



COURSE OUTLINE: OPA118 - HEALTH CARE SYSTEM

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Approved: Bob Chapman, Chair, Health

Course Code: Title	OPA118: THE HEALTH CARE SYSTEM & REHABILITATON
Program Number: Name	3022: OCCUP/PHYSIO/ASSIST
Department:	OTA/PTA ASSISTANT
Semesters/Terms:	19F
Course Description:	This course introduces students to the Canadian health care system and Physiotherapy and Occupational Therapy. It promotes an understanding of the diversity of roles and interprofessional relationships of various health professionals. Students explore the roles of professional associations and the regulatory bodies of Occupational Therapists and Physiotherapists. Models of health care delivery and key elements of interprofessional health care teams are discussed. Students will also identify ethical and legal issues that impact rehabilitative medicine.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	OPA102
This course is a pre-requisite for:	OPA109, OPA110, OPA115, OPA130, OPA131, OPA209, OPA228
Vocational Learning Outcomes (VLO's) addressed in this course:	3022 - OCCUP/PHYSIO/ASSIST
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 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.
	VLO 2 Participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.
	VLO 4 Ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
	VLO 5 Practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
	VLO 6 Document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
	VLO 7 Develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
	Essential Employability Skills (EES) addressed in this course:
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective



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communication.

- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

General Education Themes: Civic Life

Social and Cultural Understanding

Course Evaluation: Passing Grade: 60%, C

Books and Required Resources: My Invisible Disability by Noack, Greg
Publisher: NACSCORP (Indico) Inc.
ISBN: 9781905068258

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Demonstrate an understanding of the health care system in Canada.	1.1 Discuss the historical development of health care in Canada. 1.2 Discuss the basic underlying principles for health care in Canada. 1.3 Describe the funding for health care in Canada and Ontario. 1.4 Identify current sources of health care in Canada.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Demonstrate an understanding of the development of Occupational Therapy and Physiotherapy.	2.1 Identify significant developments in the history of rehabilitation services in Canada. 2.2 Discuss the establishment of Physiotherapy and Occupational Therapy.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Identify and describe the different levels and types of care provided, funding and the location of services in Ontario.	3.1 Identify the different types of health care facilities available for citizens of Ontario. 3.2 Distinguish between classifications used for health care facilities, agencies and clinics, to describe level of care, types of care, location, organizational structure and funding. 3.3 Distinguish between classifications used for rehabilitation services in Ontario including location, funding, personnel, organizational structure, level of care client and type of care. 3.4 Discuss funding models for various services such as acute care, long term care, community care, physicians and research.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify and describe the members of an interprofessional health care team, their educational preparation, their roles and	4.1 Distinguish among members of an interprofessional health care team and identify: (a) title (b) educational qualifications (c) licensure

	responsibilities and their scope of practice.	<p>(d)roles and responsibilities (e)scope of practice (f)legal, ethical responsibilities (as defined by the Regulated Health Professionals Act) (g)referral (h)salary, expected wages 4.2 Differentiate among professional members, titles and roles, including where some roles may overlap. 4.3 Describe the process the licensed therapist uses to determine client-centered goals and for changing client specific rehabilitation goals. 4.4 Discuss the role of the registered therapist in making changes to the treatment plan. 4.5 Explore the developing roles for rehabilitative support personnel across Canada including: assistants, aides, Group 1 and Group 2 support workers (as defined in the Competency Profile for Physiotherapy Support Workers published by the CPA), Practice Profile for Support Personnel I OT (CAOT, 2009) 4.6 Describe the rehabilitation support personnel roles and responsibilities to the health care system with respect to: professionalism, accountability, knowledge base, skill sets, attitude, and legal/ethical obligations. 4.7 Describe the educational preparation of support personnel, their job descriptions in various work settings, their roles, their limitations and boundaries of scope of practice.</p>
	Course Outcome 5	Learning Objectives for Course Outcome 5
	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.	<p>5.1 Explain the concept of a licensing body for health care professionals. 5.2 Describe the purpose of the College of Physiotherapists of Ontario and the College of Occupational Therapists of Ontario. 5.3 Discuss the issue of licensing rehabilitation support personnel. 5.4 Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and international levels. 5.5 Identify and describe the standards of the CPO and CAOT that refer to the use of Support Personnel.</p>
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Demonstrate an understanding of current health care delivery models used in rehabilitation and the need for effective working relationships among members of the interprofessional health care team.	<p>6.1 Describe current models of health care delivery, medical model, rehabilitation model, health promotion model. 6.2 Describe key elements of effective working relationships that are required of team members to provide interprofessional client care.</p>
	Course Outcome 7	Learning Objectives for Course Outcome 7
	7. Demonstrate an understanding of significant changes in the health care	<p>7.1 Determine criteria of a quality health care system. 7.2 Discuss areas within the health care system where rehabilitation services have impact or will impact on acute care,</p>

	<p>system, including rehabilitative medicine, both historical and current, and the impact of the changes on clients, health care workers, facilities and communities.</p>	<p>long term care, palliative care, community care. 7.3 Discuss examples of the effects of rehabilitation on a client and their family members, including: physical, psychological, cognitive, spiritual, cultural, social, and environmental aspects. 7.4 Describe the International Classification of Functioning, Disability and Health (ICF) model and any other relevant models to clinical practice. 7.5 Discuss the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement. 7.6 Identify determinants of health and discuss their impact on client services, health professionals and their services, facilities and delivery of care, and communities.</p>
	Course Outcome 8	Learning Objectives for Course Outcome 8
	<p>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.</p>	<p>8.1 Identify examples and discuss responsibilities and accountability of licensed therapists and rehabilitation support personnel. 8.2 Discuss the rehabilitation teams legal responsibilities to the patient and their family including duty to care, beneficence, documentation, malpractice and professional conduct. 8.3 Discuss responsibilities of the health team members to each other. 8.4 Define ethics. 8.5 Describe the purpose of a Code of Ethics. 8.6 Identify and discuss relevant ethical issues that arise within health care services, particularly among rehabilitation services. 8.7 Demonstrate the ability to use a process of clarifying values related to ethical issues.</p>
	Course Outcome 9	Learning Objectives for Course Outcome 9
	<p>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.</p>	<p>9.1 Explore the concept of clients rights and responsibilities. 9.2 Discuss how clients rights impact on health care. 9.3 Explain the significance of patients being responsible for their own health care being parallel to the health care workers responsibilities for patient care and their own practice (ie patients who are non-compliant, patients with HIV, patients developing dependence on therapy). 9.4 Differentiate between the partnership model and the paternalistic model of planned care</p>
	Course Outcome 10	Learning Objectives for Course Outcome 10
	<p>10. Describe and adhere to the concept of confidentiality, as it applies to the responsibilities of the health care professionals.</p>	<p>10.1 Describe the underlying principles of confidentiality. 10.2 Describe the responsibilities of the OTA/PTA regarding confidentiality. 10.3 Explain/identify the consequences of a breach of confidentiality. 10.4 Discuss legislation related to protection of personal information (PHIPA and PIPEDA).</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
1. Required Readings	20%
2. Reflection Papers	30%

	3. Class Presentation	10%
	4. In-Class Learning Activities	30%
	5. Post Course Reflection	10%

Date: August 7, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.