: Ankle/Foot • Therapeutic Exercise: Gait training exercises • Integrated Labs: It's Not Just A Knee & It's Not Just An Ankle • ROM/MMT checklists • SOAP notes/SMART goals <ul style="list-style-type: none"> ○ Revise It's Not Just an Ankle/Knee SOAP note • Checklist reflection due 	<p>Lab 28: Gait</p> <p>Lab 29: Gait training exercises</p> <p>Seminar: Therapeutic exercise TBD</p> <p>Lab 30: ROM/MMT checklists</p> <p>Integrated Labs: <ul style="list-style-type: none"> • It's Not Just a Knee • It's Not Just an Ankle </p> <p>Checklist Reflection</p>	

13	<ul style="list-style-type: none"> ● Introduction to Massage ● Special Considerations ● Clinical Education ● Exam review ● Massage ● Wrap up/Review 	Lab 31: Massage Seminar: Final Exam Review	
14	Final Written – Not comprehensive <ul style="list-style-type: none"> ● Knee, Ankle, Foot ● Gait ● Wheelchair prescription ● Massage ● Special Considerations ● Taping & Bandaging ● Therapeutic Exercise Applications: Neuromuscular System <ul style="list-style-type: none"> ● Principles of Training and Programming ● Practical Exam Practice Session 	Open Lab: Review for practice exam Final Written Exam (20%) Final OSCE (20%)	TBD TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period April 6-10, 2026; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students will be assigned readings and preparatory content that is to be completed outside of class time to prepare for class content and/or discussions. Required readings are posted on Canvas. Students are expected to review lab materials (lab and pre-recorded videos) prior to the scheduled lab. Pre-recorded videos are posted on Canvas.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

To maximize your learning opportunities the following resources are required:

- Reese, Nancy Berryman, Bandy, William D. Joint Range of Motion and Muscle Length Testing ISBN-10: 1455758825, ISBN-13: 978-1-4557-5882-1, 3rd Edition, 2016, Elsevier Canada.
- Reese, Nancy Berryman. Muscle and Sensory Testing, ISBN: 978-0-323-5962, 4th Edition, 2020, Elsevier Canada.
- Levangie, P., and Norkin, Joint Structure and Function; A Comprehensive Analysis, ISBN 978-0-8036-5878-3 6th Edition, 2019, F.A. Davis
- Watson, T. and Nussbaum, E. Electrophysical Agents: Evidence-Based Practice, ISBN: 978-0- 7020-5151-7, 13th Edition, 2021, Elsevier. (You should have this textbook already)

The following resources are recommended:

- Shumway-Cook, A., Woolacott, M., Motor Control: Translating Research into Clinical Practice, ISBN 978-1-4963-0263-2, 5th Edition 2016, Wolters Kluwer Health
- Margaret Plack & Maryanne Driscoll, Teaching and Learning in Physical Therapy. From Classroom to Clinic, 2nd Edition, ISBN: 978-1-63091-068-6, Slack Incorporated
- Deborah Lake, Krista Baerg, Teresa Paslawski, Teamwork, Leadership and Communication. Collaboration Basics for Health Professionals, ISBN: 978-1-55059-640-3 (paperback); 978-1-55059-641-0 (pdf); 978-1-55059-641-4 (epub), Brush Education Inc.

Textbooks are available from the University of Saskatchewan Bookstore:

<https://shop.usask.ca/CourseSearch/?course%5b%5d=UOFS,202401,RSC,PTH802,02>

Course Assessment Overview - Grading Scheme

Assessment Component	Date/Deadline	Weighting in Final Mark
Midterm #1 Written Exam	TBD	15%
Midterm #2 Written Exam	TBD	15%
Physical Therapy Competencies	TBD	30%
Final Written Exam	TBD	20%
Final OSCE	TBD	20%
Total =		100%

Evaluation Components

Physiotherapy Competencies:

Value: 30% of final grade

Date: To be completed throughout the course timeline

Type: Completion of skill based and professional practice checklists; reflective practice; Interprofessional Education (IPE)

Description:

- a) Students will need to complete 6 checklists that will be graded as pass/fail on the following professional practice areas: communication, teaching styles, critical reasoning, reflective practice, documentation, and learner characteristics. These can be submitted until they reach a passing grade.
- b) There will be 4 skills-based checklists related to professional protective equipment, laser/ultrasound, taping/bandaging and range of motion/manual muscle testing. Testing will be conducted with an instructor on a set date. Students can repeat testing until they achieve a passing grade.
- c) Students will complete a learning journey/checklist reflection that is worth 10% of their final grade. This assignment will require students to self-reflect on their professional practice development over time. A critical thinking rubric and rubric for assessing a reflective journal will be used to evaluate this assignment. Students can resubmit the assignment until they achieve a passing grade of 60% or higher.
- d) Students can resubmit the assignment until they achieve a passing grade.
- e) Students will complete an Indigenous Health Reflection that is worth 15% of their final grade after they participate in an experiential learning activity. Students are required to provide a reflection summarizing their key learning points and current learning needs related to Indigenous health and create a professional action plan that outlines how they will address their learning needs. A critical thinking rubric and rubric for assessing a reflective journal will be used to evaluate this assignment. Students can resubmit the assignment until they achieve a passing grade of 60% or higher.

Midterm Written Exams:

Value: 15% each (30 % total)

Date: TBD

Length: 2 hours each

Type: Closed book; In-person

Description: Short answer, multiple choice questions, fill in the blanks and matching

Final Written Exam:

Value: 20 % total

Date: TBD

Length: 3 hours

Type: Closed book; In-person

Description: Short answer, multiple choice questions, fill in the blanks and matching

Final OSCE Exam:

Value: 20 % total

Date: TBD

Type: Standardized Patient Assessment Experience (OSCE)

Description: Students will demonstrate core competencies that will be applied in clinical settings. They will be asked to demonstrate skills and answer questions in detail. Given that the practical/oral examination for all students takes place over the morning, confidentiality of exam content is important. The professional expectation is that students will not discuss lab exam content with classmates who have not yet completed the exam. Further details to be discussed in class and a practical/oral exam schedule will be posted on Canvas prior to the end of the course.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)(Note: Students must pass all stations with a 60% or higher on the OSCE exam)

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: #SPS
- 1.2 Department with academic authority: School of Rehabilitation Science
- 1.3 Term from which the course is effective: Summer 2026

2. Information required for the Catalogue

- 2.1 Label & Number of course: PTH 814.3
- 2.2 Academic credit units: 3
- 2.3 Course Long Title (maximum 100 characters): Bridging Clinical Foundations
Course Short Title (maximum 30 characters): Bridging Clinical Foundations
- 2.4 Total Hours: Lecture 48 Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture 12 Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 Summer
- 2.7 Prerequisite: PTH 881

If there is a prerequisite waiver, who is responsible for signing it? No

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course: Curriculum redesign

4. Please list the learning objectives for this course:

1. Analyze body systems, including the neuroanatomical, in preparation for applying this knowledge to physiotherapy courses in the next term.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 820.3**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. **Required text**

Include a bibliography for the course. **See Syllabus**

11. **Resources**

11.1 Proposed instructor: **Will be designed by multiple instructors and will run online as a self-study module.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Initial set-up will be completed by those individuals already teaching this**

material. Any supervision of this module will be minimal: Assignment of duties will be much less and will shift to this time period from winter and spring term where this material currently resides.

- 11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
 0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
 FNAR Fine Arts

HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Bridging Clinical Foundations		
COURSE CODE:	814	TERM:	Summer 2026
COURSE CREDITS:	3	DELIVERY:	Online, asynchronous
CLASS SECTION:	N/A	START DATE:	N/A
CLASS LOCATION:	Online, asynchronous	LAB LOCATION:	N/A
CLASS TIME:	N/A	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

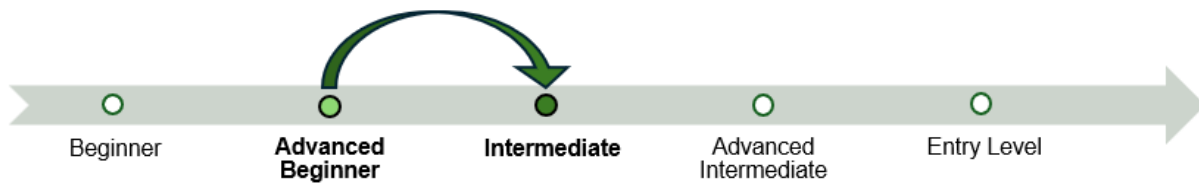
Course Description

This course is a primarily independent learning module with guided learning activities meant to solidify previous concepts and prepare students for evidence-based physiotherapy practice.

Instructor and Contact Information

Dr. Mu-Sen Kevin Chuang kevin.chuang@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competency in:

1. Analyze body systems, including the neuroanatomical, in preparation for applying this knowledge to physiotherapy courses in the next term.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Anatomical Principles & Gross Anatomy of the Nervous System <ul style="list-style-type: none"> • Anatomy, function and histology of the NS • Physiology of Neurons • Anatomy and function of Spinal Cord, Brainstem and Cerebellum • Anatomy and function of key areas of the brain • Support Tissues and Systems of CNS 	Problem Set #1	Before start of fall term
2	Levels of the Nervous System <ul style="list-style-type: none"> • Sensory Physiology of the NS and relevance to PT 	Problem Set #2	Before start of fall term

	<ul style="list-style-type: none"> Spinal Cord: Ascending and Descending Tracts and relevance to PT Neural Networks (sensation, reflexes, pattern generators, voluntary movement) 		
2	All Material to Date	Online Midterm	Before start of fall term
3	Levels of the Nervous System <ul style="list-style-type: none"> Brainstem (Nuclei, CN functions/dysfunctions – relevance to PT) Thalamus and Cerebral Cortex – relevance to PT Functional Systems of the Nervous System – relevance to PT <ul style="list-style-type: none"> Visual system Auditory system Vestibular and Oculomotor Systems 	Problem Set #3	Before start of fall term
4	Functional Systems of the Nervous System – relevance to PT <ul style="list-style-type: none"> Somatosensory and Somatomotor Systems Cerebellum and Basal Ganglia Hypothalamus and Limbic System Higher Cortical Functions, Pain and Neuroplasticity 	Problem Set #4	Before start of fall term
4	All Material to Date	Online Final Exam	Before start of fall term

Types of Learning Activities

Online course includes asynchronous lectures, readings, videos, images, and interactive material.

Midterm and Final Assessment Scheduling

Midterm and Final Assessments are to be completed on Canvas. This is an asynchronous course and assessments may be taken at whatever time is convenient for the student. However, the course must be completed before the start of the fall term.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Neuroanatomy texts (one from below):

- Blumenfeld, H. (2022). **Neuroanatomy through clinical cases (Third ed.)**
- Haines, D. E., In Mihailoff, G.A., Cunningham, W. K., Schenk, M.P., Armstrong, G.W., & Runyan, C.P. (2018). **Fundamental neuroscience for basic and clinical applications.**

A Neuroanatomy atlas

- Haines, D.E., Willis, M.A., & Lambert, H.W. (2019). **Neuroanatomy atlas in clinical context: Structures, sections, systems and syndromes.**

A Gross Anatomy textbook that you can consult. If you already have one, that should be sufficient, otherwise recommend EITHER of the ones below:

- **Clinically Oriented Anatomy**, Moore, K.L. Dalley, A.F. and Agur A.M.
- **Human Anatomy**, Martini, F.H., MJ. Timmons, and R.B. Tallitsch

A good anatomy atlas (one atlas from below; no necessary but may be helpful)

- **Grant's Atlas of Anatomy**, Agur, A.M.R. and Dally,, A.R.
- **Atlas of Human Anatomy**, Netter, F.

Textbooks are available from the University of Saskatchewan Library for loan or for purchase at the University of Saskatchewan Bookstore: <http://www.usask.ca/bookstore/>

Assessment Details - Grading Scheme

Type of Assessment	Value
Problem Sets	40%
Midterm Exam	30%
Final exam	30%
Total	100%

Evaluation Components

Problem Sets:

Value: 10% each (40% total)

Due Date: Before start of fall term

Type: Online

Description: Open book, open colleague, open notes etc. The point of the problem sets is that you review the material and master it at the level of the questions in the problem set. Working with others is encouraged, but you must understand the answers and the material because exams are not open book, and you will not be able to consult with others. All of the problem sets are on-line and allow multiple attempts (up to 6), so you will complete them on-line and when satisfied with your work you submit it electronically.

Midterm Exam:

Value: 30%

Due Date: Before start of fall term

Length: 1 ½ hours

Type: Online - Delivered via Canvas. Closed book.

Description: The midterm exam will cover the material covered in the first ½ of the course. It will consist of multiple choice, true/false and matching lists. See full details on Canvas.

Final Exam:

Value: 30%

Date: Before start of fall term

Length: 3 hours

Type: Online – Delivered via Canvas

Description: The final exam will be comprehensive but will be focused more heavily on the second ½ of the course. It will consist of multiple choice, true/false, and matching lists. See full details on Canvas.

Submitting Assignments

All problem sets are to be submitted electronically via Canvas.

Late Assignments

All course components must be completed before fall term. If extenuating circumstances arise, please contact the MPT program chair. Situations will be assessed on a case-by-case basis.

Criteria to Pass

60% or greater on each exam as well as at least 60% final mark is required to pass this course.

Student Feedback

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 881**
- 2.2 Academic credit units: **11**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Skills 1**
Course Short Title (maximum 30 characters): **Clinical Skills 1**
- 2.4 Total Hours: Lecture **78** Seminar Lab **72** Tutorial Other
- 2.5 Weekly Hours: Lecture **13** Seminar Lab **12** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **End of T2 into Spring**
- 2.7 Prerequisite: **None. For MPT students only**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundations skills from PTH 812 and PTH 813. Learners practice and demonstrate evidence-based, client-centered assessment and management for different clinical populations. Emphasis is on the further development of screening, assessment, physiotherapy management skills and safe application of treatments.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing upper quadrant and lower quadrant scan assessments and determining appropriate physiotherapy diagnoses in disorders and pathologies across the lifespan, focusing on evidence-based and person-centered practices.
2. Explain the principles of physiotherapy interventions including: the theoretical frameworks and knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Develop and execute appropriate, evidence-based and safe person-centered physiotherapy treatment plans and interventions (for each region studied) for diverse populations across the lifespan.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals regarding client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

- 6.1 Courses to be deleted? **PTH 803.8, PTH 874.3**
- 6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

- 90-130
- 130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. **Required text**

Include a bibliography for the course. **See Syllabus**

11. **Resources**

11.1 Proposed instructor: **Dr. Soo Kim.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class

FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
SCIE	Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRQ	Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 1		
COURSE CODE:	881.11	TERM:	Spring 2026
COURSE CREDITS:	11	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	April 13, 2026
CLASS LOCATION:	School of Rehabilitation Science 3460/3430	LAB LOCATION:	Health Science Room 3430/3460/CLRC
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course integrates and builds on foundations skills from PTH 812 and 813. Learners practice and demonstrate evidence-based, client-centered assessment and management for different clinical populations. Emphasis is on the further development of screening, assessment, physiotherapy management skills and safe application treatments.

Instructor and Contact Information

Course Coordinator:

Marina Forester, BSc (Hon), MPT (marina.forester@usask.ca)

Instructors:

Soo Kim, BScPT, PhD (soo.kim@usask.ca)

Katie Crockett BSc (kin), MPT, PhD (katie.crockett@usask.ca)

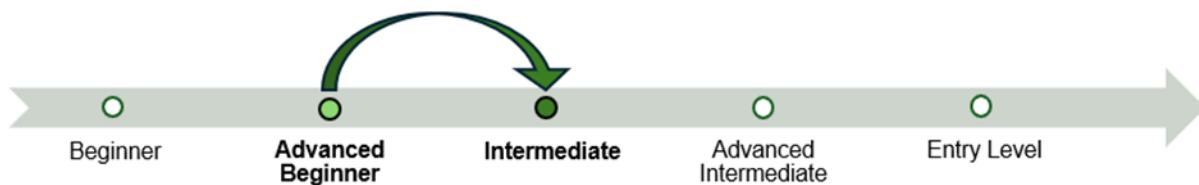
Kendra Usunier, BMR(PT), MCISc, FCAMPT (kendra.usunier@usask.ca)

Rhonda Loeppky, BA, BSc.PT, FCAMPT (rhonda.loeppky@usask.ca)

Amber Rollack, B.Sc.PT, M.Cl.Sc., Cert.Med.Acup., C.G.I.M.S., FCAMPT (arollack@bourassarehab.com)

Lab Assistants:

Marina Forester
 Jonathan Fohse
 Nathan Dickson
 Valerie Caron
 Tyson Friedrich
 Amanda Paterson
 Shona Nickel
 Lacey Nairn-Pederson

Course Objectives/Learning Outcomes

By the completion of this course, students will be expected to have an Intermediate level of competency in:

1. Demonstrate proficiency in completing upper quadrant and lower quadrant scan assessments and determining appropriate physiotherapy diagnoses in disorders and pathologies across the lifespan, focusing on evidence-based and person-centered practices.
2. Explain the principles of physiotherapy interventions including: the theoretical frameworks and knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Develop and execute appropriate, evidence-based and safe person-centered physiotherapy treatment plans and interventions (for each region studied) for diverse populations across the lifespan.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals regarding client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	<ul style="list-style-type: none"> • Introduction to Course • Pathophysiology of Bone Healing • Pathophysiology of Peripheral Nerve Injury & Healing • Pathophysiology of Degenerative Joint Disease & Inflammatory Joint Disease • Overview of Medical Imaging • Purpose of Scan Exam • Humeral Fractures • Forearm/ Scaphoid Fractures • Scan Exam (Upper Quadrant) 	Read Scan Manual & View Scan Exam Videos Lab: Upper Quadrant Scan Exam Lab: Upper Quadrant Scan Exam (continued) Virtual Reality	
2	<ul style="list-style-type: none"> • Subluxations/Dislocations & Management • Scan Exam (Lower Quadrant) • Rotator Cuff Injuries & Management • Adhesive Capsulitis & Management • Purpose of Biomechanical Exam • Osteo & Arthrokinematics of Shoulder 	Lab: Lower Quadrant Scan Exam Lab: Lower Quadrant Scan Exam (continued) Virtual Reality Read Shoulder Exam Manual & View Shoulder Videos Competency Checklist: Upper and Lower Quadrant Scan	
3	<ul style="list-style-type: none"> • Biomechanical exam of Shoulder 	Lab: Shoulder biomechanical exam Lab: Shoulder biomechanical exam (continued)	

		Virtual Reality Competency Checklist: Shoulder	
3	Content to date	Midterm	TBD
4	<ul style="list-style-type: none"> • Scan Exam Practice OSCE & Feedback • Spinal Fractures & Management • Whiplash Associate Disorders • Rheumatoid Arthritis • Ankylosing Spondylitis • Knee Injuries • Osteo & Arthrokinematics of Hand • Overuse injuries & Management • Biomechanical exam of Wrist & Hand 	Lab: Scan Exam Practice OSCE & Feedback Cervical Spine Arthrokinematics Quiz (5%) Read Wrist and Hand Manual & View Videos Lab: Wrist & Hand Biomechanical exam Lab: Wrist & Hand Biomechanical exam (continued) SOFT TISSUE INJURY ASSIGNMENT DUE (20%) Competency Checklist: Wrist and Hand	
5	<ul style="list-style-type: none"> • Pharmacology • Other Rheumatic Diseases (pre-recorded) • Fibromyalgia • Juvenile Idiopathic Arthritis • Biomechanical exam of Wrist & hand (continued) • Scoliosis, Torticollis/ Other Pediatric MSK Conditions/ Salter Harris fractures • Biomechanical exam of Cervical Spine 	Spot check: Shoulder, Wrist and Hand Skills (10%) Read C-spine Exam Manual & View C-spine Videos Lab: Cervical Spine Biomechanical Exam	
6	<ul style="list-style-type: none"> • Biomechanical exam of Cervical Spine (continued) • Joint Replacements • Osteo & Arthrokinematics of Elbow • Integrated Post Surgical Lab • Biomechanical Exam of Elbow • Elbow manipulations 	Lab: Cervical Spine Biomechanical Exam Lab: Integrated Post Surgical Lab (CR & MSK) in CLRC	

	<ul style="list-style-type: none"> • Lab practice time and exam review 	Lab: Cervical Spine Biomechanical Exam (continued) Lab: Practice time. Lab: Elbow Biomechanical Exam Lab: Practice time and exam review Competency Checklist: Cervical Spine	
7	<ul style="list-style-type: none"> • Final exam week 	Final Written Exam Final OSCE	TBD TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (June 22-June 26, 2026); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Required Resources:

- Magee, D., Orthopedic Physical Assessment, 7th Edition. W.B. Saunders
- Kisner C, Colby LA (2017) Therapeutic Exercise, Foundations and Techniques. 7th edition, F.A. Davis

Recommended Resources:

- Association of Rheumatology Health Professionals. (2006). Clinical Care in the Rheumatic Diseases, 3rd Edition, Editors: Bartlett SJ, Bingham CO, Maricic MJ, Daly Iverson M, Ruffing V. Association of Rheumatology Health Professionals: Atlanta GA 2006. (ISBN-10: 0-9654316-2-2)

- Maxey L, Magnusson J (2007) Rehabilitation for the Postsurgical Orthopedic Patient, 3rd edition, Mosby.
- McKinnis LN (2005) Fundamentals of Musculoskeletal Imaging, 3rd edition, F.A. Davis. ISBN 978-0-8036-1946-3
- Magee DJ, Zachazewski JE, Quillen WS (2007) Scientific Foundations and Principles of Practice in Musculoskeletal Rehabilitation Saunders/Elsevier.
- Magee DJ, Zachazewski JE, Quillen WS (2009) Pathology and Intervention in Musculoskeletal Rehabilitation Sauders/Elsevier

Assessment Details - Grading Scheme

Assignment – Soft Injury	10%
Quiz (Arthrokinematics)	5%
Spot Checks	15%
Midterm Written	20%
Final Written	20%
Final OSCE	30%
Total	100%

Evaluation Components

Assignment 1: Soft Tissue Injury Assignment

Value: 10%

Due Date: TBD

Type: Group Assignment

Description: Provide common evidence-based treatments (including modalities and exercise) for common soft tissue injuries (groups will be assigned one) based on phases of tissue healing. See description on Canvas.

Cx-Spine Arthrokinematics Quiz:

Value: 5%

Date: TBD

Length: 30 minutes

Type: Including all content from Cx Spine preparation materials

Description: Multiple choice & short answer questions

Spot Checks:

Value: 15%

Due Date: TBD

Length: 10 minutes per body region (schedule will be shared)

Type: OSCE style

Description: Students will be asked to read a brief case and will be asked to perform certain clinical skills and answer follow up questions that assess clinical reasoning.

Students will be evaluated on technique, including body mechanics, safe conduct, and knowledge.

Midterm Exam (written):

Value: 20%
Date: TBD
Length: 1.5 hours
Type: Including all lecture content to date
Description: Multiple choice and short answer

Final Exam Written:

Value: 20%
Date: TBD
Length: 3 hours
Type: Comprehensive but emphasis on the material after the midterm
Description: Multiple choice and short answer

Final Exam OSCE:

Value: 30%
Date: TBD
Length: 3 MSK stations (cervical spine, elbow, scan exam)
Type: OSCE
Description: Students will be asked to demonstrate assessment and/or treatment skills on their partner and will be asked to answer questions orally to the examiner. Students will be evaluated on technique, including body mechanics, safe conduct, and knowledge. They must achieve a grade of at least 60% in each station to pass.

Competency Checklists:

Value: Pass/fail
Date: Upper/lower quadrant, Shoulder, Wrist & Hand, Cervical Spine,
Length: N/A
Type: Practical skills
Description: Each student must complete regional specific competency checklists on various partners. They can perform these competency checklists until they achieve a passing grade.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater **in each content area**
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam)
- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
1.2 Department with academic authority: **School of Rehabilitation Science**1.3
Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 882**
2.2 Academic credit units: **10**
2.3 Course Long Title (maximum 100 characters): **Clinical Skills 2**
Course Short Title (maximum 30 characters): **Clinical Skills 2**
2.4 Total Hours: Lecture **60** Seminar Lab **60** Tutorial Other
2.5 Weekly Hours: Lecture **5** Seminar Lab **5** Tutorial Other
2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
2.7 Prerequisite: **PTH 881**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
H – Department Approval
I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough cardiovascular and respiratory assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in cardio-respiratory disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, investigative procedures, medical/surgical management, exercise prescription, and interventional tools.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: normal anatomy and physiology of the cardiovascular and pulmonary systems as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology, and typical management of cardiovascular and respiratory conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 804.8, PTH 865.2, PTH 877.2, PTH 829.3, PTH 839.4**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Robyn Morhart**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

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- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 2		
COURSE CODE:	882	TERM:	Fall 2026
COURSE CREDITS:	10	DELIVERY:	In Person
CLASS SECTION:	N/A	START DATE:	September 1, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

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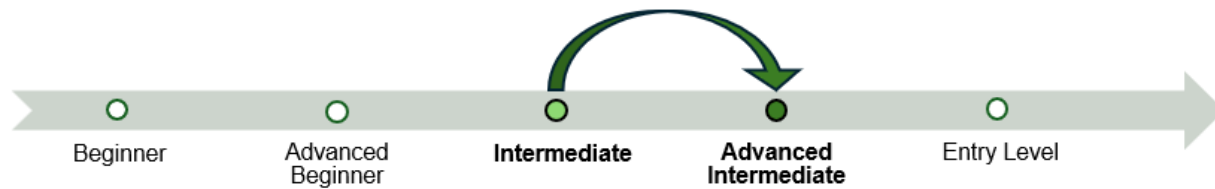
Course Description

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of cardiorespiratory conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

Instructor and Contact Information

Robyn Morhart – BA, BScPT, MSc	robyn.morhart@usask.ca
Kevin Chuang – PhD, MSc, BSc	kevin.chuang@usask.ca
John Verral – MD, MSc, BSc, FRCPC	jrv126@mail.usask.ca
Valerie Caron – PhD(c), MPT, BSc	valerie.caron@usask.ca
Lacey Nairn-Pederson – MPT	lnc786@mail.usask.ca
Jonathan O'Leary – MPT, BSc	Jonathan.O'Leary@saskhealthauthority.ca
Ben Mah – MPT	ben.mah@saskhealthauthority.ca
Juliegh Clarke – MPT	Juliegh.clarke@saskhealthauthority.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competence in:

1. Demonstrate proficiency in completing a thorough cardiovascular and respiratory assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in cardio-respiratory disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, investigative procedures, medical/surgical management, exercise prescription, and interventional tools.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: normal anatomy and physiology of the cardiovascular and pulmonary systems as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology, and typical management of cardiovascular and respiratory conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Intro to Course, O ₂ Transport (Steps 1-5), Chest wall anatomy & breathing mechanics, Respiratory Pathophysiology, Restrictive vs Obstructive Lung Diseases, Spirometry, Diffusion and Perfusion	Reading: F&D - Chap 2, 3, 7; West - Respiratory Physiology. Lab 1: Surface Anatomy	
2	O ₂ Transport (Steps 6-9), Peripheral Circulation, O ₂ Extraction and Venous Return, CR Assessment and Inspection, Auscultation, Intro to O ₂ Delivery, Charting	Reading: F&D Chap 13 Lab 2: Inspection, Palpation Lab 3: Percussion & Auscultation	
3	Principles of Treatment & Planning a Treatment Program, Acute Medicine (incl pneumonia/ Post-op care), Cough Assist, Lung Volume Recruitment, Spirometry	Reading: F&D Chap 38, 15, 26 Lab 4: Assess Patients Brown and Scarlett Lab 5: Breathing Exercises, Revisit Brown and Scarlett	
4	Best Practice: Brown and Scarlett, O ₂ Titration, COPD and Asthma, ABG's (remote ABG Worksheet – up to 90 minutes)	Reading: F&D Chapters 20, 38, 8 Lab 6: (split lab) Airway Clearance Techniques (CLRC) Lab 7: Assess and Treat Green and Puffer	
5	Best Practice Green and Puffer, Airway Clearance Devices, Lung Fibrosis, Lung CA (incl surgical care),	ABG Quiz Reading: F&D Chap 20, 26, 27 Lab 8: Clinical Exercise Testing Lab 9: Mentorship: Clinical Skills Checklist	
6	Review ABG Quiz, Cardiac Risk Factors and Heart Diseases (including surgical treatment), Difference between Pulmonary Edema, Pleural Effusion, Pneumonia. Debrief Scarlett and White. Buffer/Review for Midterm.	Reading: F&D Chap 26, 27 Lab 10: Treat Scarlett; Assess White Lab 11: Review	

6	Midterm Written	All content to date	TBD
7	Visit Green and Puffer, Cardiac and Respiratory Medications, Inhaled Medication Delivery Devices, Start ECGs and Cardiac Auscultation,	Reading: F&D Chap 10, 27, 39 Lab 13: Suctioning Lab 14: Mentorship Clinical Skills Checklists	
8	ECG and Acute care treatment, Lab results, Treat Scarlett and White and Debrief, Obstructive Sleep Apnea, Invasive and non-invasive ventilation. Case Study: Mr. Osa	Reading: F&D 10, 27, 39 Lab 15: Assess and Treat Strong Lab 16: Assess and treat: Bach Quiz: ECG's	
9	Chest X-rays, Intensive Care Assessment and Treatment, Major Trauma (SCI, Burns, TBI), Inspiratory Muscle training. Treat patients: Bach, Strong debrief,	Reading: F&D: 29, 30, 31, 28 Lab 16: Inspiratory Muscle Training Lab 17: Mobilizing Critically Ill Patients Quiz: Lab Results	
10	Thoracic deformities, AS, scoliosis, Outcome Measures, Smoking Cessation, Home O2 and Community. Acute Pediatric Conditions	Lab 18: Peds Lab Lab 19: Assess and Treat Miss Tiny	
	(Break Week – Nov 9 th -13 th , 2026)		
11	Discharging Patients, Vascular Disease, Covid 19,	Lab 20/21: CLRC TKA joint lab (split lab)	
12	Review	Lab 22: Review Lab 23: Clinical Checklist Day (suctioning)	
	Final Written Exam and Final OSCE	ALL content to date	TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Students are expected to review the canvas page for each class/lab ahead of time since there may be readings or videos that are necessary to be reviewed before class.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Required: Frownfelter D & Dean E. Cardiovascular and Pulmonary Physical Therapy: Evidence and Practice. 6th ed. St. Louis: Mosby Elsevier; 2021

Recommended: West JB. Respiratory Physiology the Essentials. 11th Edition, 2020. Philadelphia: Lippincott, Williams & Wilkins

Textbooks are available from the University of Saskatchewan Bookstore:

<http://www.usask.ca/bookstore/>

Assessment Details - Grading Scheme

Clinical Skills Checklist	10%
Quizes (3)	15%
Midterm (written)	15%
Final Written Exam	30%
Final Practical Exam (OSCE)	30%
Total	100%

Evaluation Components

Quizes:

Value: 15%

Dates:

Description: 15 minutes quiz in class online (closed book)

Clinical Skills Checklist:

Value: 10%

Due Date:

Description: Posted on Canvas as a 'quiz'. Instructors/TAs to mark competency. Submit the quiz. It can be taken over and over again until all skills are done. Skills will disappear once complete. Marks are based on number of skills completed and NOT the number of times it takes to complete a skill. Mentorship is the priority of this assignment.

Midterm Written Exam:

Value: 15%

Date: TBD

Description: Written exam. In person, closed book.

Final WrittenExam:

Value: 30%

Date: TBD

Description: In-person, closed book. Multiple choice and short answer.

Final Practical Exam:

Value: 30%

Date: TBD

Description: Students will complete skills and answer questions based on the case presented. All stations must be passed with at least 60%. Details to be discussed in class and posted on Canvas.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted without prior approval from the instructor.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam)

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be

provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: CGPS
- 1.2 Department with academic authority: School of Rehabilitation Science
- 1.3 Term from which the course is effective: Fall 2026

2. Information required for the Catalogue

- 2.1 Label & Number of course: PTH 883
- 2.2 Academic credit units: 10
- 2.3 Course Long Title (maximum 100 characters): Clinical Skills 3
Course Short Title (maximum 30 characters): Clinical Skills 3
- 2.4 Total Hours: Lecture 60 Seminar Lab 60 Tutorial Other
- 2.5 Weekly Hours: Lecture 5 Seminar Lab 5 Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: PTH 882

If there is a prerequisite waiver, who is responsible for signing it? No

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course: Curriculum redesign

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough neurological assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in neurological disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, therapeutic handling, functional activities, neuroplasticity, and exercise prescription at impairment and functional levels.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: motor control and learning theories, neuroanatomy, neurophysiology and neuroplasticity as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology and typical management of neurological conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
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7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 806.8, PTH 865.2, PTH 877.2, PTH 829.3, PTH 839.4**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Dr. Sarah Donkers**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
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1. Schedule Types

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- FNAR Fine Arts
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- SOCS Social Science
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Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
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3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

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6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 3		
COURSE CODE:	883	TERM:	Fall 2026
COURSE CREDITS:	10	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	September 1, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

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Course Description

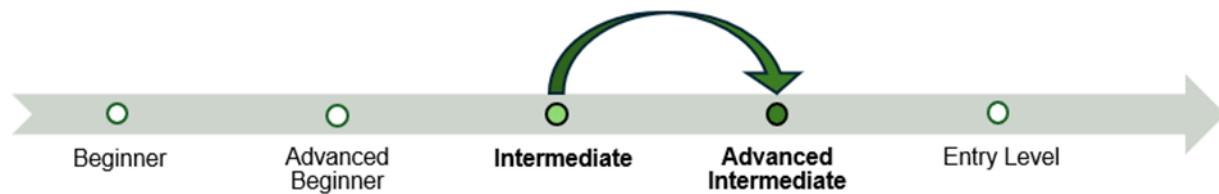
This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client centered assessment and management of neurological conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

Instructor and Contact Information

Sarah Donkers BSc, MPT, MSc, PhD

Melanie Krause BScKin, MPT

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an **Advanced Intermediate** level of competence in:

1. Demonstrate proficiency in completing a thorough neurological assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in neurological disorders and pathologies across the lifespan.
2. Implement the principles of physiotherapy interventions including: theoretical frameworks, therapeutic handling, functional activities, neuroplasticity, and exercise prescription at impairment and functional levels.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an in-depth understanding of: motor control and learning theories, neuroanatomy, neurophysiology and neuroplasticity as well as the etiology, epidemiology, pathophysiology, clinical presentation, radiology, pharmacology and typical management of neurological conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
6. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
7. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
8. Analyze, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Intro, Neurorehab Theory, Neuro terminology, Voluntary Movement Impairments and assessment		
2	Neuroplasticity, Neurorehab Treatment Concepts, CVA, Pusher Syndrome	Lab: 1. Assessing Tone and Ataxia Lab 2. Chedoke Assessment	
3	Sensation & Perception, Hemi Shoulder,	Lab 3: Treatment at Impairment Level Lab 4: Assessing Sensation, Perception and the hemi shoulder	
3	Review Spot Check Skills List	Spot Check Skills List	
4	Journey Post CVA (Guest Lecture), Postural Control/Non-Optimal Postural Control, Assessment/Treatment of Postural Control	Lab 5: Bed Mobility and Transfers Lab 6: Assessment and Treatment of Postural Control	
5	Para Sports/Dystonia (Guest Lecture), Neuro Assessment Information/Charting, Parkinson's Disease, Motor Learning & PD	Lab 7: PD Open Lab time to practice for Spot Check	
6	Content to Date	Midterm Written Exam	TBD
6	Content to Date	Spot Check – Midterm Lab Exam	TBD
7	Multiple Sclerosis (MS), Fatigue Management in MS, Pharmacological Management of MS, Living with MS (Guest Lecture)	Lab 7: Real Patient Experience Lab 8: Real Patient Experience	
8	Traumatic Brain Injury	Lab 9: TBI Acute 1 Lab 10: TBI Acute 2	
9	SCI	Lab 11: SCI 1 Lab 12: SCI 2 Lab 13: SCI 3	
9	Assignment		
10	Gait & Abnormal Gait	Lab 14: Gait 1 (Stance) Lab 15: Gait 2 (Swing)	
11	Tilt Table, Standardized Outcome Measures	Lab 16: Tilt Table Lab 17: Standardized Outcome Measures	
12	Review	Open Labs/Review Labs	

	Content to Date	Final Written Exam	TBD
	Content to Date	Final Practical (OSCE) Exam	TBD

Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Please consult Canvas for readings and lab material to be reviewed before the relevant lectures and labs.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Shumway-Cook, A & Woolacott, M. Motor Control: Translating Research into Clinical Practice. Baltimore: Williams & Wilkins; 2022 or 2012 version.

Assessment Details - Grading Scheme

Assignment	10%
Spot Check (mini lab exam)	10%
Midterm (written)	20%
Final Written Exam	30%
Final Practical Exam (OSCE)	30%
Total	100%

Evaluation Components

Assignment:

Value: 10%

Date:

Length: 2-3 pages

Type: Independent

Description: Complete charting write-up, clinical reasoning, problem list and treatment plan from real patient experience.

Spot Check (mini lab exam):

Value: 10%

Date:

Length: 15 minutes

Type: Single station OSCE, paired with another student

Description: These are short practical skills demonstrated by students to examiner. More details to be provided in class and on Canvas.

Midterm Written Exam:

Value: 20%

Date: TBD

Length: 2 hours

Type: Closed book, In-person

Description: Multiple choice, fill in the blanks, short answer, and case-based questions

Final Written Exam:

Value: 30%

Date: TBD

Length: 3 hours

Type: Closed book, In-person

Description: Multiple choice, fill in the blanks, short answer, and case-based questions

Final Practical Exam (OSCE):

Value: 30%

Date: TBD

Length: 25 minutes – schedule with groups and times will be posted on Canvas

Type: Students will be asked to demonstrate skills and answer questions in detail in case-based format

Description: A description of the requirements for this assessment will be found on Canvas.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater **in each content area**
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam and achieve a 60% overall)

- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances. Please contact the Office of Student Affairs to begin the process of registering with AES. The Office of Student Affairs can be reached via this email - srs.studentaffairs@usask.ca.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to contact [OSA](#) and also register with [Access and Equity Services \(AES\)](#) if they have not already done so.

Students who suspect they may have disabilities should contact OSA for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors.

Students who require accommodations for pregnancy or substantial parental/family duties should contact OSA to discuss their situations and potentially register with the access and equity office.

Students who require accommodation due to religious practices that prohibit the writing of exams on religious holidays should contact OSA and AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: CGPS
- 1.2 Department with academic authority: School of Rehabilitation Science
- 1.3 Term from which the course is effective: Fall 2026

2. Information required for the Catalogue

- 2.1 Label & Number of course: PTH 884
- 2.2 Academic credit units: 10
- 2.3 Course Long Title (maximum 100 characters): Clinical Skills 4
Course Short Title (maximum 30 characters): Clinical Skills 4
- 2.4 Total Hours: Lecture 60 Seminar Lab 60 Tutorial Other
- 2.5 Weekly Hours: Lecture 5 Seminar Lab 5 Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: PTH 883

If there is a prerequisite waiver, who is responsible for signing it? No

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course integrates and builds on foundational skills and develops the learners' competencies in evidence-based, client-centered assessment and management of musculoskeletal conditions. Learners will also gain an understanding of the leadership, management and advocacy roles of physiotherapists within diverse contexts of practice.

2.9 Do you allow this course to be repeated for credit? No

3. Please list rationale for introducing this course: Curriculum redesign

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough upper extremity, lower extremity, and spinal assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in musculoskeletal disorders and pathologies across the lifespan.
2. Implement the principles and evidence of physiotherapy interventions including: theoretical frameworks, knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
5. Communicate effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
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5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 806.8, PTH 871.6, PTH 865.2, PTH 877.2, PTH 829.3, PTH 839.4**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. Required text

Include a bibliography for the course. **See Syllabus**

11. Resources

11.1 Proposed instructor: **Dr. Soo Kim, Kendra Usunier, Rhonda Loeppky**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 4		
COURSE CODE:	884	TERM:	Fall 2026
COURSE CREDITS:	10	DELIVERY:	In Person
CLASS SECTION:	N/A	START DATE:	September 1, 2026
CLASS LOCATION:	3430/3460	LAB LOCATION:	3430/3460
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

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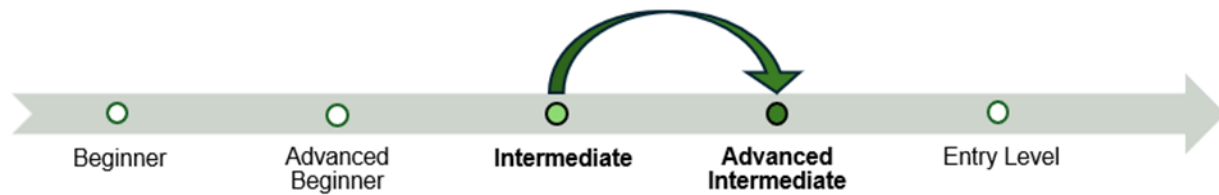
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Instructor and Contact Information

Kendra Usunier BMR (PT), MCISc, FCAMPT:	Kendra.usunier@usask.ca
Nathan Dickson, HBAKin, MPT, FCAMPT, FDN:	Nathan.dickson@usask.ca
Jonathan Fohse BScKin, MPT, FCAMPT, FDN:	jonathan.fohse@usask.ca
Tyler Friesen BSc(PT), BSc (Biochem), FCAMPT:	tfriesen@venturerehab.ca
Rhonda Loeppky BA, BScPT, FCAMPT:	Rhonda.loeppky@usask.ca
Cohl Muntain MPT, B.Sc.Kin, CSEP-CEP, FCAMPT:	cohl.boehmsphysio@gmail.com

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Advanced Intermediate level of competence in:

1. Demonstrate proficiency in completing a thorough upper extremity, lower extremity, and spinal assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in musculoskeletal disorders and pathologies across the lifespan.
2. Implement the principles and evidence of physiotherapy interventions including: theoretical frameworks, knowledge of manual therapy, exercise prescription, and electrophysical modalities.
3. Using assessment findings develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for diverse populations across the lifespan while applying evidence-based, theoretical, anatomical, and physiological knowledge.
4. Explain and apply an understanding of the fundamental principles of radiology and imaging techniques, stages of healing, common skeletal disorders and the pathology of musculoskeletal conditions across the lifespan.
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Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Introduction to course, Lower quadrant scan review, thoracic spine	Lab #1,2: Thoracic Spine	
2	Thoracic Spine, Lumbar Spine	Lab 3: Thoracic Spine Lab 4, 5: Lumbar Spine	
3	Lumbar Spine, Pelvis	Lab 6: Lumbar Spine Lab 7: Pelvis	
4	Pelvis, Hip	Lab 8: Hip Lab 9: Hip and review	
4	Lower Quadrant Scan Competency Checklist		
5	Knee, Foot & Ankle	Lab 10, 11: Knee Lab 12, 13: Foot & Ankle	
6	Foot & Ankle	Lab 14: Foot & Ankle Lab 15: Review/ Case practice	
7	Intro to Advanced manual therapy, TMJ	Lab 16/17: TMJ	
8	McKenzie Approach, Manipulation of the Lx Spine, Evidence-based Clinical Tests & Screening for Serious Pathology	Lab 18/19: Manipulation of the Lx Spine	
9	Pain, Case Based Clinical Reasoning Ass't and Rx	Lab:20 Clinical Reasoning Lab 21: Real Patient Assessments	
9	Midterm Exam	Content to date	TBD
10	Intro to Sport Physio, IST Team, Sport Ethics, Hot topics, Sport Injury/Prevention, Sport Psychology, Intro to EAP – Primary/Secondary Screens and care	Lab 22: Equipment, Equipment removal, Primary and Secondary screens Lab 23: Primary and Secondary Spinal stabilization + practice scenarios/equipment removal	
11	Sideline Assessment: HOPS, Taping (PF + Achilles), Advanced Decision making, Intro to RTS, Taping/ Wraps (Elbow, A/C joint, Hip Spicas), Med Bag, Bat Bag and Fanny Pack	Lab 24: Sideline Assessment, Taping (PF + Achilles) Lab 25: Taping/Wraps (Elbow, A/C joint, hip spicas. Case scenarios	
12	Concussion, Return to performance: rehab protocols, Nutrition in sport, Bracing (and application, Sport Massage	Lab 26: Concussion, Return to performance assessment, Bracing Lab 27: Sport massage / review lab	

	Final Written and OSCE Exams	ALL Content to Date	TBD
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Types of Learning Activities

In class lecture and lab.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Please see Canvas for readings, videos, and activities to be completed before the relevant lecture or lab.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

- Magee, D., Orthopedic Physical Assessment, 7th Edition. W.B. Saunders
- Lecture videos posted on Canvas should be viewed prior to attending the relevant lab. Lab technique videos will be posted as supplementary.

Assessment Details - Grading Scheme

Lower Quadrant Scan Competency Checklist	Pass/fail
Midterm Written Exam	25%
Final Written Exam	35%
Final Practical Exam (OSCE)	40%
Total	100%

Evaluation Components

Lower Quadrant Scan Competency:

Value: Pass/Fail

Due Date:

Type: Practical

Description: Each student must complete a peer-reviewed lower quadrant scan checklist. Further details will be posted on Canvas and discussed in the first class.

Midterm Written Exam:

Value: 25% of final grade

Date: TBD

Length: 1.5 hours

Type: In person, comprehensive, closed-book.

Description: Combination of multiple choice and short answer questions.

Final Written Exam:

Value: 35% of final grade

Date: TBD

Length: 3 hrs

Type: In Person, comprehensive, closed-book, emphasis on content since midterm

Description: Combination of multiple choice and short answer questions.

Final Practical Exam (OSCE):

Value: 40%

Date: TBD

Length: 3 stations with 10 minutes/station/student

Type: Practical

Description: Students will be asked to demonstrate assessments and/or treatment skills on their partner and will be asked to answer questions orally to the examiner. Students will be evaluated on technique including body mechanics, safe conduct, and knowledge.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

Late assignments will not be accepted unless pre-arrangements have been made with the instructors.

Criteria to Pass

All components of the course must be submitted and/or successfully completed to be considered for a passing grade. Successful completion of the course requires students to attain an overall final grade of 60% or higher.

Successful completion of the course requires:

- An overall summative grade of 60% or greater.
- Successful completion of the course requires that students attain a grade of 60% or higher on **EACH** assignment and examination including:
 - Assignments and Presentations
 - Midterm
 - Final Written Examination
 - Final Objective Structured Clinical Examination (OSCE)
(Note: Students must pass all stations with a 60% or higher on the OSCE exam and achieve a 60% overall)
- Students must be fully engaged in all in-class activities, must contribute to all assessable activities.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the

School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

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You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

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The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

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Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 885**
- 2.2 Academic credit units: **22**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Skills 5**
Course Short Title (maximum 30 characters): **Clinical Skills 5**
- 2.4 Total Hours: Lecture **216** Seminar Lab **84** Tutorial Other
- 2.5 Weekly Hours: Lecture **18** Seminar Lab **7** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **End of T2 into Spring**
- 2.7 Prerequisite: **PTH 884**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Demonstrate proficiency in completing a thorough assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in complex conditions, disorders and pathologies across the lifespan.
2. Illustrate and apply the epidemiology, pathology, soft tissue healing, principles of group rehabilitation/programming and chronic disease to the management of various complex conditions across the lifespan.
3. Develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for more complex populations across the lifespan by applying evidence-based, theoretical, anatomical, physiological knowledge and assessment findings and ensuring cultural responsiveness, sensitive practice and acknowledging emotional needs
4. Communicate proficiently with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
5. Critique and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment
6. Demonstrate professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
7. At an advanced level, analyze, discuss and promote the importance of respecting client and community-oriented needs and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse patient populations in order to offer responsive, equitable, and holistic care.
8. Evaluate the impact of quality improvement programs on client safety and satisfaction, apply basic principles of health program planning and evaluation in physiotherapy contexts, and advocate for the role of physiotherapists in promoting health and safety through effective risk management strategies.
9. Analyze and compare organizational management strategies in public and private sector physiotherapy settings, while emphasizing the integration of information technology in clinical administration.
10. Assess and advocate for the role of physiotherapy within the context of national and provincial political structure, health policies, and reforms, within both public and private sectors.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 872.3, PTH 873.9, PTH 875.3, PTH 864.3, PTH 867.6, PTH 879.2**

6.2 Courses for which this course will be a prerequisite? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **See Syllabus**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **We use our own lab/lecture spaces in SRS. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **No. But we plan our own exam timetable**

10. **Required text**

Include a bibliography for the course. **See Syllabus**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department, this is a highly integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. This replaces a different course taught in this time period.**

11.3 Are sufficient library or other research resources available for this course? **Yes, only renewal of curriculum, nothing additional required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Skills 5		
COURSE CODE:	PTH 885	TERM:	Spring 2027
COURSE CREDITS:	22	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	See Timetable	LAB LOCATION:	See Timetable
CLASS TIME:	See Timetable	LAB TIME:	See Timetable
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course focuses on assessment and management of complex conditions at an advanced level. Students will systematically assess and use evidence-based practice in the context of complex care settings, as well as explore, at an advanced level, the concepts of systemic racism, discrimination, cultural humility and cultural safety. Competencies in collaboration, management and leadership are further refined.

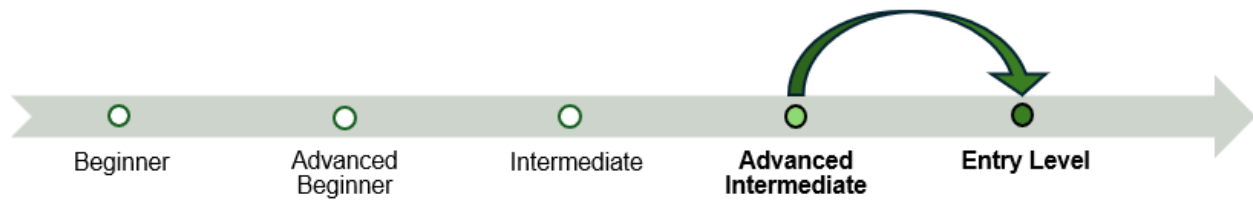
Instructor and Contact Information

Rhonda Loepky BA, BScPT, FCAMPT

Sarah Donkers BSc, MPT, MSc, PhD

Sarah Oosman BSc, BScPT, MSc, PhD

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to have an Entry Level of competence in:

1. Demonstrate proficiency in completing a thorough assessment using evidence-based, person-centered practices to determine appropriate physiotherapy diagnoses in complex conditions, disorders and pathologies across the lifespan.
2. Illustrate and apply the epidemiology, pathology, soft tissue healing, principles of group rehabilitation/programming and chronic disease to the management of various complex conditions across the lifespan.
3. Develop and execute appropriate, effective, and safe person-centered physiotherapy treatment plans and interventions for more complex populations across the lifespan by applying evidence-based, theoretical, anatomical, physiological knowledge and assessment findings and ensuring cultural responsiveness, sensitive practice and acknowledging emotional needs
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9. Analyze and compare organizational management strategies in public and private sector physiotherapy settings, while emphasizing the integration of information technology in clinical administration.
10. Assess and advocate for the role of physiotherapy within the context of national and provincial political structure, health policies, and reforms, within both public and private sectors.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Week	Topics / Module	Learning Activities Including Homework	Assessments Due Date
1	Introduction to course and assignments. Advocacy in public / private practice Public vs private practice organization / business structure Insurance (WCB/SGI) coverage, requirements, ethical obligations Primary, Secondary and Tertiary Assessment and Treatment		
2	Sport and on field assessment Back to sport training		
3	Advanced MSK: Manipulations		
4	Chronic disease and socioeconomic factors Health policy Ethical dilemmas in practice		1 st Reflection due
5	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
6	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
7	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
8	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due

9	Clinical experiences Grand Rounds	SWITCH, pulmonary rehab, cardiac rehab, Parkinson's group, Telehealth	Grand Rounds Presentation Reflection due
10	CPA/SPA visit Professional responsibilities in a self-regulated profession Legal factors, malpractice insurance		
11	Respect in Clinical Care and Research in Indigenous Communities		
12	Review / Buffer Prepare for OSCE		Final reflection due
	Content to Date	Final Written Exam Final Osce	TBD during exam period TBD during exam period

Types of Learning Activities

In class lecture and lab, as well as visits to community programs and clinics.

Midterm and Final Assessment Scheduling

Midterm and final assessments must be written on the date scheduled. Final assessments may be scheduled at any time during the examination period (TBD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all School of Rehabilitation Science examination policies and procedures:

<https://medicine.usask.ca/policies/school-of-physical-therapy-examination-regulations.php>

Activities Outside of Class Time or Usual Location

Please see Canvas for schedule. Students are required to complete readings ahead of class in preparation for topics to be discussed. Attending community groups or clinics may be outside of normal class times in the timetable, but time will be given in lieu.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

See links to required readings on Canvas.

Assessment Details - Grading Scheme

Assessments:	Due/Date	Value
Reflections		Pass/fail
Weekly Grand Rounds Presentation		50% (10% each)

Final Written Exam (exam period)		25%
Final Practical Exam (OSCE) (exam period)		25%
Total		100%

Evaluation Components

Reflections:

Value: pass/fail

Due Dates: See Schedule

Type: Written

Description: Following instructions given in class, these reflections will examine your own advancement from the beginning of the program including biases, ethics, and professional growth. Each week, a reflection of what you have experienced in different clinical areas and how it has contributed to your growth will be due. Feedback will be provided, and opportunities will be given to resubmit to pass each reflection.

Grand Rounds Presentations:

Value: 50% (10% each)

Date: See schedule

Length: As per schedule

Type: Presentation

Description: In groups, students will choose a clinical example related to the current clinical population the group seeing that week that will challenge the clinical reasoning of the rest of the class. Groups will have to respond to questions and give reasoning for the suggestion of treatment / programming. More information will be provided in class.

Final Written Exam:

Value: 25%

Date: See exam schedule

Length: 3 hours

Type: written exam

Description: Closed book, in-person exam. Multiple choice and short answer.

Final Practical Exam (OSCE):

Value: 25%

Date: See exam schedule

Length: see schedule for number and timing of stations

Type: Practical

Description: More information will be given in class regarding the types of activities tested in this exam. It is similar to previous OSCE experiences in the program, and delivered during the exam period.

Submitting Assignments

All assignments are to be submitted electronically via Canvas.

Late Assignments

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Criteria to Pass

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Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/gorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2025**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 901.1**
- 2.2 Academic credit units: **1**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 1**
Course Short Title (maximum 30 characters): **Clinical Practicum 1**
- 2.4 Total Hours: Lecture **30** Seminar Lab Tutorial Other **7.5 clinical placement**
- 2.5 Weekly Hours: Lecture **30** Seminar Lab Tutorial Other **7.5 clinical placement**
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MPT students only**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students for clinical learning in health facilities.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Describe and demonstrate professional behaviours which include: confidentiality, respect for others, self-directed learning, reflection learning, informed consent and other aspects of legal and ethical practice.
2. Consider effective communication strategies with patients, families, caregivers, and classmates which include sensitive practice, cultural sensitivity and a client-centered care approach. Employ effective and appropriate verbal, non-verbal, written, and electronic communication.
3. Apply a critical thinking approach to a basic physical therapy assessment framework which will include: pre-assessment information gathering, the subjective component and application of the WHO-ICF model.
4. Recognize that there are diverse types of health program organization and delivery within the context of different health care settings.
5. Value the skills, attitudes, and behaviours which define Physical Therapy as a profession.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 850.1**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

- 9.2 Is the course exempt from the final examination? **Yes**
10. **Required text**
Include a bibliography for the course. **No text required. Clinical Practicum.**
11. **Resources**
- 11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**
- 11.3 Are sufficient library or other research resources available for this course? **N/A**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**
-

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 1		
COURSE CODE:	PTH 901.1	TERM:	Fall 2025
COURSE CREDITS:	1	DELIVERY:	In-person
CLASS SECTION:	N/A	START DATE:	TBD
CLASS LOCATION:	School of Rehabilitation Science	LAB LOCATION:	3430/3460 OR clinical s
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course that introduces students to clinical education in physical therapy. This course is designed to provide the opportunity to apply professional practice theory to prepare students for clinical learning in health facilities.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator

Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to:

1. Describe and demonstrate professional behaviours which include: confidentiality, respect for others, self-directed learning, reflection learning, informed consent and other aspects of legal and ethical practice.
2. Consider effective communication strategies with patients, families, caregivers, and classmates which include sensitive practice, cultural sensitivity and a client-centered care approach. Employ effective and appropriate verbal, non-verbal, written, and electronic communication.
3. Apply a critical thinking approach to a basic physical therapy assessment framework which will include: pre-assessment information gathering, the subjective component and application of the WHO-ICF model.
4. Recognize that there are diverse types of health program organization and delivery within the context of different health care settings.
5. Value the skills, attitudes, and behaviours which define Physical Therapy as a profession.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

Date	Topics / Module	Learning Activities Including Homework	Assessments Due
Day 1	Welcome and Course Introduction SHA Confidentiality Education WCB Consent and Waiver Exploring PT Clinical Sites	In class work only	SHA Confidentiality Agreement

			WCB Consent Form Group Presentation
Day 2	Group 1 – Clinical Site Visit Group 2 - Nuts & Bolts of Clinical Placements Patient Journey Presentation Intro to HSPnet PT Documentation	Group 1 – on site observation only Group 2 – in class work; prepare for Small/Large group discussion on Friday AM. Homework: ACP 2.0 Online Learning Module due Thursday. Documentation Assignment due Friday.	
Day 3	Group 2 – Clinical Site Visit Group 1 – Nuts & Bolts of Clinical Placements Patient Journey Presentation Intro to HSPnet PT Documentation	Group 2 – on site observation only Group 1 – in class work; prepare for Small/Large group discussion on Friday AM. Homework: ACP 2.0 Online Learning Module due today. Documentation Assignment due Friday.	ACP 2.0 Online Learning Module
Day 4	Small & Large Group Work and Discussion re: Patient Journey Assessment of Clinical Performance (ACP 2.0)	In class work. All assignments must be completed and submitted today.	Documentation Assignment HSPnet Student Consent Form Self-Evaluation

Types of Learning Activities

Clinical Practicum 1 includes a mix of in-class instruction about the requirements and mechanics of clinical placements, hearing and reflecting on patient experiences, team and individual assignments, and an introduction to clinical documentation. It will also include one day of observation, shadowing a more senior MPT student treating patients in a clinical practice setting.

Midterm and Final Assessment Scheduling

There is no midterm or final assessment associated with this course.

Activities Outside of Class Time or Usual Location

There are no activities planned outside of class time, however, every student will be expected to spend one day in a clinical site, assigned to a senior student. The hours in the clinical site may be different than scheduled class time.

Required and Recommended Resources (Textbooks/Electronic Resources/Other):

Online learning module on the Canadian Physiotherapy Assessment of Clinical Performance instrument: <https://app.rehab.utoronto.ca/ACP2.0>

World Health Organization. *ICF - International Classification of Functioning, Disability and Health*; Geneva, 2001. Available online at the following website: <http://www.who.int/classifications/icf/en/>

Kettenbach, G. and Schlomer, S. 'Writing Patient/ Client Notes: ensuring accuracy in documentation. Fifth Edition. F. A. Davis, 2016 (available for free through the Health Sciences library)

Assessment Details - Grading Scheme

Group Presentation	pass/fail
Documentation Assessment	pass/fail
Self-Evaluation	pass/fail
Attendance	pass/fail
ACP Online Learning Module	completed
WCB Consent Form	submitted
SHA Confidentiality Agreement	submitted
HSPnet Student Consent	submitted
Course Evaluation	pass/fail

Evaluation Components

Assignment 1: Group Presentation

Due Date: TBD

Type: Virtual tours of clinical settings

Description: A description of the requirements is found on Canvas.

Assignment 2: Saskatchewan Health Authority Confidentiality Agreement

Due Date: TBD

Type: Saskatchewan Health Authority (SHA) Confidentiality Agreement

Description: Must be reviewed, signed and submitted to shayla.k@usask.ca prior to clinical site visit. Please label the file with YOUR SURNAME prior to submitting

Assignment 3: WCB Consent Form

Due Date: TBD

Type: WCB Consent Form

Description: Must be reviewed, signed, witnessed and submitted to shayla.k@usask.ca prior to clinical site visit. Please label the file with YOUR SURNAME prior to submitting.

Assignment 4: ACP 2.0 Online Learning Module

Due Date: TBD

Type: ACP online learning module <https://app.rehab.utoronto.ca/ACP2.0>

Description: Certificate of completion must be submitted to shayla.k@usask.ca. Please label the file with YOUR SURNAME prior to submitting.

Assignment 5: Documentation Assignment

Due Date: TBD

Type: Case based health record documentation with application of ICF

Description: A description of the requirements is found on Canvas

Assignment 6: HSPnet Student Consent Form

Due Date: TBD

Type: Health Sciences Placement Network (HSPnet) consent form

Description: Must be reviewed, signed, and submitted to shayla.k@usask.ca Please label the file with YOUR SURNAME prior to submitting.

Assignment 7: Self Evaluation

Due Date: TBD

Type: Performance Self-Evaluation

Description: A description of the requirements is found on Canvas. Students will reflect on their experience and performance during the course.

Submitting Assignments

Specific details and requirements for each assignment will be made available on Canvas

Late Assignments

Late assignments will only be permitted with prior authorization of the course instructor

Criteria to Pass

Each component of the course must be successfully completed by submitting each of the documents/assignments and attending the clinical site visit.

Attendance Expectations

Students are required to regularly attend all lectures and laboratory periods. If unable to attend a mandatory lecture, lab, tutorial or IPE experience due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification to the School of Rehabilitation general office or the instructor directly must be made. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)"

Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by

submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 902.5**
- 2.2 Academic credit units: **5**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 2**
Course Short Title (maximum 30 characters): **Clinical Practicum 2**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 187.5**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring**
- 2.7 Prerequisite: **PTH 901**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Apply an evidence-based analysis of various assessment and treatment procedures employed.

2. Apply and evaluate effective communication strategies with patients, families, caregivers, and other health professionals as individuals and groups including specific application of educational principles and delivery of health promotion education.
 3. Demonstrate professional behaviors in the clinical setting which will include: confidentiality, respect for staff and patients, constructive criticism, self-directed learning, reflective learning, obtaining consent for physical therapy management, and other aspects of legal and ethical practice.
 4. Implement and document a basic, individualized physical therapy assessment with emphasis on subjective assessment, analysis of movement, applied anatomy and exercise physiology.
 5. Prioritize patient problems, based on interpretation of assessment data collected. Plan and document a basic treatment approach emphasizing patient goal setting, basic exercise prescription, and appropriate use of cryotherapy and thermotherapy.
 6. Demonstrate sensitivity to, and respect for, each client's rights, dignity, and unique mix of characteristics including gender, age, ethnicity, religion, culture, language, lifestyle orientation, health and cognitive and behavioral status.
5. **Impact of this course**
Are the programs of other departments or Colleges affected by this course? **No**
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal? **No**
6. **Other courses or program affected** (please list course titles as well as numbers)
6.1 Courses to be deleted? **PTH 876.5**
6.2 Courses for which this course will be a prerequisite? **Does not apply**
6.3 Is this course to be required by your majors, or by majors in another program? **No**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**
8. **Enrolment**
8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**
- 8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**
- 10-50
 50-90
 90-130
 130+
9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. **Resources**

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable

PRA Practicum

XNC No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

FNAR Fine Arts

HUM Humanities

SCIE Science

SOCS Social Science

ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.

- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 2		
COURSE CODE:	PTH 902.5	TERM:	Spring 2026
COURSE CREDITS:	5	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Site	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course of clinical education in Saskatchewan facilities. This course is designed to advance clinical skills application as a progression from previous clinical course(s) and to specifically apply theory from academic courses. Students are expected to progress from Beginner to Advanced Beginner in clinical skills.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

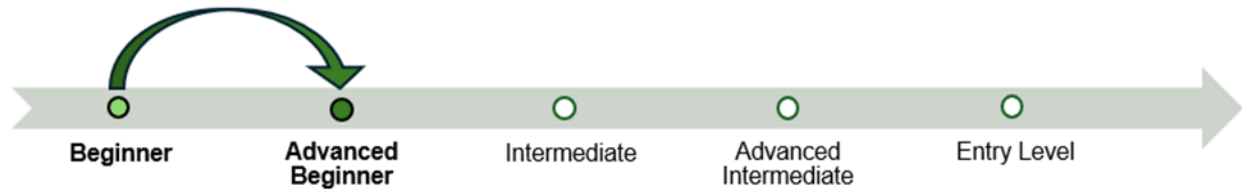
Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science

melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to:

1. Apply an evidence-based analysis of various assessment and treatment procedures employed.
2. Apply and evaluate effective communication strategies with patients, families, caregivers, and other health professionals as individuals and groups including specific application of educational principles and delivery of health promotion education.
3. Demonstrate professional behaviors in the clinical setting which will include: confidentiality, respect for staff and patients, constructive criticism, self-directed learning, reflective learning, obtaining consent for physical therapy management, and other aspects of legal and ethical practice.
4. Implement and document a basic, individualized physical therapy assessment with emphasis on subjective assessment, analysis of movement, applied anatomy and exercise physiology.
5. Prioritize patient problems, based on interpretation of assessment data collected. Plan and document a basic treatment approach emphasizing patient goal setting, basic exercise prescription, and appropriate use of cryotherapy and thermotherapy.
6. Demonstrate sensitivity to, and respect for, each client's rights, dignity, and unique mix of characteristics including gender, age, ethnicity, religion, culture, language, lifestyle orientation, health and cognitive and behavioral status.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

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these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

As per clinical site.

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and student will fill out ACP 2.0 and submit to the Clinical Education Instructors.

Evaluation Components

See ACP 2.0 Evaluation.

Criteria to Pass

As per ACP 2.0 evaluation, students must progress to advanced beginner.

Attendance Expectations

Students are required to regularly attend all clinical days in the week. Not all clinical sites operate only Monday to Friday and students will be expected to attend during the schedule of their clinical instructor. If unable to attend due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification must be made to the clinical instructor and to the instructor of this course. Depending on the number of hours missed, extra hours/days may be assigned to “make up” the time missed. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

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Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments/charting/prescribing therapeutic exercise in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

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Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity->

[services.php](#), or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

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Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbsc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 903**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 3**
Course Short Title (maximum 30 characters): **Clinical Practicum 3**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 902**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Establish effective communication strategies with the patients, families, caregivers, other health professionals and community agencies.
2. Incorporate the broad determinants of health relevant to the patient or population, community development principles and principles of primary health care.
3. Demonstrate safe, ethical, culturally sensitive and autonomous professional practice.
4. Demonstrate an organized and individualized physical therapy assessment with emphasis on subjective and objective assessment of musculoskeletal, cardiorespiratory and neurological systems.
5. Prioritize patient problems based on interpretation of assessment data collected.
6. Formulate a physical therapy diagnosis based on interpretation of assessment data collected.
7. Develop a basic treatment plan emphasizing individual exercise prescription, health promotion education and appropriate use of electro-physical modalities.
8. Apply an evidence-based rationale for assessment and treatment procedures employed.
9. Reflect on their practice which includes: self-evaluation of actions and decisions with continuous improvement of knowledge and skills.
10. Recognize the defining features that clinical settings present, including their funding models, and deliver physical therapy services in the unique context of that setting.
11. In a non-judgmental manner, develop a rationale for the therapeutic approach based on an understanding of the patient situation.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 878.6**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:
- 9.2 Is the course exempt from the final examination? **Yes**

10. **Required text**

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. **Resources**

- 11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**
- 11.3 Are sufficient library or other research resources available for this course? **N/A**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. **Tuition**

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

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- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022

SCHOOL OF REHABILITATION SCIENCE

COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 3		
COURSE CODE:	PTH 903.6	TERM:	Winter 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Site	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

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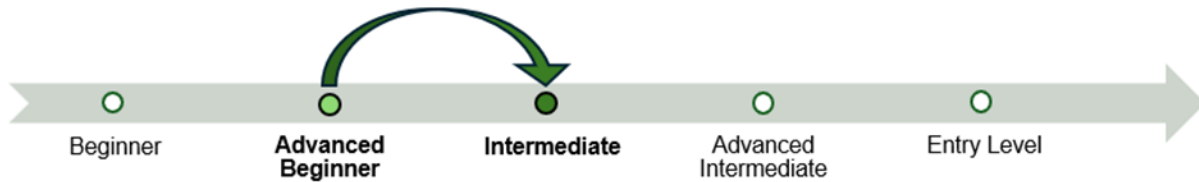
Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

Co-Course Instructors

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melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to:

1. Establish effective communication strategies with the patients, families, caregivers, other health professionals and community agencies.
2. Incorporate the broad determinants of health relevant to the patient or population, community development principles and principles of primary health care.
3. Demonstrate safe, ethical, culturally sensitive and autonomous professional practice.
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5. Prioritize patient problems based on interpretation of assessment data collected.
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7. Develop a basic treatment plan emphasizing individual exercise prescription, health promotion education and appropriate use of electro-physical modalities.
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Course Overview and Schedule

As per clinical site

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and student will complete the ACP 2.0 evaluation.

Evaluation Components

See ACP2.0 evaluation.

Criteria to Pass

See ACP2.0 evaluation. As outlined above, students will progress from advanced beginner to intermediate.

Attendance Expectations

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 904**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 4**
Course Short Title (maximum 30 characters): **Clinical Practicum 4**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 903**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate in a different practice setting than Clinical Practicum 3.

2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Curriculum redesign**

4. Please list the learning objectives for this course:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
3. Implement an organized, individualized, holistic and comprehensive physical therapy assessment for patients across the lifespan and with an array of primary diagnoses and co-morbidities and an emphasis on specific exercise testing procedures.
4. Analyze assessment data to delineate a physical therapy diagnosis, a prioritized, holistic treatment plan and a statement of risk-adjusted predicted outcomes.
5. Implement physical therapy services in diverse contexts of physical therapy practice and health care delivery.
6. Apply evidence-based rationale for assessment and treatment procedures employed.
7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 880.12**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:
- 9.2 Is the course exempt from the final examination?

10. **Required text**

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. **Resources**

- 11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**
- 11.3 Are sufficient library or other research resources available for this course? **N/A**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. **Tuition**

- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**
- 12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"
<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 4		
COURSE CODE:	PTH 904.6	TERM:	Winter 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Sites	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Beginner to Intermediate in a different practice setting than Clinical Practicum 3.

Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science

melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
3. Implement an organized, individualized, holistic and comprehensive physical therapy assessment for patients across the lifespan and with an array of primary diagnoses and co-morbidities and an emphasis on specific exercise testing procedures.
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5. Implement physical therapy services in diverse contexts of physical therapy practice and health care delivery.
6. Apply evidence-based rationale for assessment and treatment procedures employed.
7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at:

<http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

As per clinical site

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and student will complete ACP 2.0 evaluation.

Evaluation Components

See ACP 2.0

Criteria to Pass

See ACP 2.0. Students are expected to progress from advanced beginner to intermediate in a different clinical site / focus area than Clinical Practicum 3.

Attendance Expectations

Students are required to regularly attend all clinical days in the week. Not all clinical sites operate only Monday to Friday and students will be expected to attend during the schedule of their clinical instructor. If unable to attend due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification must be made to the clinical instructor and to the instructor of this course. Depending on the number of hours missed, extra hours/days may be assigned to “make up” the time missed. Failure to meet these expectations may result in a student being required to discontinue the program.

Student Feedback

Students will be asked to complete course and instructor evaluations on-line. This is a professional expectation.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the [CC license](#). Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the [Canadian Copyright Act](#).

You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's "[Use of Materials Protected By Copyright](#)" Policy. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a license to do so. For more copyright information, please visit <https://library.usask.ca/copyright/students/index.php> or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. <https://academic-integrity.usask.ca/>

Students are urged to read the [Regulations on Academic Misconduct](#) and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.

For help developing the skills for meeting academic integrity expectations, see: <https://academic-integrity.usask.ca/students.php>

Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Students may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may **NOT** be used for completing assignments/charting/prescribing therapeutic exercise in this course.

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.

Access and Equity Services (AES)

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which

accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library

Visit the [University Library](#) and [Learning Hub](#) to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend [workshops](#), access [online resources and research guides](#), book [1-1 appointments](#) or hire a [subject tutor](#) through the [USask Tutoring Network](#)

Connect with library staff through the [AskUs](#) chat service or visit various [library locations](#) on campus.

Enrolled in an online course? Explore the [Online Learning Readiness Tutorial](#).

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website <http://students.usask.ca>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central <https://students.usask.ca/student-central.php>.

Gordon Oakes Red Bear Student Centre

The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit <https://students.usask.ca/indigenous/index.php> or students are encouraged to visit the ASC's website <https://students.usask.ca/indigenous/qorbosc.php>



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 905**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 5**
Course Short Title (maximum 30 characters): **Clinical Practicum 5**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 904**

If there is a prerequisite waiver, who is responsible for signing it? **No**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Intermediate to Advanced Intermediate.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
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7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 880.12**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. Required text

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. Resources

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
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IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
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LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
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- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

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- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 5		
COURSE CODE:	PTH 905.6	TERM:	Fall 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Sites	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

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Course Description

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Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

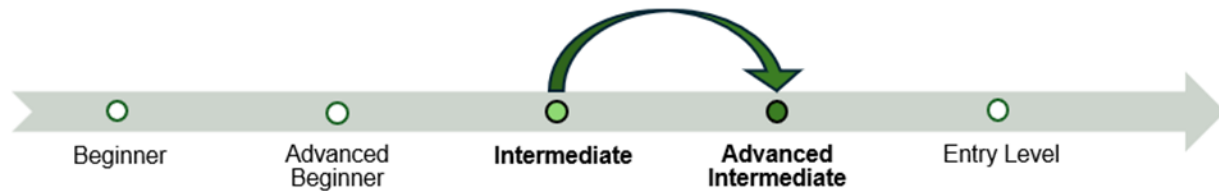
Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science

melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.
2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
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Course Overview and Schedule

As per clinical site.

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical instructors and students will each complete the ACP 2.0 evaluation.

Evaluation Components

See ACP 2.0

Criteria to Pass

See ACP 2.0. Students are expected to progress from intermediate to advanced intermediate level.

Attendance Expectations

Students are required to regularly attend all clinical days in the week. Not all clinical sites operate only Monday to Friday and students will be expected to attend during the schedule of their clinical instructor. If unable to attend due to medical, compassionate or other reasons as described in our attendance policy at <https://medicine.usask.ca/policies/school-of-physical-therapy-regulations-on-attendance-lectures,-labs,-tutorials.php>, prior notification must be made to the clinical instructor and to the instructor of this course. Depending on the number of hours missed, extra hours/days may be assigned to “make up” the time missed. Failure to meet these expectations may result in a student being required to discontinue the program.

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1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **PTH 906**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Clinical Practicum 6**
Course Short Title (maximum 30 characters): **Clinical Practicum 6**
- 2.4 Total Hours: Lecture Seminar Lab Tutorial **Other 225**
- 2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other 37.5**
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **PTH 905**

If there is a prerequisite waiver, who is responsible for signing it? **No**

- D – Instructor/Dept Approval
- H – Department Approval
- I – Instructor Approval

2.8 Catalogue description (150 words or less):

A full-time course of clinical education in Saskatchewan facilities. There may be opportunity to complete this course in another Canadian province. This course is designed to provide diversity of experience and advance clinical skills with a more complex caseload relevant to the content from previous clinical and academic courses. Students are expected to progress from Advanced Intermediate to Entry Level.

2.9 Do you allow this course to be repeated for credit? **No**

- 3. Please list rationale for introducing this course: **Curriculum redesign**
- 4. Please list the learning objectives for this course:

1. Communicate effectively with patients, families, caregivers, health professionals, community and government agencies involved in health and health care for individual patients or specific populations, including health promotion, prevention, and advocacy for health programming and resources.
2. Consider capacity building and community development in the context of delivering physical therapy services in a primary health care setting.
3. Exemplify professional behaviours and attitudes through internalization of professional values, and application of a framework for legal and ethical decision-making in a variety of clinical settings.
4. Implement an organized, holistic, evidence-based and comprehensive physical therapy assessment with a diverse array of primary diagnoses and comorbidities for individual patients, groups, communities and specific populations across the lifespan.
5. Justify a physical therapy diagnosis and recommend a prioritized and holistic treatment plan including risk-adjusted, predicted outcomes, through synthesis of assessment data.
6. Prioritize use of available resources in achieving goals of the practice setting and maximizing outcomes.
7. Analyze evidence-based rationale for assessment and treatment procedures, risk-adjusted outcomes, program management, program evaluation models and cost-effective health care delivery, given the available funding and relevant business model.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **PTH 858.6**

6.2 Courses for which this course will be a prerequisite? **Does not apply**

6.3 Is this course to be required by your majors, or by majors in another program? **No**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **N/A**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science only. Admission is 55, but re-entering students will increase this number. Estimate 55-60 students each fall.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course: **Students are out in the clinical community. Usask Room Booking not required.**

10-50

50-90

90-130

130+

9. **Student evaluation**

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

9.1 How should this course be graded?

C – Completed Requirements

(Grade options for instructor: Completed Requirements, Fail, IP In Progress)

N – Numeric/Percentage

(Grade options for instructor: grade of 0% to 100%, IP in Progress)

P – Pass/Fail

(Grade options for instructor: Pass, Fail, In Progress)

S – Special

(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination?

10. Required text

Include a bibliography for the course. **No text required. Clinical Practicum.**

11. Resources

11.1 Proposed instructor: **Supervisor of clinical practicums: Liz Rackow**

11.2 How does the department plan to handle the additional teaching or administrative workload? **N/A Replaces current programming.**

11.3 Are sufficient library or other research resources available for this course? **N/A**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program already handles tuition via program tuition, rather than per course/credit unit. No change**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved "Application for New Fee or Fee Change Form"

<http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees> **No**

Detailed Course Information

1. Schedule Types

Please choose the Schedule Types that can be used for sections that fall under this course:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision

LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRO – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required:

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

- 4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

***Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

***Please note:** SIRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:

Updated 2022



SCHOOL OF REHABILITATION SCIENCE
COURSE SYLLABUS

COURSE TITLE:	Clinical Practicum 6		
COURSE CODE:	PTH 906.6	TERM:	Fall 2027
COURSE CREDITS:	6	DELIVERY:	In person
CLASS SECTION:	N/A	START DATE:	
CLASS LOCATION:	Clinical Sites	LAB LOCATION:	clinical site
CLASS TIME:	0830 - 1630	LAB TIME:	N/A
WEBSITE:			

Land Acknowledgement

We acknowledge that the Saskatoon campus of the University of Saskatchewan is located on **Treaty Six Territory** and the **Homeland of the Métis**. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

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Instructor and Contact Information

Liz Rackow, Academic Lead Clinical Education & Community Affairs
School of Rehabilitation Science
liz.rackow@usask.ca

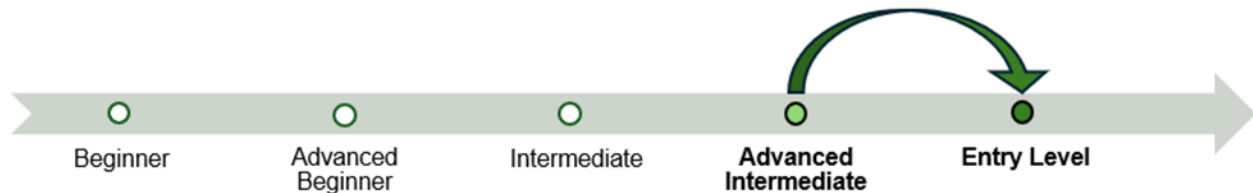
Office hours: 0800 – 1600, Mon – Fri. I would be happy to meet with you at a time that works for both of us. You may arrange meeting times with me by e-mail.

Co-Course Instructors

Melanie Weimer, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
melanie.weimer@usask.ca

Cathy Cuddington, MPT Clinical Coordinator
Master of Physical Therapy Program, School of Rehabilitation Science
cathy.cuddington@usask.ca

Course Objectives/Learning Outcomes



By the completion of this course, students will be expected to:

1. Communicate effectively with patients, families, caregivers, health professionals, community and government agencies involved in health and health care for individual patients or specific populations, including health promotion, prevention, and advocacy for health programming and resources.
2. Consider capacity building and community development in the context of delivering physical therapy services in a primary health care setting.
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7. Analyze evidence-based rationale for assessment and treatment procedures, risk-adjusted outcomes, program management, program evaluation models and cost-effective health care delivery, given the available funding and relevant business model.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php#GradingSystem> Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <https://teaching.usask.ca/documents/vptl/LearningCharter.pdf>

Course Overview and Schedule

As per clinical site

Types of Learning Activities

Clinical

Assessment Details - Grading Scheme

Clinical Instructor and students will complete ACP 2.0 evaluation

Evaluation Components

See ACP 2.0

Criteria to Pass

See ACP 2.0. Students are expected to progress from advanced intermediate to entry level.

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Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: Master of Physical Therapy (M.P.T.) – Replacement Program

General Description: The college is revising the current Master of Physical Therapy (M.P.T.) program. Revisions include the following: 15 new courses, increase of overall credit units from 132 to 141, and revised admission requirements (specifically, the addition of a requirement to have completed 3 credit units of Social Science/Humanities courses and one course or certificate in Indigenous Studies). Students admitted to the M.P.T. prior to 2025-26 will be able to complete the program to which they were admitted, according to the Time Limit for Degree Completion rules in the College of Graduate and Postdoctoral Studies. These rules are outlined in the University Catalogue.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee approval on November 27, 2024

Effective Term: Program revisions will be effective May 2025, while admission revisions will be effective May 2026. By the time the next 2025-26 Catalogue is published in March 2025, students will already have been admitted to the M.P.T. for 2025-26. In fairness to students, admission requirements cannot be changed mid-way through an admission cycle.

Course implications

- 15 new courses
- Use existing “PTH” course subject code; no new course subject code is necessary

Registration and classes

- Class time slots, terms, and sessions will be similar to the existing schedule
- Room scheduling needs will be similar to current needs

Convocation

- No new hood

Financial and Budget

- No change to tuition rate or method of assessment
- SFO and Provost’s Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements