

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork Preparation I  
**CODE NO. :** OPA105 **SEMESTER:** 1  
**PROGRAM:** Occupational Therapist Assistant/Physiotherapist Assistant  
**AUTHOR:** Andrea Sicoli  
**DATE:** Sept. 2006 **PREVIOUS OUTLINE DATED:** Sept. 2005  
**APPROVED:**

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**ASSOCIATE DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 2

**PREREQUISITE(S):** None

**HOURS/WEEK:** 2

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*For additional information, please contact the Associate Dean,*  
*School of School of Health and Human Services*  
*(705) 759-2554, Ext. 2689*

## I. COURSE DESCRIPTION:

The purpose of this course is to familiarize students with the roles and responsibilities of an OTA/PTA. It will prepare the student for fieldwork experience by introducing important concepts and practical experiences which will assist them to function safely and effectively in occupational therapy and physiotherapy settings. Tours and observational experiences of health care and rehabilitation settings will be arranged depending on availability.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: communication skills (1, 2, 3, 6), interpersonal skills (1, 2, 3, 7), safety (1, 2, 4), professional competence (1, 2, 4, 5, 6, 7), documentation skills (1, 4, 5, 6), and application skills (1, 2, 4, 6). It addresses all of the Generic Skills Learning Outcomes with the exception of mathematical skills (4).

Upon successful completion of this course, the student will:

### 1. Complete necessary fieldwork documentation.

#### Potential Elements of the Performance:

- Demonstrate acquisition of the following fieldwork requirements:
  - Confidentiality Form
  - Placement Choice and Acknowledgement Form

### 2. Demonstrate an understanding of the School of Health Sciences Philosophy and the OTA/PTA Program Policies.

#### Potential Elements of the Performance:

- Discuss the School of Health Sciences Philosophy
- Discuss the OTA/PTA Program Policies
- Discuss the responsibilities of the student and the College

### 3. Demonstrate an understanding of the roles/responsibilities of the OTA/PTA and other support personnel, and their educational preparation.

#### Potential Elements of the Performance:

- Explain the developing role of support personnel, assistants, aides, etc. and identify their educational preparation
- Identify roles and responsibilities of the OTA/PTA and other support personnel in various fieldwork settings

### 4. Demonstrate knowledge and application of professional ethics and behaviours expected of an OTA/PTA.

#### Potential Elements of the Performance:

- Discuss the importance of professional ethics
- Identify professional versus non-professional behaviours
- Describe professional behaviours expected of an OTA/PTA

5. **Describe and adhere to the concept of confidentiality, the OTA/PTA's responsibilities regarding confidentiality and the consequences of breaching confidentiality.**

Potential Elements of the Performance:

- Describe the underlying principles of confidentiality
- Describe the responsibilities of the OTA/PTA regarding confidentiality
- Explain/identify the consequences of any breach of confidentiality

6. **Demonstrate an understanding documentation and of the organization and presentation of a medical record.**

Potential Elements of the Performance:

- Define documentation and explain its significance
- Discuss the role of documentation in patient care
- Describe the organization of a medical record
- Describe a SOAP note
- Identify the responsibilities of the OTA/PTA related to reporting unusual incidents

7. **Demonstrate knowledge and skills related to the principles of medical asepsis.**

Potential Elements of the Performance:

- Describe the underlying principles of medical asepsis
- Describe and demonstrate procedures related to maintaining medical asepsis

8. **Demonstrate knowledge and skills related to the OTA/PTA's responsibilities related to risk management.**

Potential Elements of the Performance:

- Discuss Emergency Codes
- Describe principles related to fire safety
- Identify the responsibilities of the OTA/PTA related to fire safety

9. **Demonstrate knowledge of effective office organizational skills.**

Potential Elements of the Performance:

- Describe and demonstrate appropriate office management skills including:
  - reception/clerical duties (answering the telephone, recording messages, booking appointments, filing charts, use of computer software (Word, Excel, Power Point etc.)
  - taking inventory
  - ordering supplies
  - maintaining a clean/tidy work environment
  - set up and clean up of treatment areas and assessment areas
  - help to prepare client for therapy
- Explain the necessity of and demonstrate organizational skills that manage time and reduce stress in the work environment

- 10. Demonstrate knowledge and skills related to the use of audiovisual equipment used in client and peer education (for example, TV, VCR, slide projector, LCD projector etc).**

Potential Elements of the Performance:

- Describe and demonstrate correct use of the following audiovisual equipment:
  - television/VCR/DVD
  - slide projector/LCD projector

- 11. Demonstrate an understanding of the importance of effective communication with the Fieldwork Supervisor and becoming familiar with the physical and social environment of fieldwork setting.**

Potential Elements of the Performance:

- Review the role of a student OTA/PTA in various settings
- Discuss the importance of effective communication with the supervisor, other team members and the patients in the fieldwork setting
- Determine individual learning styles and their influences on one's interpersonal skills and learning ability
- Describe general strategies for success in the fieldwork setting
- Discuss strategies to be proactive during fieldwork placements
- Describe specific strategies and tools to ensure student and patient safety, specifically during transporting/portering, transferring and ambulating of patients

- 12. Demonstrate an understanding of the purpose of learning tools such as the “Learning Contract” and “Log Book” in fieldwork experiences.**

Potential Elements of the Performance:

- Review the structure and purpose of a Log Book
- Discuss the importance of reflection in the clinical fieldwork experience
- Describe learning opportunities that will support various learning styles
- Review the structure and benefits of a “Learning Contract”

**III. TOPICS:**

1. Fieldwork Requirements
2. School of Health Sciences Philosophy
3. OTA/PTA Program Policies
4. Roles and Responsibilities of Support Personnel
5. Professional Behaviour / Confidentiality
6. Documentation
7. Medical Asepsis / Emergency Codes / Fire Safety
8. Office Management Skills
9. Audiovisual Equipment
10. Strategies For Success in the Fieldwork Setting
11. Learning Styles, Learning Contracts and Log Books

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Sladyk, K and Ryan, S. (2005). Ryan's Occupational Therapy Assistant: Principles, Practice Issues and Techniques. (4<sup>th</sup> edition). SLACK Inc.

Reading materials will also be provided by the course professor and through the internet.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. A combination of assignments, presentations and participation marks will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher within the first two weeks of class.
2. Students missing any of the assignments, presentation or community visits because of illness or other serious reason must notify the professor **BEFORE** the assignments, presentation or community visits. The professor reserves the right to request documents to support the student's request.
3. Those students who have notified the professor of their absence that day may be eligible to arrange an opportunity as soon as possible to complete the assignment or presentation at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that assignment or presentation.
4. For assignments to be handed in, the policies of the program will be followed. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.
5. A supplemental exam/assignment may be written by students who meet the following criteria. The student must achieve at least a grade of 45% in the course. The student must have attended at least 80% of the classes. The supplemental exam/assignment will then cover the entire course and will be worth 100% of the student's final mark.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.