

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	The Health Care System and Rehabilitation		
<b>CODE NO. :</b>	OPA118	<b>SEMESTER:</b>	1
<b>PROGRAM:</b>	Occupational Therapist Assistant/Physiotherapist Assistant		
<b>AUTHOR:</b>	Joanna MacDougall		
<b>DATE:</b>	Sept/10	<b>PREVIOUS OUTLINE DATED:</b>	Sept/09
<b>APPROVED:</b>	"Marilyn King"		Jul. 2010
	<hr/>		<hr/>
	<b>CHAIR OF HEALTH PROGRAMS</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	2		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	2		

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## 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. Students explore the professional associations and regulatory bodies of Occupational Therapists and Physiotherapists. Models of health care delivery 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:

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of the health care system in Canada.  
Potential Elements of the Performance:
  - Discuss the historical development of health care in Canada.
  - Discuss the basic underlying principles for health care in Canada.
  - Describe the funding for health care in Canada and Ontario.
  - Identify current sources of health care in Canada
  
2. Demonstrate an understanding of the development of Occupational Therapy and Physiotherapy.  
Potential Elements of the Performance:
  - Identify significant developments in the history of rehabilitation services in Canada
  - Discuss the establishment of Physiotherapy and Occupational Therapy
  
3. Identify and describe the different levels and types of care provided, funding 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
  - Discuss allotted funding for various services – acute care, long term care, community care, physicians, research

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 health care 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
- 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
- Discuss examples of the effects of rehabilitation on a client and their family members, including: physical, psychological, cognitive, spiritual, cultural, social, and environmental aspects
- Discuss the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement
- 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
- Discuss 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 model of planned care

10. Describe and adhere to the concept of confidentiality, as it applies to the responsibilities of the health care professionals.

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.

### **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 - Confidentiality

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

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

Other reading materials or references to documents on the internet will be provided in class.

**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.

**Evaluation:**

In-Class Learning Activities (9 @ 5% each)	45%
Reflection Papers (4 @ 10%)	40%
The Great Debate Participation	5%
Class Presentation on Legal Issues	<u>10%</u>
	100%

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%	
A	80 – 89%	4.00
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.

***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:**

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.

## Addendum to Course Outline

**Course Code:** OPA118                      **Course Title:** The Health Care System and Rehabilitation  
**Professor:** Linda Hyndman              **Date:** November 19, 2010  
**Revised Version of Section:**              V. EVALUATION PROCESS/GRADING SYSTEM

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6. 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.

**Evaluation:**

In-Class Learning Activities (10 @ 5% each)	50%
Reflection Papers (2 @ 15%)	30%
Class Presentation	10%
Post Course Reflection	<u>10%</u>
	100%

7. All tests/exams are the property of Sault College.
8. 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.
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“Marilyn King”  
 Marilyn King, Chair of Health Programs  
 School of Health and Community Services

November 19, 2010  
 Date