

<b>Course Title</b>	<b>Clinical Placement III</b>				
<b>Course Code</b>	PHYS405				
<b>Course Type</b>	Compulsory				
<b>Level</b>	Bachelor (Level 1)				
<b>Year / Semester</b>	3 <sup>d</sup> /Fall				
<b>Instructor's Name</b>	Giannis Sisou				
<b>ECTS</b>	6	<b>Lectures / week</b>	2	<b>Laboratories/week</b>	10
<b>Course Purpose</b>	The main purpose of the course is the hands on clinical teaching and practice of students in public and private therapeutic settings and specifically in patients with a wide range of preoperative and postoperative chronic and acute musculoskeletal and orthopedic problems and traumatic injuries. Students are trained in the clinical evaluation and rehabilitation of hospitalized and outpatients with musculoskeletal disorders and problems.				
<b>Learning Outcomes</b>	<p>After the completion of the course, students will be able to</p> <ul style="list-style-type: none"> <li>perform a detailed physiotherapeutic evaluation of patients with a wide range of musculoskeletal problems by taking a complete history and using valid and reliable clinical evaluation tools, <b>clinical reasoning and the ICF model of musculoskeletal dysfunction</b></li> <li>to identify mechanisms of injury or pathogenesis of musculoskeletal symptoms / problems that lead the patient to orthopedic surgery and postoperative physiotherapeutic rehabilitation.</li> <li>to identify the main problems in order of severity and set realistic short- and long-term therapeutic goals</li> <li>design and implement clinical physiotherapeutic rehabilitation of patients after surgical treatment of musculoskeletal disorders and injuries, as well as about the clinical rehabilitation of outpatients with musculoskeletal disorders and problems.</li> <li><b>Comprehend the need and efficacy of advance and digital technology in the assessment and treatment of patients with musculoskeletal conditions (smartphone assessment applications, dynamometers electric standing aids etc)</b></li> <li>to choose with scientifically substantiated justification the physiotherapeutic interventions and techniques for the pre and post surgical patient according to the referring physician's directions.</li> </ul>				
<b>Prerequisites</b>	Physiotherapy for Musculoskeletal Disorders I & II	Co-requisites		None	
<b>Course Content</b>	<b>Theory</b>				

- Physiotherapeutic evaluation of preoperative and postoperative orthopedic patient
- **Clinical reasoning methodology and ICF model of dysfunction and disability in musculoskeletal disorders.**
- **CanMeds role model of physiotherapy competency framework in musculoskeletal physiotherapy (Multifactorial role as Physiotherapy practitioner, communicator, collaborator, leader, health Advocate and professional)**
- Physiotherapeutic postoperative approach and rehabilitation protocols after hip arthroplasty.
- Physiotherapeutic postoperative approach and rehabilitation protocols after knee arthroplasty. Indications - contraindications. Surgical techniques.
- Physiotherapeutic postoperative approach and rehabilitation protocols after shoulder arthroplasty.
- Physiotherapeutic postoperative approach and rehabilitation protocols after fractures and dislocations of the shoulder girdle and upper limbs
- Physiotherapeutic postoperative approach and rehabilitation protocols after fractures and dislocations of the pelvis and lower extremities
- Physiotherapeutic postoperative approach and rehabilitation protocols after fractures of the spine
- Physiotherapeutic intervention and treatment of postoperative complications after surgical treatment of musculoskeletal injuries and diseases
- Physiotherapeutic evaluation and treatment of acute and chronic orthopedic soft tissue problems (acute injuries, overuse syndromes, etc.)
- **Digital technology in the assessment and treatment of patients with musculoskeletal conditions (smartphone assessment applications, dynamometers electric standing aids etc)**
- Physiotherapeutic postoperative approach and rehabilitation protocols after fractures and dislocations of children

#### **Clinical practice**

- Clinical practice of students in orthopedic clinics and rehabilitation centers
- **Clinical evaluation of pre-operative and postoperative patients, application of clinical reasoning skills and ICF model of dysfunction**
- Clinical practice in the evaluation and immediate postoperative rehabilitation of patients with hip, knee and shoulder arthroplasty
- Clinical exercise in the evaluation and immediate postoperative rehabilitation of patients with fractures and dislocations of the shoulder girdle and upper limbs
- **Application of digital technology in the assessment and treatment of patients with musculoskeletal conditions (smartphone assessment applications, dynamometers electric standing aids etc)**
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- Clinical practice in the evaluation and immediate postoperative rehabilitation of patients with fractures and dislocations of the pelvis and lower extremities

	<ul style="list-style-type: none"> <li>• Clinical practice in the evaluation and immediate postoperative rehabilitation of patients with spinal fractures</li> <li>• Clinical practice in the evaluation and immediate postoperative rehabilitation of children with fractures and dislocations</li> <li>• Attending outpatient orthopedic clinics</li> <li>• Clinical practice in the physiotherapeutic treatment of outpatient orthopedic patients with physical means, strengthening, mobilization and exercise</li> <li>• Recording of a complete evaluation of patients in a assessment form</li> <li>• Setting therapeutic goals and clinically reasoned therapeutic interventions</li> <li>• Discussion of cases with teachers and fellow students</li> <li>• Presentation of selected cases of patients at the end of the semester</li> </ul>
<b>Teaching Methodology</b>	<p><b>Theory</b></p> <p>The course is delivered to the students through lectures, using computer-based presentations programmes. Case Studies, Discussion, Questions / Answers are also used depending on the content of the lecture. Lecture notes and presentations are available online for use by students in combination with textbooks. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p> <p><b>Laboratory</b></p> <p>During the laboratory courses, students develop their clinical skills in skill trainers and patient simulators so that they can successfully and safely apply them in a real clinical environment.</p> <p><b>(For more information please refer to the ‘Clinical Placement Guide’)</b></p>
<b>Bibliography</b>	<p><b><u>Textbooks:</u></b></p> <p><a href="#">Moffatt F</a>, <a href="#">Bradley B</a>, <a href="#">Loeber I</a>. (2019) Physiotherapy Placements : A Pocket Guide</p> <p>Magee DJ. (2014) Orthopedic Physical Assessment. 6<sup>th</sup> Edition. Philadelphia, PA: ELSEVIER.</p> <p>McRae R, Esser M. Practical Fracture Treatment. 5th Edition. Edinburgh: Churchill Livingstone, 2008. <a href="#">Lantern Publishing Ltd</a></p> <p>Brotzman SB, Manske RC. (2011) Clinical Orthopaedic Rehabilitation. An Evidence-Based Approach. 3<sup>rd</sup> Edition. Philadelphia, PA: Mosby.</p> <p>Brotzman SB, Wilk KE. (2007) Handbook of Orthopaedic Rehabilitation. 2<sup>nd</sup> Edition. Philadelphia, PA: Mosby</p> <p>Canale ST, Beaty JH. (2016) Campbell’s Operative Orthopaedics. 13th Edition. Philadelphia: Mosby.</p> <p>Donatelli R, Wooden M. (2009) Orthopaedic Physical Therapy. 4th Edition. Philadelphia, PA: Churchill Livingstone.</p>

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Gibbons., P and Tehan., P (2016). Manipulation of the Spine, Thorax and Pelvis, 4th Edition, Elsevier.

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Brody LT, Hall CM. (2017) Therapeutic Exercise: Moving Toward Function. 4<sup>th</sup> Edition. Philadelphia, PA: Lippincott Williams & Wilkins.

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Miller M, Hart J. Review of Orthopaedics. 6th Edition. Philadelphia, PA: Saunders Elsevier, (2012). Ελληνική Έκδοση: Μπάμπης Γ. Review Ορθοπαιδικής. Αθήνα: Ιατρικές Εκδόσεις Κωνσταντάρας,

Solomon L, Warwick D, Nayagam S. (2010) Apley's System of Orthopaedics and Fractures. 9th Edition. London: Hodder Arnold.

### **References**

Malin Sellberg, Alexandra Halvarsson, Malin Nygren-Bonnier, Per J. Palmgren & Riitta Möller (2022) Relationships matter: a qualitative study of physiotherapy students' experiences of their first clinical placement, Physical Therapy Reviews, DOI: [10.1080/10833196.2022.2106671](https://doi.org/10.1080/10833196.2022.2106671)

Susan Stoikov, Lyndal Maxwell, Jane Butler, Kassie Shardlow, Mark Gooding & Suzanne Kuys (2022) The transition from physiotherapy student to new graduate: are they prepared?, Physiotherapy Theory and Practice, 38:1, 101-111, DOI: [10.1080/09593985.2020.1744206](https://doi.org/10.1080/09593985.2020.1744206)

	<p><a href="#">Lisa Amey</a>, <a href="#">Kenneth J Donald</a>, <a href="#">Andrew Teodorczuk</a> Teaching clinical reasoning to medical students, <a href="#">British Journal of Hospital Medicine Vol. 78, No.7</a>E Published Online:10 Jul 2017<a href="https://doi.org/10.12968/hmed.2017.78.7.399">https://doi.org/10.12968/hmed.2017.78.7.399</a></p>
<p><b>Assessment</b></p>	<p>The assessment of the course consists of the continuous assessment (Clinical placement assessment, class participation) and final exam.</p> <p><b>Clinical placement assessment: 70%.</b></p> <p>The student's evaluation is based on the student's daily performance in the clinical setting. The student's Clinical Instructor is responsible for evaluating the student's performance. Specifically, the Clinical Instructor evaluates the student's daily participation and ability to respond competently to the clinical case presented for treatment. Specifically, the student's evaluation is based on the ability to approach the patient, take a history, the order in which the physical therapy assessment is conducted, the ability to set short and long-term treatment goals, apply appropriate physical therapy techniques, etc. (see grading classification in the Appendix). The student must have successfully completed a set of specific physiotherapy interventions covering all physiotherapy techniques in each clinic in which they are employed.</p> <p>The student is assessed daily by the Clinical Instructor. In addition, in the middle of the semester (6th - 8th week of classes), for each group of students, a meeting of the Clinical Instructors is held and opinions and observations are exchanged in order to better guide the students and determine their level of performance. At the end of the quarter the marks are reconciled between the Clinical Instructors who were responsible for each student. The analysis of the student's grading method is done at the beginning of the Clinical Practicum by the respective Clinical Instructors.</p> <p>The assessment criteria for students relate to 3 main sections:</p> <ol style="list-style-type: none"> <li>1. Safety issues (providing &amp; conducting physiotherapy safely, etc.)</li> <li>2. Professionalism of the student (patient communication, behaviour, keeping of working hours, etc.)</li> <li>3. Knowledge &amp; clinical skills (theoretical clinical background, practical/clinical application of therapeutic procedures, etc.)</li> </ol> <p>For each section, the criteria and the scoring are detailed in the Annex. It is recommended that the student read the assessment card carefully from the very beginning of the term so that the student is aware of how he/she is assessed on a daily basis. For each of these criteria, the student will receive a grade (with a perfect score of 10) based on his/her overall performance during the semester (see grading classification in the guide "Clinical Practice Guide"). The average of these grades will determine the final grade.</p> <p><b>Continuous Assessment: (10%)</b></p>

	<ul style="list-style-type: none"> <li>• <b>Classroom discussions and debates:</b> Students engage in classroom discussions and debates to assess their theoretical knowledge. Active participation is encouraged to hone their critical thinking skills by posing open-ended questions and facilitating dialogue.</li> <li>• <b>Peer and self-assessment:</b> Students are assigned to review and provide feedback on each other's work, encouraging them to critically evaluate their peers' understanding and provide constructive suggestions.</li> </ul> <p><b>Final exam: 20%.</b> The written final exam includes multiple-choice, short-answer and open-ended questions as well as extended clinical descriptions</p>
<b>Language</b>	Greek / English