

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. 2008 **PREVIOUS OUTLINE DATED:** Sept. 2007
APPROVED: "Marilyn King"

CHAIR OF HEALTH PROGRAMS

DATE

TOTAL CREDITS: 2

PREREQUISITE(S): None

HOURS/WEEK: 2

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For additional information, please contact the Chair, Health Programs
School of School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

The purpose of this course is to introduce students to the roles and responsibilities of an OTA/PTA, to help prepare them for fieldwork placements. Students will also participate in introductory fieldwork experiences, through tours and facility visits of health care and rehabilitation settings and in the Clinical Simulations Lab.

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. Understand and comply with the School of Health Sciences Philosophy and the OTA/PTA Program Policies.

Potential Elements of the Performance:

- Review the Student Success Guide and comply with the School of Health Sciences Philosophy and the OTA/PTA Program Policies
- Discuss the responsibilities of the student and the College
- Discuss the principles of confidentiality of the OTA/PTA student and apply the rules of confidentiality during fieldwork visits and fieldwork placements
- Complete Confidentiality Form

2. Develop an understanding of the roles and responsibilities of health care providers.

Potential Elements of the Performance:

- Recognize the role/responsibilities of an OT and PT
- Describe the roles/responsibilities of an OTA/PTA including clinical skills, professional skills and office management skills

3. Develop an understanding of “Reflection” as a tool to enhance clinical experiences.

Potential Elements of the Performance:

- Discuss the importance of reflection through activities such as debriefing and journaling.
- Enhance the ability to reflect critically on one's experience by engaging in activities such as debriefing and journaling of clinical experiences
- Exploration of knowledge/skills gained through clinical activities, sharing of the impact of the experience with others and discussing the intent of actions to be taken to further enhance learning.

4. **Develop time management and organizational skills.**
Potential Elements of the Performance:
 - Discuss the importance of effective time management and organizational skills.
 - Demonstrate personal time management and organizational strategies
 - Demonstrate effective organization of documents required for fieldwork placements in “Fieldwork Binder”

5. **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
 - Explain differences in source oriented, problem oriented and electronic medical records
 - Describe SOAP format for documenting/charting

6. **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

7. **Demonstrate knowledge and skills related to the OTA/PTA’s responsibilities related to risk management.**
Potential Elements of the Performance:
 - Discuss and recall Emergency Codes
 - Describe and recall principles related to fire safety
 - Identify the responsibilities of the OTA/PTA related to reporting incidents, i.e. incident reports

8. **Demonstrate knowledge and application of effective office management skills.**
Potential Elements of the Performance:
 - Demonstrate effective organization of documents required for fieldwork placements in “Fieldwork Binder”
 - Explain the necessity of and demonstrate organizational skills that manage time and reduce stress in the work environment
 - Demonstrate an understanding of 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.) and office equipment (photocopier, fax, etc.)
 - taking inventory
 - ordering supplies
 - maintaining a clean/tidy work environment
 - Describe effective use of the audiovisual equipment

9. 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

III. TOPICS:

1. School of Health Sciences Philosophy and OTA/PTA Program Policies
2. Roles and Responsibilities the OT, PT and OTA/PTA
3. Introduction to Reflection
4. Time Management & Organization
5. Documentation
6. Medical Asepsis / Emergency Codes / Fire Safety
7. Office Management Skills
8. Learning Style: Success in the Fieldwork Setting

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Reading materials will be provided by the course professor.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Evaluation of this course will be based on attendance, participation and successful completion of related course work. A description of the facility visits, fieldwork experiences and evaluation methods will be discussed further in class. The grading system for this course is **Satisfactory/Unsatisfactory** and students must receive a **Satisfactory** in both components to successfully complete this course.

Satisfactory/Unsatisfactory based on:

Participation/Learning Activities S/U
(Minimum 80% participation/completion of Learning Activities)

Fieldwork Experiences S/U
(Minimum 80% attendance at Facility Visits with required completion of Reflection Journals)

*****If student is going to miss a visit, this must be discussed with professor prior to visit**

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.

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:

Communication: The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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.

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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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.