



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***

<b>Check All That Apply</b>	<b>The graduate has reliably demonstrated the ability to:</b>
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 inter-professional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-centered, therapeutic relationships within the role of the therapist assistant.
X	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.
X	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, psycho-sociological sciences, and health conditions.
X	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.
X	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:***

<b>Check All That Apply</b>	<b>The graduate has reliably demonstrated the ability to:</b>
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.
X	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.
X	show respect for the diverse opinions, values, belief systems, and contributions of others.
X	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 provide the student with the opportunity to learn basic skills performed by an Occupational Therapy Assistant. The first module will introduce general principles involved in the assessment and treatment of clients. The concept of purposeful activity as a therapeutic intervention will be explored. This course will introduce the students to the principles of "Activities of Daily Living" to facilitate and encourage independent functioning. The student will also be introduced to essential competencies related to handling skills, transfers and the use of assistive devices and adaptive equipment.

The second module will focus on the clinical presentation and management of neurological conditions, particularly the use of appropriate Occupational Therapy interventions, ADL/IADL training and assistive devices used to maximize independent function. Lab sessions will provide students with an opportunity to practice various therapeutic interventions, remedial exercises and training in the use of compensatory strategies. The importance of progressing rehabilitation based on the client's response will be emphasized. The student will be expected to demonstrate competence in the areas of safety, guarding, handling skills, the use of assistive devices, as well as effective instruction, cuing and providing feedback to the client.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. **Demonstrate an understanding of the role of the OT and the OTA in an occupational therapy setting.**

Potential Elements of the Performance:

- Identify the role and the educational requirements of an OT
- Review the role and educational requirements of an OTA
- Review the rehabilitation process
- Discuss specific responsibilities of an OTA in various settings, including, the hospital, pediatric rehab center, retirement home, community care

2. **Demonstrate an understanding of normal and abnormal postures and movement, and the assessment and treatment in an Occupational Therapy setting.**

Potential Elements of the Performance:

- Review normal posture, postural reflexes and tone
- Define terms related to abnormal posture and tone-flexion contractures, extension contractures, flaccid, spastic, ataxic
- Discuss the assessment of movement and tone-review ROM, grading of muscle strength, co-ordination of movement
- Review the role of the OTA in data collection during assessments
- Describe and demonstrate the ability to perform treatments for abnormal tone, movement and posture
- Demonstrate an understanding of the Neuro-Developmental Treatment (NDT) approach

3. **Demonstrate an understanding of the skills required to accurately observe, evaluate and assess client function and report client responses to the Occupational Therapist.**

Potential Elements of the Performance:

- Discuss the importance of observation during the client interview, evaluation and assessment
- Define and discuss the importance of clinical reasoning
- Demonstrate effective verbal and non-verbal communication skills as required during reporting
- Discuss the use of checklists, charting systems

4. **Demonstrate an understanding of the contraindications, precautions and safety issues related to the implementation of a treatment plan determined by the Occupational Therapist.**

Potential Elements of the Performance:

- Define a treatment plan
- Discuss the importance of observation during the treatment
- Discuss the role of the OTA in implementing the treatment plan
- Review safety issues related to patient care

5. **Demonstrate knowledge of a activity analysis, and the rationale and planning for activity selection, as determined by the Occupational Therapist.**

Potential Elements of the Performance:

- Define purposeful activity
- Describe the principles of an activity analysis
- Describe the biomechanical and sensorimotor approaches to an activity analysis
- Demonstrate an understanding of how an OTA would select, adapt and grade an activity to meet the client's needs and goals
- Complete an activity analysis

6. **Demonstrate an understanding of the principles of activities of daily living and instrumental activities of daily living.**

Potential Elements of the Performance:

- Define ADL and IADL
- Define various ADL and IADL tasks and skill components necessary to perform these tasks
- Become familiar with the assessment/evaluation of ADL and IADL
- Discuss the role of the OTA in ADL and IADL training

7. **Demonstrate an understanding of the principles and basic knowledge of a range of therapeutic equipment, exercises and modalities appropriate for individual clients and groups of clients, which meet identified goals and treatment needs, under the supervision of an Occupational Therapist.**

Potential Elements of the Performance:

- Explore various therapeutic interventions including remedial exercises and compensatory strategies and approaches.
- Discuss the treatment continuum, including adjunctive methods to occupational performance roles.
- Discuss the use of therapeutic equipment in OT, including adaptive equipment and assistive devices

- Discuss the use of therapeutic exercises including indications, contraindications, procedures and precautions
  - Define therapeutic activity
  - Discuss the use of modalities used in OT
8. **Demonstrate skill in the construction of an assistive device used to maximize function in clients with neurological conditions.**  
Potential Elements of the Performance:
- Fabrication and presentation of an appropriate and effective assistive device along with an educational brochure to accompany the device
9. **Demonstrate knowledge of wheelchair components and cushions, maintenance, and potential safety concerns for clients with neurological conditions using wheelchairs.**  
Potential Elements of the Performance:
- Discuss features in manual and power wheelchairs
  - Demonstrate the ability to safely educate a patient about wheelchair safety-use of breaks, footrest, armrest, positioning, maneuvering
  - Discuss wheelchair and cushion considerations for individuals with specific cognitive, perceptual and physical limitations
  - Research wheelchair and cushion information (research on internet, consult with local vendor/supplier)
10. **Demonstrate an understanding of health and wellness training/teaching skills.**  
Potential Elements of the Performance:
- Demonstrate the characteristics and ability to be an effective instructor of health and wellness training skills
  - Demonstrate skill in adapting patient education to individual/group needs
  - Demonstrate the ability to provide education in the use of assistive devices
11. **Demonstrate an understanding of group process and its effect on Occupational Therapy treatment in a group setting.**  
Potential Elements of the Performance:
- Define a therapeutic group
  - Discuss the benefits of group therapy vs. individual therapy
  - Define various types of groups and roles of the group members
12. **Demonstrate an understanding and application of basic energy conservation principles to ADL and IADL in clients with specific neurological conditions.**  
Potential Elements of the Performance:
- Define energy conservation and pacing
  - Discuss the role of education regarding energy conservation and pacing for patients with CVA and TBI
13. **Demonstrate safe and appropriate handling skills in specific neurological conditions.**  
Potential Elements of the Performance:
- Describe and practice proper positioning and handling techniques
  - Discuss the importance of proper body mechanics during transfers Discuss positioning issues related to prevention of contractures and maintenance of skin integrity

- Describe and practice various safe transfer techniques and levels of assistance (i.e. pivot transfer, sliding board transfer, 2 person assist)
- Describe and practice various transfer techniques related to ADL activities (i.e. toilet transfer, tub transfers, car transfers)
- Discuss special precautions during transfers

14. **Demonstrate an understanding of the clinical presentation, assessment and intervention of common neurological conditions managed in an Occupational Therapy setting.**

Potential Elements of the Performance:

- Apply the International Classification of Functioning, Disability and Health (ICF) model to clinical practice
- Review the clinical pathology of the following Developmental Disorders and discuss clinical presentation, assessment and intervention of each disorder:
  - Cerebral Palsy**
  - Spina Bifida**
  - Down Syndrome**
  - Autism**
- Review the clinical pathology of the following Degenerative Diseases of the Central Nervous System and discuss clinical presentation, assessment and intervention of each disease:
  - Multiple Sclerosis**
  - Amyotrophic Lateral Sclerosis (ALS)**
  - Alzheimer's Disease**
  - Parkinson's Disease**
- Review the clinical pathology of **Traumatic Brain Injury** (TBI) and discuss clinical presentation, assessment, intervention and stages of recovery for the different types of Traumatic Brain Injuries
- Review the clinical pathology of **Cerebral Vascular Accident** (CVA) and discuss clinical presentation, assessment and intervention for the different types of Cerebral Vascular Accidents
- Review the clinical pathology of **Spinal Cord Injury** discuss clinical presentation, assessment and intervention for the different levels of Spinal Cord Injuries.

### III. TOPICS:

1. Role of the OT and OTA in the Rehabilitation of Client's with Neurological Conditions
2. Evaluation, Assessment and Treatment
3. The Use of Purposeful Activity in OT
4. The ADL and I-ALD: Assessment and Training
5. Therapeutic Exercise, Equipment and Modalities
6. Assistive Devices, Adaptive Equipment, Wheelchairs and Cushions
7. Health and Wellness Training/teaching

8. Group Process
9. Energy Conservation and Pacing
10. Handling Skills-positioning and handling techniques, transfer techniques
11. Clinical Presentation, Assessment and Intervention of Common Neurological Conditions  
→CP, Spina Bifida, Down Syndrome, Autism, MS, ALS, Alzheimer's, Parkinson's, TBI, CVA, Spinal Cord Injury

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Early, M.B. (2013). Physical Dysfunction Practice Skills for the Occupational Therapy Assistant. (3<sup>rd</sup> ed.) St. Louis, MO: Mosby (from previous semester)

Kisner and Colby. (2007) Therapeutic Exercise. Foundations and Techniques (5<sup>th</sup> edition). F.A. Davis Company (from previous semester)

Johansson, C and Chinworth, S. (2012). Mobility in Context: Principles of Patient Care Skills. FA. Davis Company, Philadelphia. (from previous semester)

#### V. EVALUATION PROCESS/GRADING SYSTEM:

**Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%), for subsequent courses in the OTA/PTA program which this course is a pre-requisite, and also as partial fulfillment of the OTA/PTA diploma. In addition, a minimum of 60% is required in all categories of competence across all practical tests.**

1. Course Evaluation: A combination of tests and assignments will be used to evaluate student achievement of the course objectives.

<b>Assignment #1</b>	<b>20%</b>
<b>Required Readings-Review Questions</b>	<b>5%</b>
<b>Labs Participation/Learning Activities</b>	<b>10%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Practical Exams</b>	<b>20%</b>
<b>Final Exam</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

Remediation for practical skills is mandatory for any single competency score of less than 4/5.

1. All tests/exams are the property of Sault College.

2. 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.
3. 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.
4. 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 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	
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:**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.*

**VII. COURSE OUTLINE ADDENDUM**

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