

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Professional Topics in Rehabilitation

**CODE NO. :** OPA211 **SEMESTER:** 4

**PROGRAM:** Occupational Therapist Assistant/Physiotherapist Assistant

**AUTHOR:** Andrea Sicoli

**DATE:** Jan/16 **PREVIOUS OUTLINE DATED:** Jan/15

**APPROVED:** *“Marilyn King”* *Jan. 2016*

	<b>CHAIR OF HEALTH PROGRAMS</b>	<b>DATE</b>
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**TOTAL CREDITS:** 1

**PREREQUISITE(S):** OPA203, OPA204, OPA214, OPA216, OPA217, OPA218

**HOURS/WEEK:** 1

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*For additional information, please contact the Chair, Health Programs*  
*School of Health, Wellness and Continuing Education*  
*(705) 759-2554, Ext. 2689*

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.
	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.
	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:***

<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.

***General Education Requirements are addressed for the objective of Personal Development.***

**I. COURSE DESCRIPTION:**

The purpose of this course is to enhance awareness and development of professionalism to prepare for competent entry into the field of rehabilitation. The course reviews professional topics within the context of past and present fieldwork experiences. The students will be expected to provide evidence and demonstrate professional behaviours such as dependability, accountability, initiative and organization. Professional issues such as the scope of practice, the use of title (OTA/PTA) and the role of the professional colleges and associations will be reviewed. In addition, the student will demonstrate and reflect on the importance of ethical standards and how individual and professional ethics impact professional behaviours and clinical reasoning skills. Resources and skills required for successful entry into the workplace will be explored, including effective cover letter and resume writing and interviewing skills.

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

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

**1. Demonstrate responsibility in maintaining and applying knowledge, skills and attitudes related to professional behaviours.**Potential Elements of the Performance:

- Define the meaning of professionalism
- Discuss the importance of first impressions and demonstrate positive professional behaviours
- Review key components of professional behaviour, including dependability, accountability, initiative and organization
- Explore the role of the OTA/PTA as part of the interdisciplinary health care team
- Submit weekly assignments electronically to demonstrate key components of professional behaviors such as: dependability, accountability, initiative and organization; as well as proficiency with electronic technology
- Discuss the relevance of professional behaviours in the clinical environment

**2. 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, including professional boundaries 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

**3. 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

**4. Demonstrate effective skills related to their application for successfully seeking employment in the health care field.**

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
- Demonstrate a professional image (in person and in other forms such as social media)
- Review various resources available for employment preparation
- Discuss the steps and process involved in beginning a job search

**III. TOPICS:**

1. **Professional Behaviours**
2. **Ethics**
3. **Clinical Reasoning**
4. **The Role of OT and PT Colleges and Associations**
5. **Skills For Seeking Employment**

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

*Reading material to be provided in class. 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:

**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.**

### 1. Course Evaluation:

<b>In Class Learning Activities</b>	<b>10%</b>
<b>Resume &amp; Interview Assignments</b>	<b>20%</b>
<b>Completion and Submission of <u>All</u> Assignments by Due Dates</b>	<b>40%</b>
<b><u>Two assignment (randomly selected)</u></b>	<b><u>30%</u></b>
<b>Total</b>	<b>100%</b>

- All tests/exams are the property of Sault College.
- 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.
- 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.
- 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%	
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## 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 arrivals 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 and LMS form part of this course outline.