

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

COURSE TITLE: ORIENTATION TO REHABILITATION

**CODE NO.: RSP 103**

**SEMESTER: 1**

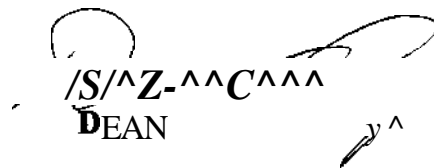
**PROGRAM: REHABILITATION ASSISTANT PROGRAM**

**AUTHOR:**

**DATE: JAN./98**

**PREVIOUS OUTLINE DATED: 01/97**

**APPROVED:**

  
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DATE

TOTAL CREDITS: 2

PREREQUISITE(S): N/A

LENGTH OF COURSE: 2 HOURS/WEEK

TOTAL CREDIT HOURS: 30

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**I. PHILOSOPHY/GOALS:**

The purpose of this course is to introduce the student to the field of rehabilitation and to understand the diversity of roles within the field. Within the field of rehabilitation, there are many disciplines and areas for rehabilitation support personnel. Their roles and responsibilities will be addressed.

**H. LEARNING OUTCOMES:**

1. Trace the development of rehabilitation services in Canada, the development of occupational therapy, physical therapy, speech pathology and audiology.
2. Differentiate professional members of the rehabilitation team, educational qualification, job responsibilities, and scope of practice both legal and ethical, as defined by RHP A.
3. Identify and describe the mandate and services offered by the College of Physiotherapists, College of Occupational Therapists, their respective professional organizations locally, provincially, nationally and internationally.
4. Explain the developing role of rehabilitation support personnel, assistants, aides, adjuvants, etc. (Categories A, B, C, D) and identify education preparation, roles/job descriptions in various work settings.
5. Distinguish current health care delivery models used in rehabilitation and the need for effective working relationships among the rehabilitation team and multidiscipline health care teams.
6. Analyze rehabilitation's impact on the health care system and more specifically the holistic effects on clients' adaptation.
7. Employ strategies for developing therapeutic relationships in rehabilitation settings which include key elements of trust, rapport, client-centered goals, consent, communication skills, etc.

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**m. TOPICS:**

1. History of Rehabilitation Services in Canada
2. Preparation of Professional Therapists: Occupational Therapist, Physical Therapist, Speech, Audio
3. Scope of Practice for Protected Titles
4. Regulatory Bodies
5. Professional Associations
6. Role of Rehabilitation Support Personnel
7. Issues about Support Personnel Role
8. Health Care Delivery Models: and Rehabilitation Model
9. Working Relationships in Rehabilitation Teams and with Other Disciplines
10. Rehabilitation Services Impact on Clients and the Health Care System
11. Therapeutic Relationships in Rehabilitation
12. Effective Communication with Clients and Effective Observing and Reporting for Assistants

**IV. LEARNING ACTIVITIES:**

**A: History and Development of the Field of Rehabilitation Services**

1. Identify significant developments in the history of this field called rehabilitation services.
2. Trace the establishment of the following areas of study:
  - i) Physical therapy
  - ii) Occupational therapy
  - iii) Speech pathology
  - iv) Audiology
3. Identify professional members of the rehabilitation team, the education qualifications of each, the job responsibilities, and scope of practice, including legal and ethical duties, as defined by RHP A, including referral.  
  

- Medical Doctor	- Registered Practical Nurse	- Social Worker
- Registered Nurse	- Orthotist	
4. Differentiate among professional members, their protected titles, their roles and where some roles blur.

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**TV. LEARNING ACTIVITIES (continued)**

5. Examine the process the professional therapist uses to determine individual patient-centered goals and for changing these patient specific rehabilitation goals.
6. Determine the significance and mandate for having only the professional therapist alter and change the plan for therapy.

**B: Professional Affiliations**

7. Clearly explain the concept of licensing body and describe the purpose of both the College of Physiotherapists of Ontario and the College of Occupational Therapists of Ontario.
8. Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and internationally.
  - a) regional chapters for local occupational therapists
  - b) regional chapters for local physiotherapists
  - c) Ontario Society of Occupational Therapists
  - d) Ontario Physiotherapy Association
  - e) Canadian Physiotherapy Association
  - f) Canadian Association of Occupational Therapy
  - g) World Federation of Physiotherapists
  - h) World Federation of Occupational Therapists

**C: Role of Rehabilitation Support Personnel**

9. Explore the developing roles for rehabilitation support personnel across Canada.
  - a) aides
  - b) assistants
  - c) adjuvants
  - d) categories A, B, C & D as defined by Physiotherapy Association
  - e) multi-service worker
  - f) activity "techs"
10. Examine issues that cause concern about allowing support personnel into the field of rehabilitation today.

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**IV. LEARNING ACTIVITIES (continued)**

11. Carefully review educational preparation of support personnel, their job descriptions in various work settings, the roles expected of this worker, their limitations and boundaries of scope of practice (when to say "no").
12. Explain the relationship between the theory and application of rehabilitation concepts.
13. Discuss the issue of licensing / not licensing rehabilitation support personnel.

**D: Delivery Models & Effective Work Teams**

14. Distinguish among presently used models of health care delivery, medical model, rehabilitation model, health promotion model (see also Health Care System).
15. Describe key elements of effective working relationships that are required between rehabilitation team members.
16. Describe key elements of effective working relationships that are essential to work with a multidiscipline health care team.

**E: Rehabilitation Services Impact on Clients and the Health Care System**

17. List and discuss areas within the health care system where rehabilitation services have impact or will impact, example: acute care, long term care, palliative care, community based agencies/clinics.
18. Identify examples of the effects of rehabilitation on a client and client's family members. Consider the holistic concept of client care:
  - physical
  - mental
  - cognitive
  - spiritual
  - cultural
  - social
  - environmental

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**IV. LEARNING ACTIVITIES (continued)**

**F: Therapeutic Relationships in Rehabilitation Services**

19. Review the key elements of a therapeutic relationship (see also Human Relations HSC103):
  - formation of trust, rapport
  - working in partnership with the client
  - working on client centered goals set by the therapist
  - consent to treatment
  - therapeutic communication skills
20. List strategies particularly effective for developing therapeutic relationships in rehabilitation settings.
21. Review the importance of the assistant's role in accurate observations and reporting clearly and objectively about clients responses (verbal and non-verbal) to the professional therapist.

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**IV. LEARNING ACTIVITIES (continued)**

**Hourly Plan:**

<u>WEEK#</u>	<u>LENGTH</u>	<u>DESCRIPTION</u>
1	1 hour	Introduction / Course Objective
2	2 hours	History of Rehabilitation - introduction of 4 disciplines
3	2 hours	Occupational Therapist, Speech - discipline, scope of practice, education, where, how, role, job description, titles, similarities, differences
	2 hours	Physiotherapist, Audio - discipline, scope of practice, education, where, how, role, job description, titles, similarities, differences
<b>25%</b>	1 hour	Test and how Occupational Therapist/Physiotherapist assess patient/plan care - consequences of anyone doing this - bring in patient for case study
	2 hours	Colleges as Regulating Body Professional Associations
7	2 hours	Role of Support Personnel - aides, assistants, etc.
8	2 hours	Assignment due Why some therapists are not in favour of assistants - issues of concern, limits, licensing
<b>20%</b>	9	1 hour How some employers feel about assistants
	10	2 hours Models of health care delivery in rehabilitation - depends on setting
	11	2 hours Working relationships among rehabilitation team
	12	2 hours Working relationships among multidiscipline team
	13	1 hour Impact of rehabilitation on health care system
	14	2 hours Impact of rehabilitation on clients and families - babies - children - adolescents - adults - older adults
20%	15	1 hour Test - Presentations - How will you help public and professional see your role in rehabilitation
	16	2 hours Therapeutic relationships with clients and families - strategies to develop therapeutic relationships in rehabilitation
	17	2 hours Observations/reporting based on effective therapeutic relationships
<b>25%</b>	18	1 hour Final Exam
10%		Journal log of experiences in field of rehabilitation.

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**V. EVALUATION PROCESS/GRADING SYSTEM**

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 provided and discussed by the teacher within the first two weeks of class.

All tests/exam are to property of Sault College.

Grading symbols used are those established by the College:

A+	90-- 100%
A	80-• 89%
B	70-• 79%
C	60 - 69%

Week 5	-	Written test	- Worth 25%
Week 9	-	Assignment #1	- Worth 20%
Week 15	-	Presentation	- Worth 20%
Week 18	-	Final Exam	- Worth 25%
	-	Assignment #2 - Journal	- Worth 10%

**VI. REQUIRED STUDENT RESOURCES:**

Rothstein, J. (1991). The Rehabilitation Specialist Handbook. F.A. Davis Co.

**VH. ADDITIONAL RESOURCE MATERIALS:**

Available in the College Library. See teacher resources - booklets in class.

**Vm. SPECIAL NOTES:**

Student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office so that support services can be arranged for you.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.



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K. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor.