

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to aquatic therapy and common disabling conditions which are managed with aquatic therapy by occupational therapists and physiotherapists. The student will become familiar with the conditions, the clinical presentation and the handling skills required when working with clients with these conditions. The course will prepare the student for practical application of these in the subsequent course "Aquatic Fieldwork". The student will have the opportunity to observe aquatic therapy sessions depending on availability and will also experience the application of the equipment and principles covered, in a pool setting.

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, 8P, 8O, 9P, 10P, 11P, 12P), interpersonal skills (1, 2, 7, 9P, 10P, 11P, 12P), safety (1, 2, 4, 8P, 8O, 9P, 10P, 11P, 12P), professional competence (1, 2, 4, 5, 7, 8P, 8O, 9P, 10P, 11P, 12P), documentation skills (1, 4, 5) and application skills (1, 2, 4, 8P, 8O, 9P, 10P, 11P, 12P). It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will:

1. Demonstrate knowledge of the properties of water and describe the application of such in rehabilitation programs.
Potential Elements of the Performance:
 - Describe properties of water and how they apply to aquatic therapy
 - Describe the application of properties of water in rehabilitation programs
2. Demonstrate knowledge of and apply the goals of aquatic therapy.
Potential Elements of the Performance:
 - List and explain the goals of aquatic therapy
 - Identify goals of aquatic therapy in common conditions treated with aquatic therapy
 - Demonstrate the application of aquatic therapy to individuals and groups
3. Demonstrate an understanding of the personal protection and safety issues related to aquatic therapy, including specific rescue and removal techniques.
Potential Elements of the Performance:
 - List and explain personal protection and safety issues related to aquatic therapy for the client and therapist
 - Describe specific rescue and removal techniques
4. Identify and demonstrate an understanding of the conditions appropriate for aquatic therapy.
Potential Elements of the Performance:
 - List and describe common conditions which are treated in aquatic therapy
 - Describe special techniques/adaptations required for common conditions treated in aquatic therapy

5. Demonstrate integration of the knowledge of the conditions with the effects of aquatic therapy, on the physical manifestations of the condition and the psychosocial impact on the individual.
Potential Elements of the Performance:
 - Describe the effects of aquatic therapy on specific physical manifestations of the condition
 - Describe the psychosocial impact of aquatic therapy on the individual
6. Demonstrate an understanding of instructional strategies for teaching Aquatic Therapy.
Potential Elements of the Performance:
 - List and describe the stages of learning
 - List and describe the physiological and psychological factors that affect learning
 - Describe teaching styles that comprise instructional design
 - Explain and apply principles of instructional delivery
7. Interpret and appropriately apply the different models of aquatic therapy.
Potential Elements of the Performance:
 - List and describe different models of aquatic therapy
 - Explain the effects of hydrophysics on the body and its application in treatment
 - List and explain basic principles and methods used in Aquatic Therapy
8. Demonstrate an understanding of assessment and treatment of normal and abnormal postures and movement in aquatic therapy.
Potential Elements of the Performance:
 - Review normal posture, postural reflexes and tone
 - Review terms related to abnormal tone
 - Describe the assessment of posture and movement
 - Describe aquatic therapy for abnormal postures and movement
9. Demonstrate an understanding of the equipment used in aquatic therapy and their applications.
Potential Elements of the Performance:
 - List and describe the applications of common equipment used in aquatic therapy
 - Explain accessibility as it relates to aquatic therapy including requirements, adapted equipment and pool layout

III. TOPICS:

1. Common Conditions Appropriate for Aquatic Therapy
2. Safety and Orientation Issues for Client and Therapist
3. Accessibility Issues
4. Properties of Water
5. Effects and Application of Hydrophysics
6. Indications, Precautions and Contraindications to Aquatic Therapy
7. Principles and Methods of Aquatic Therapy
8. Instructional Strategies

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The Aquatic Therapy Answer Book. (5th ed.) Aquatic Resource Network. (2001)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. A combination of tests and assignments 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. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. 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 (of final grade) 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.
6. 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 postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 - 59%	
F (Fail)	49% and below	

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.

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.