

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Health Care System
CODE NO. : RSP101 **SEMESTER:** 2
PROGRAM: OTA/PTA
AUTHOR: Nancy McClelland
DATE: Jan/01 **PREVIOUS OUTLINE DATED:** Jan/00
APPROVED:

	DEAN	DATE
TOTAL CREDITS:	2	
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HOURS/WEEK:	2	

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Services
(705) 759-2554, Ext. 690

I. COURSE DESCRIPTION:

The purpose of this course is to familiarize students with the organization of the health care system in Ontario and the roles and interrelationships of health professionals. There will be the opportunity to discuss professional issues and changes confronting the system; health personnel and the public. Students will also identify ethical issues that impact on the rehabilitation field.

II. LEARNING OUTCOMES:

1. Explain the development of health care and social services in Ontario that resulted in our present day systems.
2. Identify and describe facilities used for health care in the province considering the level and types of care provided and location of services.
3. Distinguish among the various personnel, professionals and paraprofessionals involved in health care delivery, their educational preparation, roles and responsibilities.
4. Recognize funding issues in Ontario's Health Care System and the need for continuous quality improvement strategies.
5. Identify and explain significant changes in the health care system and the impact the changes have on clients, health care workers, the facilities, our communities.
6. Examine issues of responsibility, accountability, legal and ethical concerns of rehabilitation team members to themselves, the team, the public, the profession within the context of the health care system.
7. Identify client rights and responsibilities within the health care system and particularly with regards to their own health care in rehabilitation services.
8. Briefly identify recent legislation affecting health care and delivery of rehabilitation services.

III. TOPICS:

- a. Development of the Health Care System / Social Services System in Ontario
- b. Health Care Facilities
 - level and type of care, provided
 - various types of rehabilitation services and facilities
- c. Overview of Personnel in Health Care
- d. Funding of Health Care and Quality Management
- e. Changes Happening in Health Care
- f. Rehabilitation Personnel
 - Responsibilities / Accountabilities
 - Legal and Ethical Obligations
- g. Patient Rights and Responsibilities
- h. Legislation Affecting Health Care

IV. LEARNING ACTIVITIES

A: Overview of Health and Social Services

- 1. Review the historical development of health and social services in Ontario.
 - How/when/why was Medicare established?
 - How/when/why was Welfare introduced?
 - What are the basic principles and beliefs held for such systems, i.e. Canada Health Act 1984?
 - How are these systems financially supported?
 - Who is responsible for health care and social services in Ontario?
 - What are examples of current services available?

B: Health Care Facilities

- 2. Identify the various health care facilities available for the citizens of Ontario.
- 3. Determine classifications used for facilities, agencies, clinics to describe level of care, types of care, location, organizational structure, funding.
- 4. Examine examples of rehabilitation services in a variety of settings locally, provincially, nationally, i.e. Rotary Children's Centre- location, funding, personnel, organizational chart, level of care - client and type of care.

C: Health Care Personnel

- 5. Distinguish among the various health care personnel who work together on a multi-disciplinary team.
 - a) identify title
 - b) educational qualification
 - c) roles and responsibilities
 - d) salary, expected wages

IV. LEARNING ACTIVITIES (continued)

- 6. Describe the rehabilitation support personnel roles and responsibilities to the health care system.
 - professionalism
 - knowledge base
 - skill sets
 - attitude
 - legal/ethical obligations

D: Funding of a Quality System

- 7. Identify overall funding for the health care system.
- 8. Examine allotted funding for various services
 - acute care
 - long term care
 - community care
 - physicians
 - research
- 9. Discuss or debate funding issues in Ontario health care, i.e. do more with less.
- 10. Determine criteria of a quality health care system.
- 11. Explain the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement.
- 12. Determine if and how concepts of quality assurance relate to quality health care services.

E: Changes in Health Care

- 13. Identify changes occurring in health care and discuss their impact on client services, health professionals and their services, facilities and delivery of care, communities.
i.e.
 - closure, downsizing and restructuring of hospitals
 - contracting of rehabilitation therapists
 - early discharge
 - community based care

F: Legislation affecting Health Care and the System

- 14. Identify current legislation affecting health care and health care personnel.
 - a) Regulated Health Professions Act 1994
 - b) Health Care Consent Act 1996
 - c) Bill 173 - Long Term Care Reform
 - d) Substitute Decisions Act 1996
 - e) Living Wills
- 15. Examine how current legislation pertains to the delivery of health care in the field of rehabilitation.

IV. LEARNING ACTIVITIES (continued)

G: Rights and Responsibilities of Clients and Health Care Personnel

16. Explore the concept of clients' rights and responsibilities.
17. Discuss how clients' rights impact on health care.
18. 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.
i.e. - clients who are non-compliant
 - clients with HIV
 - clients developing dependence on therapy
19. Differentiate between the partnership model and the paternalistic/maternalistic model of planned care.
20. Identify examples and discuss responsibilities and accountability of registered therapists and rehabilitation support personnel.
21. Discuss the rehabilitation team's legal responsibilities to the patient and patient's family.
 - duty to care - documentation
 - beneficence - malpractice
 - professional conduct
22. Examine responsibilities of health team members to each other.
23. Define ethics.
24. Describe the purpose of a Code of Ethics.
25. Identify ethical issues that arise within health care services, particularly among rehabilitation services.
i.e. - WCB issues
26. Demonstrate the ability to use a process of clarifying values related to ethical issues.

V. REQUIRED RESOURCES/TEXTS/MATERIALS:

To be announced in class.

Additional Resource Materials:

Available in the College Library.

VI. EVALUATION PROCESS/GRADING SYSTEM

A combination of tests and assignments will be used to evaluate student achievement of the learning outcomes.

<u>Assignments/Tests</u>		<u>Marks</u>	<u>Due Date</u>
Assignment #1	What is Your Contribution?	15%	
Assignment #2	Health Care System: Current Issues and Trends	25%	
Mid-Term Test		25%	
Final Test		25%	
Preparation for & Participation in Class		<u>10%</u>	
	Total	100%	

All tests/exams are the property of Sault College.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VII. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.