

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Physiotherapy Clinical Skills II		
<b>CODE NO. :</b>	OPA203	<b>SEMESTER:</b>	3
<b>PROGRAM:</b>	Occupational Therapist Assistant and Physiotherapist Assistant Program		
<b>AUTHOR:</b>	Joanna MacDougall		
<b>DATE:</b>	Sept 2015	<b>PREVIOUS OUTLINE DATED:</b>	Sept 2014
<b>APPROVED:</b>	<i>“Marilyn King”</i>		<i>Aug. 2015</i>
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	<b>CHAIR OF HEALTH PROGRAMS</b>	<b>DATE</b>	
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	OPA107, OPA109, OPA110, OPA112, OPA 130, OPA 131		
<b>HOURS/WEEK:</b>	3 hrs / week		

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This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for Occupational Therapist Assistant and Physiotherapist Assistant program of instruction leading to an Ontario College Diploma delivered by the Ontario Colleges of Applied Arts and Technology. (MTCU code 51502)

### ***Vocational Learning Outcomes***

<b>Check All That Apply</b>	<b>The graduate has reliably demonstrated the ability to:</b>
X	communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and significant others, occupational therapists, physiotherapists, other health care providers and others within the role of the therapist assistant
X	participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
X	ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
X	practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
X	document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
X	develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
X	perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.
X	perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
X	enable the client's occupational performance* by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
X	enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

### ***Essential Employability Skills:***

<b>Check All That Apply</b>	<b>The graduate has reliably demonstrated the ability to:</b>
X	<b><i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i></b>
X	<b><i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i></b>
	<b><i>execute mathematical operations accurately.</i></b>
	<b><i>apply a systematic approach to solve problems.</i></b>
X	<b><i>use a variety of thinking skills to anticipate and solve problems.</i></b>
X	<b><i>locate, select, organize, and document information using appropriate technology and information systems.</i></b>
X	<b><i>analyze, evaluate, and apply relevant information from a variety of sources.</i></b>
X	<b><i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i></b>
X	<b><i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></b>
X	<b><i>manage the use of time and other resources to complete projects.</i></b>
X	<b><i>take responsibility for one's own actions, decisions, and consequences.</i></b>

## I. COURSE DESCRIPTION:

This course will enable the student to develop critical thinking skills required to implement, monitor and progress a treatment plan as prescribed by and under the supervision of a Registered Physiotherapist. Exploring a variety of clinical conditions/cases, the student will develop essential competencies required in the role of a PTA to safely and efficiently support the physiotherapist. Labs will focus on the implementation of standardized tests including, but not limited to the Berg Balance test, the Timed Up and Go test, the Functional Reach test etc., as well as the application of therapeutic exercise, handling skills and facilitation of ambulation, bed mobility, transfers, and the physiotherapy management of respiratory conditions.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

### 1. **Demonstrate an understanding of the clinical presentation of common disabling conditions managed in a physiotherapy setting.**

#### Potential Elements of the Performance:

- Describe common signs and symptoms, mobility issues and other impairments addressed by Physiotherapy
- Identify different aspects of physical function (range of motion, balance, cardiopulmonary fitness, coordination, flexibility, mobility, muscle performance, neuromuscular control, postural control and stability) and appraise the potential impact of certain conditions on these and the individual's physical function

### 2. **Demonstrate the ability to enable the client's optimal physical function by contributing to the development, implementation, and modification of therapeutic exercise and mobility programs as identified in the intervention/treatment plan.**

#### Potential Elements of the Performance:

- Apply knowledge of the various types and use of exercise programs for different conditions and disorders as identified in the intervention/treatment plan
- Describe and/or competently implement, monitor and progress physiotherapy interventions that address (but are not limited to) range of motion, aerobic conditioning, muscle performance (strength, power, endurance), flexibility, balance, relaxation, respiration/coughing and task-specific functional training
- Design and construct patient handouts, both handwritten and with the use of computer software and the internet to communicate with clients and their families.
- Appraise and modify therapeutic exercise and mobility programs according to the needs of the individual, group or the setting, and within the scope of the PTA
- Monitor a client's response to an intervention and recognize signs of stress and apply knowledge of contraindications to stop an exercise program, and report this situation to the physiotherapist;

- 3. Demonstrate the ability to perform functions that contribute to the development, implementation and modifications of intervention/treatment plans under the supervision of and in collaboration with a Registered Physiotherapist.**

Potential Elements of the Performance:

- Describe the roles of the Registered Physiotherapist and the Physiotherapist Assistant in the rehabilitation process (referral, assessment, development, implementation, (patient monitoring and re-assessment), modification, discharge and documentation of intervention/treatment plans
- Describe the purpose and procedures of a neuromuscular examination
- Describe standardized assessment tools commonly used by Physiotherapists
- Describe and competently perform and document the measurement of joint range of motion, selecting appropriately from a variety of techniques (goniometry, tape measure etc)
- Explain the essential components of reliable, valid goniometry
- Recognize normal ranges of movement for most synovial joints
- Competently implement components of standardized assessment tools as assigned by the Physiotherapist (such as the Berg Balance test, the Timed Up and Go, Functional Reach etc.)
- Describe different categories of interventions such as functional activity training, impairment training, hands-on guidance by the therapist, and somato-sensory retraining
- Describe how the PTA may identify progress or change in patient performance

- 4. Demonstrate skill in observing and communicating with the client, the Physiotherapist and other members of the interprofessional health care team.**

Potential Elements of the Performance:

- Describe significant departures from the expected patterns in patient response (eg. signs of distress) and identify the actions to be taken
- Describe signs of change in progression (better or worse) of an exercise program
- Identify safety concerns, precautions and contraindications, adverse reactions related to physiotherapy interventions and the role/actions of the PTA
- Discuss methods of verbal and written reporting used to monitor progress and record clinical observations
- Describe methods of communication that help reinforce the Physiotherapist's instructions (alternate ways of teaching the same exercise, motivating patients)

**5. Demonstrate the safe application and maintenance of assistive devices used to optimize physical function in Physiotherapy clients.**

Potential Elements of the Performance:

- Describe the rationale for selection and use of assistive devices and equipment applicable in Physiotherapy
- Demonstrate skill in the selection, set-up, and provision of client instructions regarding the safe use of assistive ambulation devices
- Demonstrate skill in the operation, care and maintenance of equipment such as mobility aids, exercise equipment, assessment tools etc.
- Demonstrate skill in the selection and performance of safe transfers, accommodating different impairments and levels of assistance required
- Recognize safety concerns for therapeutic and mobility related activities (shoes, surfaces, risk of falling, client's with IV's, ostomy bags, catheters etc.)

**6. Demonstrate safe and appropriate handling skills in common disabling conditions.**

Potential Elements of the Performance:

- Explain and demonstrate handling, positioning and transferring principles related to common neuromusculoskeletal disabling conditions
- Describe and demonstrate appropriate handling skills related to bed mobility and safe transfer techniques

**III. TOPICS:**

1. Rehabilitation Process and Implementation of PT Treatment Plan
2. Observing, Monitoring and Reporting
3. Examination Procedures
4. Intervention Procedures  
Handling, Positioning and Draping  
Transfers and Bed Mobility
5. Assistive Ambulation
6. Goniometry and ROM
7. Cardio-respiratory techniques
8. Therapeutic Exercise

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

Umphred, Darcy. (2006). Neurorehabilitation for the Physical Therapist Assistant. SLACK Incorporated.

Kisner and Colby. (2007) Therapeutic Exercise. Foundations and Techniques (5<sup>th</sup> edition). F.A. Davis Company (from 2<sup>nd</sup> semester)

Lippert, L. Clinical Kinesiology for Physical Therapist Assistants (from 1<sup>st</sup> semester)

Norkin, C. and White, D. (2003). Measurement of Joint Motion. A Guide to Goniometry. (3<sup>rd</sup> ed.). F.A. Davis Company. (from 2<sup>nd</sup> semester)

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

**Students in the OTA & PTA program must successfully complete this course with a minimum C grade (60%), for subsequent courses in the OTA & PTA program which this course is a pre-requisite, and also as partial fulfillment of the OTA & PTA diploma. Performance Based Evaluations require a minimum of 60% in each category of performance.**

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.

**Course Evaluation:**

Quizzes	15%
Lab	15%
Term Project	10%
Performance Based Evaluation	20%
Midterm Exam	20%
<u>Final Exam</u>	<u>20%</u>
Total	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%	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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**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 in D2L and on the portal form part of this course outline.