

Course Title	Clinical Placement I				
Course Code	PHYS309				
Course Type	Compulsory				
Level	Bachelor (Level 1)				
Year / Semester	3 ^d / Fall				
Instructor's Name	Giannis Sisou				
ECTS	6	Lectures / week	2	Laboratories/week	10
Course Purpose	<p>The aim of the course is to familiarize students with the clinical approach of patients with diseases of the respiratory / cardiovascular system as well as in preoperative and postoperative patients of the abdomen, heart and chest. Also, to be trained in the evaluation of clinical symptoms, the setting of therapeutic goals and the planning of therapeutic interventions both during the stay of patients in the hospital and after their exit from it.</p>				
Learning Outcomes	<p>Upon completion of the course, students are expected to be able to:</p> <ul style="list-style-type: none"> • evaluate patients with respiratory, cardiovascular diseases, and patients who have undergone chest, heart and upper ventricular surgeries and choose the appropriate techniques and means of physiotherapy for their treatment • determine the therapeutic goals and implement individualized interventional rehabilitation programs based on the clinical reasoning and the ICF model of functioning • thoroughly study the patient's medical record and interpret the findings of clinical and laboratory tests. can link theory with evidence-based knowledge in clinical practice • understand the importance of early mobilization and perform preoperative physiotherapy interpret the vital signs as presented on the monitor/monitor • perform mobilization, sitting and standing techniques of patients • diagnose the surgical complications of patients and set clinical goals • to be able to make differential diagnosis of their patients and propose documented treatment protocols personalized for each clinical case • to apply digital and advanced applications in the assessment and treatment of cardiopulmonary patients (digital spirometres, IMT'S, goniometry and posture measurements, handheld dynamometers etc) • set long-term therapeutic goals and plan rehabilitation programs • understand the therapeutic indications for the application of respiratory exercises and mobilization techniques understand the value of the interdisciplinary therapeutic approach and collaborate with other specialties 				

Prerequisites	Cardiopulmonary physiotherapy I & II (PHYS205 & PHYS206)	Co-requisites	None
Course Content	<p>Description: The course content includes physiotherapy evaluation, clinical reasoning, ICF model of functioning and physiotherapy and rehabilitation techniques. More specifically, the clinical education of students focuses mainly on the following:</p> <ul style="list-style-type: none"> • the evaluation of the chronic respiratory patient, the patient of the intensive care unit-ICU and the operated patient (lungs-heart-upper abdomen) • in the clinical reasoning and documentation of therapeutic interventions and decision-making in a clinical environment • CanMeds role model of physiotherapy competency framework in cardiorespiratory physiotherapy (Multifactorial role as physiotherapy practitioner, communicator, collaborator, leader, health Advocate and professional) • in the design of interventions for each clinical case • in the physiotherapeutic evaluation and treatment of peripheral vascular diseases and disorders metabolism, such as diabetes and metabolic syndrome. • the methodology of planning and organizing rehabilitation programs. Basic principles of exercise planning. learning and teaching self-management techniques • the learning and teaching of self-management techniques • in clinical reassessment regarding the effectiveness-suitability of the selected intervention • digital and advanced applications in the assessment and treatment of cardiopulmonary patients (digital spirometres, IMT'S, goniometry and posture measurements, handheld dynamometers etc) • in the evaluation of the performance of the circulatory system. Maximum oxygen uptake. Immediate and long-term effects of exercise on circulatory system performance • in assessing the functional capacity of the circulatory system (maximum stress test, cardiopulmonary stress test // utilization of fatigue test data in the design of cardiovascular adjustment programs). 		
Teaching Methodology	<p>Theory</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>Clinical placement</p> <p>During clinical practice, students develop their clinical skills in assessment, clinical reasoning and communication with patients and staff and the safe</p>		

	<p>implementation of physiotherapeutic interventions in real patients with cardiorespiratory and surgical problems, hospitalized in a real clinical setting. (For more information please refer to the 'Clinical Placement Guide')</p>
<p>Bibliography</p>	<p><u>Textbooks:</u></p> <p>West JB. Respiratory Physiology: (2008) The Essentials. 8th ed. Philadelphia: Lippincott Williams & Wilkins.</p> <p>West JB. Respiratory Physiology: (2012) The Essentials. 9th ed. Philadelphia: Lippincott Williams & Wilkins.</p> <p>McArdle W, Katch F, Katch W. (2001) Essentials of physiology. New York: Lippincott, Williams & Wilkins.</p> <p>Grammatopoulou E. (2017) Physiotherapeutic techniques and assessment methods in respiratory diseases. Konstantaras Medical Publications.</p> <p>Reid W, Chung F. Clinical approach to cardiorespiratory physiotherapy. Paschalidis Publications.</p> <p>Prendergast TJ, Russo SJ. (2006). Pulmonary disease. In SJ. McPhee & WF. Ganong (Eds.), Pathophysiology of disease: An introduction to clinical medicine. New York: McGraw-Hill.</p> <p><u>References:</u></p> <p>Elsbeth Finch, Dina Brooks, Paul W. Stratford. (2002) Guide to Enhanced Clinical Decision-Making Canadian Physiotherapy Association</p> <p>Morice AH, Fontana GA, Belvisi MG, Birring SS, Chung KF, Diczpinigaitis DV, et al. (2007) ERS guidelines on the assessment of cough. Eur Respir J; 29: 1256–1276.</p> <p>American Thoracic Society (1999). Dyspnoea. Mechanisms, assessment and management: A consensus statement. Am J Res Crit Care Med 1999; 159: 321-340.</p> <p>Grammatopoulou E, Haniotou A, Douka G, Koutsouki D. (2010) Factors associated with BMI in Greek adults with asthma. Journal of Asthma; 47: 276-280.</p> <p>Denehy L, Granger GL. (2018) Advances in cardiorespiratory physiotherapy and their clinical impact. Expert Rev Respir Med. ;12(3):203-215.</p> <p>Kofod L M, Andersen AH, Rohde H, (2017) Respiratory physiotherapy – a clinical guideline. European Respiratory Journal 50: PA2530.</p> <p>Williams CA, Wadey C, Pieles G, et al. (2020) Physical activity interventions for people with congenital heart disease Cochrane Database Syst Rev 28;10(10):CD013400.</p>

Assessment

The assessment of the course consists of the continuous assessment (Clinical placement assessment, class participation) and final exam.

Clinical placement assessment: 70%.

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.

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.

The assessment criteria for students relate to 3 main sections:

1. Safety issues (providing & conducting physiotherapy safely, etc.)
2. Professionalism of the student (patient communication, behaviour, keeping of working hours, etc.)
3. Knowledge & clinical skills (theoretical clinical background, practical/clinical application of therapeutic procedures, etc.)

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.

Continuous Assessment: 10%.

- **Classroom discussions and debates:** 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.
- **Peer and self-assessment:** 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.

	Final exam: 20%. The written final exam includes multiple-choice, short-answer and open-ended questions as well as extended clinical descriptions
Language	Greek / English