

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Clinical Case Studies
CODE NO. : OPA208 **SEMESTER:** 4
PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant
AUTHOR: Joanna MacDougall/Andrea Sicoli
DATE: Jan 08 **PREVIOUS OUTLINE DATED:** Jan 07
APPROVED:

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 6
PREREQUISITE(S): OPA200, OPA201, OPA202, OPA203, OPA204, OPA205,
OPA206
HOURS/WEEK: 90 hours total

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For additional information, please contact the Chair, Health Programs
School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

The purpose of this course is to provide the student with the opportunity to integrate and consolidate the theory and practice of managing complex patient situations. The student will utilize critical thinking skills required to determine a patient's needs in order to appropriately implement components of a treatment plan as prescribed by and under the supervision of an Occupational Therapist and/or a Physiotherapist. An understanding of the roles other health care professionals play in a patient's care and their interaction with physiotherapy and/or occupational therapy services will be explored.

The course will consist of three modules: one module will focus on Physiotherapy and one module will focus on Occupational Therapy. These two modules will be presented concurrently. The third module, subsequent to the first two, will focus on the more complex patients who require Physiotherapy and Occupational Therapy and other disciplines of the health care team. This course will be a combination of small group tutorials and problem solving sessions along with a self-directed study component. The students will have the opportunity to practice their problem solving skills in complex patient situations.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1,2,6,8P,8O,9P,9O,11P,11O), interpersonal skills (1,2,7,9P,9O,11P, 11O), safety (1,2,4,8P,8O,9P,9O, 11P, 11O), documentation skills (1,4,6), professional competence (1,2,4,6,7,8P,8O, 9P, 9O, 11P, 11O), and application skills (1,2,4,6,8P, 8O, 9P,9O, 11P, 11O). It addresses all of the Generic Skills Learning Outcomes.

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

1. **Demonstrate knowledge of and describe the clinical presentation of complex patient situations/conditions managed by physiotherapy and/or occupational therapy services.**

Potential Elements of the Performance:

- Review the basic concepts of relevant anatomy and physiology, pathophysiology and clinical presentation of specific conditions as they apply to specific clinical case studies
- Explore a variety of teaching/learning techniques that assist in the integration and consolidation of theory and practical knowledge, i.e. group discussion and presentation, poster boards, role playing

2. **Demonstrate critical thinking, problem solving and decision making skills related to the implementation of a treatment plan as prescribed by a Physiotherapist/Occupational Therapist.**

Potential Elements of the Performance:

- Define “Critical Thinking”
- Define “Problem Based Learning”
- Discuss the essentials for problem based learning in the area of health care education
- Discuss the “5 E’s Model of Learning”
- Demonstrate the ability to apply critical thinking, problem solving and decision making skills to specific clinical case studies

3. **Demonstrate knowledge and skill in the implementation, maintenance and monitoring of treatment plans in complex patient situations, as prescribed by and under the supervision of the Physiotherapist/Occupational Therapist.**

Potential Elements of the Performance:

- Demonstrate knowledge and skill related to the assessment tools used in OT and PT
- Demonstrate the ability to select, grade and adapt treatment strategies appropriate to the specific clinical case studies

4. **Demonstrate skill in the safe use of assistive devices, transfer techniques and bed mobility to improve independent function in ADLs in complex clinical situations.**

Potential Elements of the Performance:

- Demonstrate awareness of limitation/challenges with ADL as indicated in specific clinical case studies
- Demonstrate skill in the selection, application and education of assistive devices and mobility aids
- Demonstrate the ability to identify and report when changes/modifications may be appropriate regarding assistive devices Demonstrate knowledge regarding appropriate handling and transfer techniques

5. **Demonstrate an understanding of the role of the OT/PT and the OTA/PTA in their management of complex patient situations.**

Potential Elements of the Performance:

- Demonstrate knowledge of the general goals of treatment as outlined by the OT/PT as they relate to specific clinical case studies
- Explain and demonstrate the role of the OTA/PTA in specific clinical case studies

6. **Demonstrate an understanding of the role of other health care providers in their management of complex patient situations, and how they may interact with physiotherapy/occupational therapy services.**

Potential Elements of the Performance:

- Implement problem based learning strategies to explore the members of the health care team and their roles in clinical case studies of increasing complexity

7. **Demonstrate knowledge of and describe contraindications, precautions and safety issues related to complex patient situations.**

Potential Elements of the Performance:

- Demonstrate knowledge regarding safety during treatment interventions
- Review medical asepsis issues as they relate to clinical case studies
- Demonstrate knowledge regarding the effective use and safe application of physical agent modalities as they relate to case studies
- Demonstrate knowledge regarding the appropriate action with aggressive clients

8. **Demonstrate skill and competence in team building activities and self-evaluation.**

Potential Elements of the Performance:

Demonstrate the ability to facilitate, direct and support team building activities

Demonstrate the ability to self-evaluate one's performance and make appropriate changes required to effect change for the positive outcome of the team

Demonstrate the ability to receive feedback/criticism from team members and act appropriately to effect change for the positive outcome of the team

III. TOPICS:

1. Clinical presentation of complex patient situations/conditions
2. Critical thinking and problem based learning using clinical case studies
3. The treatment plan
4. Role of the health care team
5. Role to the OTA/PA
6. Safety issues in complex clinical case studies
7. Team building skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Reference to previous required resources/texts and materials.
Access to the internet is also required.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. COURSE EVALUATION

Team Building/Icebreaker	5%
Case Study #1	10%
Case Study #2	25%
Case Study #3	40%
Summary of Team Building Experience Report	10%
Self/Peer Evaluation	10%
Total	100%

- All tests/exams are the property of Sault College.
- 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.
- 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.
- 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.
- A passing grade in this course is 50%. There are no supplemental exams for final grades below 50%.

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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:

Communication: The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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 2703 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 the *Student Code of Conduct*. 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 Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.