

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Clinical Pathology II

CODE NO. : OPA216 **SEMESTER:** 3

PROGRAM: Occupational Therapist Assistant and Physiotherapist Assistant Program

AUTHOR: Joanna MacDougall

DATE: Sept. 2015 **PREVIOUS OUTLINE DATED:** Sept. 2014

APPROVED: *"Marilyn King"* *Aug. 2015*

	CHAIR OF HEALTH PROGRAMS	DATE
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TOTAL CREDITS: 3

PREREQUISITE(S): OPA107, OPA130

HOURS/WEEK: 3

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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

Check All That Apply	The graduate has reliably demonstrated the ability to:
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:

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

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to the clinical presentation of common disabling conditions which are managed by Occupational Therapy and Physiotherapy. The conditions emphasized will be mainly musculoskeletal, integumentary and immunological in nature. Relevant anatomy/physiology will be reviewed and/or taught prior to the student gaining familiarity with the conditions, the associated relevant pathology, and the general goals of intervention of Physiotherapy and/or Occupational Therapy.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. Demonstrate a general knowledge of relevant normal anatomy and physiology, pathophysiology and the general principles of disease and injury.

Potential Elements of the Performance:

- Describe the general principles of disease and injury (alterations in cell function, structure, growth and differentiation, inflammation (wound healing and neoplasia).
- Identify and state the function of the major parts of the Neuromusculoskeletal System, the Integumentary and Immunological Systems related to the pathophysiology of the conditions covered.

2. Demonstrate an understanding of common conditions, including the etiology, pathophysiology, and clinical presentation.

Potential Elements of the Performance:

- Describe the etiology, pathophysiology and clinical presentation of common conditions within the following categories:

Pain (acute, chronic, referred)

Musculoskeletal Conditions

Traumatic and Sports Injuries

Amputations

Congenital Anomalies

Other Connective Tissue Disorders

Bone Neoplasms

Integumentary Conditions

Immunologic Conditions

3. Demonstrate knowledge of the clinical implications of common conditions.

Potential Elements of the Performance:

- Explain the effect of the specific condition on normal growth and development and/or the aging process
- Identify the impact of the condition on the physical, psychosocial and environmental aspects of an individual's function

4. Demonstrate knowledge of assessment processes and diagnostic tests, interventions and prognosis of common disabling conditions.

Potential Elements of the Performance:

- Recognize and list appropriate assessment processes
- List and describe general intervention strategies and prognosis
- Explore the role of the OTA and PTA in the OT/PT management of common disabling conditions
- Explore the role of the interprofessional health care team in the management of common of disabling conditions

III. TOPICS:

1. Basic concepts of disease and injury
2. Anatomy and Physiology of the Nervous System
3. Pathophysiology and Clinical Presentation of Pain: Acute, Chronic and Referred
Musculoskeletal Conditions
Integumentary Conditions
Immunologic Conditions
4. Clinical Implications
5. Assessment processes, Diagnostic tests, Interventions and Prognosis
6. Role of the OT/PT and the Interprofessional Health Team

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Frazier, M and Drzymkowski, J. (2008). Essentials of Human Diseases and Conditions (4th ed.), W.B. Saunders Company

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.

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.

Module 1

Quizzes	20%
Group Presentation	10%
<u>Unit Test</u>	<u>20%</u>
	50%

Module 2

Quizzes	20%
Group Presentation	10%
<u>Unit Test</u>	<u>20%</u>
	50%

1. All tests/exams are the property of Sault College.
2. 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.
3. 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.
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 (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%	
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.	

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.