

I. COURSE DESCRIPTION:

In Fieldwork Practicum I, the student explores fieldwork placement settings and gains insight into the roles and responsibilities of an Occupational Therapist Assistant and a Physiotherapist Assistant through tours of health care facilities. To enhance the potential of clinical learning opportunities, the student will gain familiarity with the settings for fieldwork placements and begin to explore service delivery common to most health care settings. Through orientation to the Sault College Health Science Simulation Lab, the student prepares for clinical experiences. The student is introduced to reflection, journaling and strategies for success in fieldwork placements.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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 and how they apply to the OTA/PTA student during fieldwork visits and placements
- Complete a 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 a registered 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 of one’s experiences through activities such as debriefing and journaling
- 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.
- Development of a “Professional Portfolio” as a strategy to collect and reflect on content and experiences that enhance professional growth

- 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 content required for the “Professional Portfolio”
- 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 formats for documenting/charting (SOAP, DARP)
- 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
 - Discuss the purpose of incident reports
- 8. Demonstrate knowledge and application of effective office management skills.**
Potential Elements of the Performance:
 - 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. Discuss the importance of effective communication with the Fieldwork Supervisor and becoming familiar with the physical and social environment in order to ensure success in the 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
- Introduce and explore the purpose of a "Learning Contract" as a learning tool on fieldwork placements
- 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. 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***.

Satisfactory/Unsatisfactory based on:

<u>Attendance and Completion of Learning Activities/Reflection Journals</u> (Minimum 80% attendance and completion of Learning Activities/Reflection Journals)	S/U
<u>Completion of "Professional Portfolio"</u>	S/U

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: 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.

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:

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. Late arrivers will not be guaranteed admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.