

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Professional Issues in Rehabilitation
CODE NO. : OPA211 **SEMESTER:** 4
PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant
AUTHOR: Andrea Sicoli
DATE: January 2005 **PREVIOUS OUTLINE DATED:** NA
APPROVED:

DEAN

DATE

TOTAL CREDITS: 1
PREREQUISITE(S): CMM110, CMM215, OPA200, OPA201, OPA202, OPA203,
OPA204, OPA205, OPA206
HOURS/WEEK: 1

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION:

The purpose of this course is to enhance awareness and development of professionalism to prepare for entry into the field of rehabilitation. Included is a review of professional topics covered in the first three semesters with application to clinical fieldwork experiences and opportunities. These topics will include professional behaviours such as dependability, initiative and organization. Professional issues such as the use of title (OTA/PTA), the role of the Colleges and the Regulated Health Professions Act will be discussed. In addition, the student will learn the importance of ethical standards and how individual and professional ethics impact professional behaviours and clinical reasoning. Resources and skills required for entry into the workplace will be discussed, including writing an effective cover letter and resume and preparing for an interview.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1,2,3,8P,8O), interpersonal skills (1,2,3,7), safety (1,2,4,8P,8O), documentation (1,4,5), professional competence (1,2,4,5,7,8P,8O), and application skills (1,2,4,8P, 8O). It addresses all of the Generic Skills Learning Outcomes with the exception of mathematical skills.

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Demonstrate the ability to develop and implement an effective learning contract.**

Potential Elements of the Performance:

- Selection of appropriate learning goals and objectives based on individual learning needs and opportunities of the clinical placement
- Review results of "Learning Style Questionnaire"
- Specification of available learning resources and learning strategies applicable to your learning style
- Identify completion date for learning goals and evidence of accomplishments

2. **Demonstrate responsibility in maintaining and applying knowledge, skills and attitudes related to professional behaviours.**

Potential Elements of the Performance:

- Define the meaning of professionalism
- Review key components of professional behaviour, including dependability, initiative and organization
- Discuss the relevance of professional behaviours in the clinical environment

3. Demonstrate an understanding of ethical standards how individual and professional ethics impact professional behaviours and clinical reasoning.

Potential Elements of the Performance:

- Define Ethics
- Research the “Code of Ethics” for the profession of OT and PT
- Discuss specific clinical examples of how professional behaviours are influenced by ethical standards
- Discuss specific clinical examples of how clinical reasoning is influenced by personal and professional ethics
- Discuss appropriate ways to deal with ethical dilemmas

4. Demonstrate knowledge of OT and PT professional colleges and associations and policies that relate directly to the OTA/PTA.

Potential Elements of the Performance:

- Increase familiarity with the role and the many resources offered by the professional colleges and associations
- Demonstrate an understanding of information specifically related to the OTA/PTA as provided by the professional colleges and associations
- Review specific roles of OTA/PTA in various clinical settings with clients with various clinical conditions (neurological, musculoskeletal, mental health conditions)
- Review the use of the title OTA/PTA

5. Demonstrate written and verbal/non-verbal communication skills related to their application for seeking employment in the field of rehabilitation.

Potential Elements of the Performance:

- Review the key components of an effective cover letter
- Review the guidelines for preparing an effective resume
- Discuss how to successfully prepare for an interview
- Demonstrate skills for a successful interview
- Review various resources available for employment preparation
- Discuss the steps and process involved in beginning a job search

III. TOPICS:

1. Learning Contracts
2. Professional Behaviours
3. Ethics
4. Clinical Reasoning
5. OT and PT Colleges and Associations
6. Skills For Seeking Employment

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Reading material to be provided. Includes readings from the following references:

Kasar, J and Clark, N. (2000). *Developing Professional Behaviours*. Slack Incorporated.
Npier-Tibere, B and Haroun, L. (2004). *OT Fieldwork Survival Guide*. F.A Davis Company.

V. EVALUATION PROCESS/GRADING SYSTEM:

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.
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 per day for every school day late with the permission of an extension. This means that if you requested an extension for 5 school days (1 week), 5 percentage points will be deducted from the final grade.
6. A supplemental exam may be written by students who meet the following criteria. The student must achieve at least a grade of 45% in the course. The student must have attended at least 80% of the classes. The supplemental exam will then cover the entire course and will be worth 100% of the student's final mark.

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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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.

VII. 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.

VIII. 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.