



## I. COURSE DESCRIPTION:

This course introduces students to the Canadian health care system and the field of rehabilitative medicine. It promotes an understanding of the diversity of roles and interrelationships of health professionals. Current challenges of the Canadian health care system and issues that impact health care personnel and the public are discussed. Students explore the regulation and professional associations of Occupational Therapists and Physiotherapists. Models of health care delivery applied in rehabilitation and key elements of interdisciplinary health care teams are discussed. Students will also identify ethical and legal issues that impact rehabilitative medicine.

## 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), interpersonal skills (1, 7), safety (1), professional competence (1, 5, 7), and documentation skills (1, 5). 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. Demonstrate knowledge of the development of health care and social services in Canada.  
Potential Elements of the Performance:
  - Describe the historical development of health and social services in Canada.
  - Identify the basic underlying principles for health and social services in Canada.
  - Describe the financial support for health and social services in Canada.
  - Identify current sources of health and social services
  - Identify who assumes responsibility for health and social services in Ontario
  
2. Demonstrate an understanding of the development of rehabilitative medicine in Canada, the development of Occupational Therapy, Physiotherapy.  
Potential Elements of the Performance:
  - Identify significant developments in the history of rehabilitation services in Canada
  - Trace the establishment of Physiotherapy and Occupational Therapy

3. Identify and describe the different levels and types of care provided, funding issues and the location of services in Ontario.

Potential Elements of the Performance:

- Identify the different types of health care facilities available for citizens of Ontario
- Distinguish between classifications used for health care facilities, agencies and clinics, to describe level of care, types of care, location, organizational structure and funding
- Distinguish between classifications used for rehabilitation services in Ontario including location, funding, personnel, organizational structure, level of care client and type of care
- Describe overall funding for the health care system and for rehabilitative services in Ontario
- Describe and distinguish allotted funding for various services – acute care, long term care, community care, physicians, research
- Discuss and debate funding issues in Ontario health care

4. Identify and describe the team members involved in health care delivery, their educational preparation, roles and responsibilities and their scope of practice as defined by RHPA

Potential Elements of the Performance:

- Distinguish among various health care personnel who work together on a multidisciplinary team and identify:
  - (i) title
  - (ii) educational qualifications
  - (iii) licensure
  - (iv) roles and responsibilities
  - (v) scope of practice
  - (vi) legal, ethical responsibilities (as defined by RHPA)
  - (vii) referral
  - (viii) salary, expected wages
- Differentiate among professional members, their protected titles, their roles and where some roles may overlap
- Describe the process the licensed therapist uses to determine individual patient-centered goals and for changing these patient specific rehabilitation goals
- Determine the significance and mandate for having only the professional therapist alter and change the plan for therapy
- Explore the developing roles for rehabilitative support personnel across Canada including:
  - a) assistants
  - b) aides
  - c) Group 1 and Group 2 support workers (as defined in the Competency Profile for Physiotherapy Support Workers published by the CPA)
- Describe the rehabilitation support personnel roles and responsibilities to the health care system with respect to: professionalism, knowledge base, skill sets, attitude, and legal/ethical obligations
- Describe the educational preparation of support personnel, their job descriptions in various work settings, their roles, their limitations and boundaries of scope of practice

5. Demonstrate an understanding of the mandate and services offered by the College of Physiotherapists, College of Occupational Therapists, professional organizations locally, provincially, nationally and internationally.

Potential Elements of the Performance:

- Explain the concept of a licensing body for professionals
- Describe the purpose of the College of Physiotherapists of Ontario and the College of Occupational Therapists of Ontario
- Discuss the issue of licensing rehabilitation support personnel
- Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and international levels
- Identify where opportunities exist for OTA/PTA graduates to participate as members of the organizations discussed above

6. Distinguish current health care delivery models used in rehabilitation and the need for effective working relationships among the rehabilitation team and multidisciplinary health care teams.

Potential Elements of the Performance:

- Describe current models of health care delivery, medical model, rehabilitation model, health promotion model
- Describe key elements of effective working relationships that are required among rehabilitation team members and the multidisciplinary health care team

7. Demonstrate an understanding of significant changes in the health care system, including rehabilitative medicine, both historical and current, and the impact of the changes on clients, health care workers, facilities and communities.

Potential Elements of the Performance:

- Determine criteria of a quality health care system
- List and discuss areas within the health care system where rehabilitation services have impact or will impact on acute care, long term care, palliative care, community care
- Identify examples of the effects of rehabilitation on a client and their family members, including: physical, psychological, cognitive, spiritual, cultural, social, and environmental aspects
- Explain the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement
- Determine if and how concepts of quality assurance relate to quality health care services
- Identify changes occurring in health care and discuss their impact on client services, health professionals and their services, facilities and delivery of care, and communities. For example: closure, downsizing, restructuring of hospitals, decentralizing of services, early discharge, community based care.

8. Demonstrate knowledge of issues of responsibility, accountability, legal and ethical concerns of rehabilitation team members to themselves, the team, the public, and the profession within the context of the health care system.

Potential Elements of the Performance:

- Identify examples and discuss responsibilities and accountability of licensed therapists and rehabilitation support personnel
- Discuss the rehabilitation team's legal responsibilities to the patient and their family including duty to care, beneficence, documentation, malpractice and professional conduct
- Examine responsibilities of the health team members to each other
- Define ethics
- Describe the purpose of a Code of Ethics
- Identify ethical issues that arise within health care services, particularly among rehabilitation services
- Demonstrate the ability to use a process of clarifying values related to ethical issues

9. Demonstrate an understanding of client rights and responsibilities within the health care system and particularly with regard to their own health care in rehabilitation services.

Potential Elements of the Performance:

- Explore the concept of clients' rights and responsibilities
- Discuss how clients' rights impact on health care
- Explain the significance of patients being responsible for their own health care being parallel to the health care workers responsibilities for the patients' care and their own practice (ie patients who are non-compliant, patients with HIV, patients developing dependence on therapy)
- Differentiate between the partnership model and the paternalistic/maternalistic model of planned care

10. Demonstrate and describe recent legislation affecting health care and delivery of rehabilitative medicine.

Potential Elements of the Performance:

- Examine how current legislation pertains to health care and the delivery of rehabilitation services

11. **Describe and adhere to the concept of confidentiality, as it applies to OTA/PTA's responsibilities.**

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 confidential

### III. TOPICS:

1. Development of Health Care and Social Services in Ontario
2. History of Rehabilitation Services in Canada
3. Health Care Facilities – level and type of care, rehabilitation services and facilities

4. Funding of Health Care in Ontario
5. Overview of Personnel on the Health Care Team
6. Rehabilitation Support Personnel
7. Regulatory Bodies and Professional Affiliations
  
8. Health Care Delivery Models
9. Working Relationships in Health Care Teams
10. Changes in the Health Care System and Rehabilitation Services
11. Impact of Rehabilitation Services on Clients and the Health Care System
12. Rights and Responsibilities of Patients, of Rehabilitation Personnel – Ethical and Legal Obligations
13. Legislation Affecting Health Care and Delivery of Rehabilitation Services

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

Noack, Greg. *My Invisible Disability*. (2006). Adonis and Abbey Publisher Ltd.

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

**Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma.**

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be discussed by the teacher within the first two weeks of class.

Quiz #1:		10%
Quiz #2:		10%
Quiz #3:		10%
Assignment #1:	Current Health Care Issue Debate Paper	15%
Assignment #2:	Understanding Health Care Law	15%
Assignment #3:	The Health Care Team Members	15%
Assignment #4:	The Role of the Rehabilitation Team in Brain Injury: Case Study	20%
Attendance:		5%

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.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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.	

**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.

**NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.**

## VI. SPECIAL NOTES:

### Student Portal

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

### Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Admission to the classroom for late arrivers will at the discretion of the professor.*

### Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services 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.

### 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.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Electronic Devices in the Classroom

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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