

Key: Clinical courses include: PT6124, PT6221, PT6224, PT7121, PT7122, PT7400 Clinical placement courses include: PT6291, PT6292, PT7291, PT7292, PT7390				
Communication skills - BFAR Statement	Rationale	Course Taught	Course Examined	Method of Assessment (I=individual; G=Group)
1. Students must demonstrate communication skills to be able to:				
Obtain detailed information,	Physical therapists must demonstrate a high level of proficiency in listening, speaking, reading and writing in English (Canadian Language Benchmark, 2012). These skills are required to effectively communicate with clients, their caregivers and other health care professionals. <i>Essential Competency Profile for Physiotherapists (PT) in Canada (2009)</i> is a “foundational document that describes the essential competencies (i.e. the knowledge, skills and attitudes) required by physiotherapists in Canada at the beginning of and throughout their career” (p.4). This profile outlines that Physical Therapists (or physiotherapists or PT) use effective communication to develop professional relationships with clients, families, care providers and other stakeholders.	PT6100, PT6130, PT6260, PT7160, all clinical courses and clinical placement courses	PT6100, PT6221, PT6224, PT7121, PT7122, PT6124 and clinical placement courses	PT7121, Written Assignments (G & I), Objective Structured Clinical Examinations (I), and the Canadian Physiotherapy Assessment of Clinical Performance (ACP)(I)
Instruct and be understood by clients during treatment sessions,		PT6100, PT6130, PT6260, PT7160, all clinical courses and clinical placement courses	PT6100, PT6130, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP(I),

Convey therapeutic recommendations to clients (including standardized clients and student models), family members and other health care team members, and		PT6250, PT7150, PT 7160, all clinical courses and clinical placement courses	PT6250, PT7150, all clinical courses and clinical placement courses	PT7121, Written assignments (G), (I) Clinical Skills Assessments in all clinical courses (I), Objective Structured Clinical Examinations (I), and the ACP (I)
Demonstrate, recognize, interpret, and respond to non-verbal communication.		PT6100, PT6130, PT6260, PT7160, all clinical courses and clinical placement courses	PT6100, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)
2. Students must produce documents which are legible, technically accurate and use professional language. These documents may include: Instructions to clients, assessment, treatment and discharge notes, and letters and/or forms to other health professionals and third party payers.	<i>Essential Competency Profile for PT in Canada (2009)</i> indicates that Physical therapists must comply with regulatory and organizational record-keeping standards.	PT6100, PT6124, PT6221, PT6224, PT6260, PT7121, PT7122, PT7160 and clinical placement courses	PT6100, PT6124, PT7121, PT7122, PT6260, PT7160, and clinical placement courses	Written papers (I) Chart notes (G), and the ACP (I)

Professionalism - BFAR Statement	Rationale	Course Taught	Course Examined	Method of Assessment
1. Students must demonstrate advocacy for the rights of others within the academic and clinical environments.	The role of advocacy is one of the seven essential competencies outlined in the <i>Essential Competency Profile for PT in Canada, 2009</i> .	PT6100, PT6260, PT7160, Portfolio	Portfolio	The ACP (I)
2. Students must demonstrate teamwork skills when collaborating with clients/families, peers, supervisors, the health care team and members of the public.	"Effective interprofessional collaboration has been regarded as essential to improving communications, reducing errors, enhancing service delivery and improving patient satisfaction, job satisfaction, and staff retention." (Canadian Patient Safety Institute, 2009, p 32)	PT6100, PT6260, PT7160	PT6100	PT6100 (I), and the ACP (I)
3. Students must demonstrate self-reflection and goal setting skills to enable them to pursue life-long professional development .	"An individual practitioner's personal level of knowledge, (cap)abilities and qualities within a given situation, influenced by continuing professional education, the practice setting, workplace requirements and patient or client needs." (<i>Essential Competency Profile for PT in Canada, 2009</i> , p. 15).			Portfolio (1), ACP (1)

Skills and Abilities - BFAR Statement	Rationale	Course Taught	Course Examined	Method of Assessment
Students must demonstrate sensory and motor abilities (including balance) to directly, safely and in a timely fashion patient care which includes the following including but not limited to:				
sitting, standing, walking, reaching and lifting	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes various skills and behaviors for patient assessment and treatment. Physical therapists require motor skills to ensure patient safety and treatment effectiveness. Sample situations that require such movements include re-positioning clients in bed; balance, gait or transfer training; mobilization techniques; therapeutic exercise, and maneuvering in confined spaces. Physical therapists must have the strength to support and lift clients through mobility training and to manipulate their limbs, trunk, head and neck. "During any patient-transferring task, if any caregiver is required to lift more than 35 lbs. of a patient's weight, then the patient should be considered to be fully dependent and assistive devices should be used for the transfer" (Waters, T., 2007).	PT6130, all clinical courses and clinical placement courses	PT6130, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)

	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes that PT students must monitor clients when using assistive mobility devices (p. 27) and assess balance and trunk stabilization (p. 23). These activities require the PT student to be next to the walking or moving client.			
multiple limb coordination	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes that the PT student must be able to implement treatment strategies that include teaching transitional movements such as transferring a client from a bed to a chair (p. 28)	PT6130, all clinical courses and clinical placement courses	PT6130, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)
manual dexterity (e.g. manual therapy, demonstration of exercise, handling common equipment such as a stethoscope, goniometer, electro-physical agents, etc.)	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes PT student skills such as “hand placement for assessment and treatment techniques (e.g. manual therapy)” (p. 29), and the “safe and effective use of ...electrical agents” (p 27).	PT6130, all clinical courses and clinical placement courses	PT6130, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)
sustained repetitive movements	PT students are encouraged to be CPR certified to work in the health care industry. Manual therapy demands repetitive movements. The <i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes PT students must perform skills such as	PT6130, all clinical courses and clinical placement courses	PT6130, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)

	percussion (as a means to maximize ventilation and perfusion in a client's lungs) (p. 25); and range of motion techniques (p. 29).			
tactile sensation and proprioception to palpate soft tissue, bone structures, joint motion and muscle tone	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes that PT students must perform, "soft tissue mobilization (and) manipulation" (p. 40) and treat neurology symptoms "(e.g.motor control dysfunction)" (p. 46).	PT6130, PT6140, all clinical courses and clinical placement courses	PT6130, PT6140, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)
tactile sensation and proprioception to feel vibrations such as pulses or pulmonary fremitus	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes that PT students must "use a comprehensive multi-system assessment with particular emphasis on the cardiovascular and pulmonary systems" (p. 33).	PT6130, PT6140, PT6124, PT7121 and clinical placement courses	PT6130, PT6124, PT6140, PT7121 and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)
Students must demonstrate ability to be able to identify and differentiate sounds related to the heart and lung	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> describes that students must use a comprehensive multi-system assessment with particular emphasis on the cardiovascular and pulmonary systems (p. 33). The specific assessment technique is auscultation of the lungs.	All clinical courses and clinical placement courses	PT6130, PT6124, PT7122 and clinical placement courses	Clinical Skills Assessments PT6130 & 7122(I), Objective Structured Clinical Examinations (I), and the ACP (I)
Students must demonstrate abilities to be able to:				

Discriminate symptoms/signs (e.g. cyanosis, wound and pulmonary secretions, monitor alarms, skin conditions)	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> states that PT students must have knowledge regarding gas exchange, clinical management of wounds, and strategies to clear airway secretions) (p. 25).	All clinical courses and clinical placement courses	All clinical courses and clinical placement courses	The ACP (I)
Distinguish equipment features	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> states that the PT student must use, “suctioning, and mechanic assistive devices (e.g. Positive Expiratory Pressure, Flutter, Vest, etc.), medication delivery e.g. oxygen (p 25) and physical and electrical agents (e.g. Transcutaneous Electrical Nerve Stimulation, Ultrasound, Neuromuscular electric stimulation). (p. 27). These pieces of equipment have settings that must be set and monitored during treatment.	PT6130, all clinical courses and clinical placement courses	PT6130, all clinical courses and clinical placement courses	Clinical Skills Assessments (I), Objective Structured Clinical Examinations (I), and the ACP (I)

Cognition - BFAR Statement	Rationale	Course Taught	Course Examined	Method of Assessment
Students must demonstrate problem solving and critical thinking to be able to:				
• Distinguish relevant details, facts, opinions and attitudes during client or standardized client treatment sessions or case discussions. • Comprehend multidimensional and spatial relationships (e.g. physiological joint movements). • Generalize and synthesize prior knowledge and experience when applying it in different settings and novel situations. • Develop physiotherapy hypotheses, diagnoses and prognosis • Generate, justify and evaluate evidence-based approaches to assessment and	<i>Entry-to-Practice Physiotherapy Curriculum: Content Guidelines for Canadian University Programs (2009)</i> states that a PT student must understand the “Rationale, utility (economic implications), indications, contraindications and measurement scales of a range of medical, diagnostic and investigative procedures and physiotherapy assessment tools/technics as well as the implications of results for the most widely encountered cardiorespiratory indicator conditions...” (p 34). A PT student must: • “Review(s) and interpret(s) background information, assessment findings and test results. • Employ(s) clinical reasoning in order to develop a prioritized problem list and differential physiotherapy diagnosis of cardiorespiratory conditions...musculoskeletal conditions...neurological conditions (pp. 35, 39 & 45). • Select(s) and utilize(s) appropriate outcome measures to evaluate clinically important change in the	All clinical courses and clinical placement courses, PT6100, PT6250, PT6260, PT7150, and PT7160, PT7400 (AE)	All clinical courses and clinical placement courses, PT6100, PT6250, PT6260, PT7150, and PT7160, PT7400 (AE)	Written Assessments (I), Problem based learning tutorial assessments (I), Concept Maps (I), Snapshots (I), ACP (I), Objective Structured Clinical Examinations (I), Oral Presentation (I)

treatment of clients (e.g. establish strategy of care, identify physiotherapy problems, select techniques, develop client-centred short and long term goals, and discharge plans to achieve client autonomy). - Plan and organize job tasks (e.g. management of resources including time) to meet the needs of clients Manage unanticipated issues (e.g. urgent client medical issue, client not responding as expected and equipment malfunctions)	patient's status and formulate clinical management decisions. - Identify(ies) further need for "further information/data and follows an appropriate, client-centred reassessment and analysis schedule" (p 34). - Select(s) and implement(s) "best practice infection control strategies and techniques" ... (p. 35). - Be responsible for "Clinical reasoning and evidence-based analysis of findings of measurement tools/techniques employed before and after PT intervention", (p 39).			
Students must demonstrate reflection and self-evaluation to improve their own performance in line with the College of Physiotherapy of Manitoba.	<i>The Essential Competency Profile for PT in Canada</i> (2009) states that a PT must utilize "self-evaluation and feedback ...to reflect upon actions and decision to continuously improve knowledge and skills" (p 13).	PT6100, PT6260, PT7160, Portfolio, all clinical courses and clinical placement courses	PT6100, PT6260, PT7160, Portfolio, all clinical courses and clinical	Written paper (I), Clinical Skills Assessments (I), Portfolio (I), ACP (I),

			placement courses	
Student must demonstrate the ability to search, retrieve, appraise and apply evidence for direct and indirect patient care in line with the College of Physiotherapy of Manitoba.	<i>The Essential Competency Profile for PT in Canada</i> (2009) states that a PT must, “incorporate own experiences, education, research, and best available resources to plan and delivery physiotherapy services” (p 13).	PT6110, PT6250, PT6260, PT7150, PT7160, PT7500, all clinical courses and clinical placement courses	PT6110, PT6250, PT6260, PT7150, PT7160, PT7500, all clinical courses and clinical placement courses	Problem based learning tutorial assessments (I), PT7500 paper (G)

References

Canadian Patient Safety Institute (2009). *The Safety Competencies*. (Accessed December, 2016). Retrieved from: <http://www.patientsafetyinstitute.ca/en/toolsResources/safetyCompetencies/Pages/default.aspx>

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Waters, T. (2007) *When is it safe to manually lift a patient? The Revised NIOSH lifting equation provides support for recommended weight limits*. American Journal of Nursing, Vol 107 (8).