

This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for Occupational Therapist Assistant and Physiotherapist Assistant program of instruction leading to an Ontario College Diploma delivered by the Ontario Colleges of Applied Arts and Technology. (MTCU code 51502)

Vocational Learning Outcomes

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	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
X	participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.
	establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
	ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
X	practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
X	document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
	develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
X	perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.
	perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
	enable the client's occupational performance* by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
	enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Essential Employability Skills:

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
X	respond to written, spoken, or visual messages in a manner that ensures effective communication.
	execute mathematical operations accurately.
	apply a systematic approach to solve problems.
	use a variety of thinking skills to anticipate and solve problems.
X	locate, select, organize, and document information using appropriate technology and information systems.
X	analyze, evaluate, and apply relevant information from a variety of sources.
	show respect for the diverse opinions, values, belief systems, and contributions of others.
	interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
X	manage the use of time and other resources to complete projects.
X	take responsibility for one's own actions, decisions, and consequences.

I. COURSE DESCRIPTION:

The purpose of this course is to prepare the student for the documentation responsibilities of the OTA/PTA. It will prepare them for their fieldwork experiences by providing them with the necessary skills to read and to document appropriately in medical charts/files. Documentation practice takes place in the classroom and during fieldwork experiences.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate an understanding of the organization and presentation of a medical record.

Potential Elements of the Performance:

- Review “Source Oriented” and “Problem Oriented” formats of medical records
- Review the organization of the documentation content, including SOAP and DARP methods
- Discuss the principles for documenting in a medical record
- Discuss the purpose of the progress note

2. Demonstrate knowledge and use of medical terminology used for reporting and recording.

Potential Elements of the Performance:

- Explain medical vs. rehab diagnosis, impairments and functional limitations
- Explain basic principles of and demonstrate an understanding of the language and terms used in rehabilitation/medicine (prefixes, suffixes etc.)
- Demonstrate proper spelling and pronunciation of medical terms

3. Demonstrate knowledge and use of abbreviations for various medical terms used in reporting and recording.

Potential Elements of the Performance:

- Explain and understand common medical abbreviations
- Proper use of upper and lowercase letters when using abbreviations
- Understand the use of abbreviations in the medical record

4. Demonstrate an understanding of the variations in documentation expectations of the OTA/PTA between agencies/facilities.

Potential Elements of the Performance:

- Explain the differences between the documentation responsibilities of the Registered OT/PT vs. the OTA/PTA
- Describe various formats for the presentation of content in a medical record
- Discuss ways to adapt documentation to meet the agency or facility’s policies, procedures and format
- Explain and list different policies regarding documentation of informed consent
- Describe documentation procedures when a client refuses treatment
- Review documentation procedures for completing an incident report

5. Demonstrate skill in applying the principles of documentation.

Potential Elements of the Performance:

- Describe the differences between and accurately identify subjective and objective information and document appropriately
- Demonstrate the ability to write a progress note that effectively relates to the information in the Registered OT or PT initial evaluation
- Demonstrate the ability to effectively document data collection during the assessment, intervention and discharge stages of treatment

6. Demonstrate and apply an understanding of confidentiality as it relates to client information and agency documentation.

Potential Elements of the Performance:

- Review the rules of confidentiality
- Describe documentation procedures for releasing information about a client's condition and treatment

7. Demonstrate knowledge of the OTA/PTA's role within an effective office organization.

Potential Elements of the Performance:

- Describe the function of documentation as it relates to clerical, communication, and maintenance skills

8. Demonstrate and apply consistent use of therapeutic communication skills.

Potential Elements of the Performance:

- Discuss effective and professional written and verbal reporting skills

III. TOPICS:

1. The Medical Record
2. Medical Terminology
3. Use of Abbreviations
4. Documentation Formats
5. Documentation Skills
6. Informed Consent and Confidentiality
7. The Role of the OTA/PTA and Documentation

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Lukan, Marianne. Documentation for Physical Therapist Assistants 3rd ed. Philadelphia: F.A. Davis Company.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma.

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| 1. In Class Assignments | 40 % |
| Final Exam | 30% |
| <u>Assignments</u> | <u>30%</u> |
| Total | 100% |
2. All tests/exams are the property of Sault College.
 3. Students missing any of the tests or exams (written or practical), must notify the professor BEFORE the test or exam. The professor reserves the right to request documents to support the student's request and to determine whether the student is eligible to write the test or exam at another time. Those STUDENTS WHO DO NOT NOTIFY the professor of their absence prior to the test or exam will receive a zero for that test or exam.
 4. 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. For example if a written extension was requested, and an extension for 5 school days (1 week) was granted, 5 percentage points will be deducted from the final grade.
 5. Supplemental Exams/Assignments are generally not provided in the OTA/PTA program. In the event of a failing grade in the course, however, there may be exceptional circumstances where a supplemental exam/assignment may be considered. In all circumstances, this decision remains at the discretion of the professor and/or coordinator.

The following semester grades will be assigned to students:

<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	
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.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be guaranteed admission to the room.*

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

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.