

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 inter-professional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-cent red, 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:

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

General Education Requirements are addressed for the objective Personal Development.

I. COURSE DESCRIPTION:

This course introduces the student to the scope of practice, roles and responsibilities of the Registered Occupational Therapist and Physiotherapist, and the Occupational Therapist Assistant and Physiotherapist Assistant. The student will tour different health care facilities and explore inter-professional health care teams as well participate in orientation activities in the Sault College Health Science Simulation Lab. The student will be encouraged to develop and demonstrate professional behaviours required for subsequent fieldwork activities in the OTA/PTA program. Reflection, journaling and strategies for success in fieldwork placements will be introduced.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of the roles and responsibilities of an OTA & PTA student at Sault College.

Potential Elements of the Performance:

- Understand and comply with the Mission, Vision and Values of Sault College.
- Discuss the Student Success Guide for the OTA & PTA Program and comply with the philosophy, policies and expectations of an OTA & PTA student.
- Discuss the responsibilities of the student and the college
- Discuss the principles of confidentiality and how they apply to the OTA/PTA student during fieldwork visits and placements
- Complete a Confidentiality Form

2. Recognize the roles and responsibilities of the inter-professional health care team in providing rehabilitation.

Potential Elements of the Performance:

- Recognize and respect the roles and responsibilities that clients and other health care providers bring to a team that enable clients to work towards their goals
- Describe the roles and responsibilities of the registered OT and PT and the OTA & PTA including clinical skills, professional skills and office management skills
- Explore the standards for supervision of students and support personnel

3. Develop an understanding of “Reflective Practice” as a tool to enhance clinical learning experiences.

Potential Elements of the Performance:

- Apply reflective practices of one’s experiences through activities such as debriefing, creating learning contracts, maintaining a log book and maintaining a skills checklist
- Support self-directed knowledge and skill gained through clinical activities, sharing of the impact of the experience with others and discussing the intent of actions to be taken to further enhance learning.
- Development of a “Professional Portfolio” as a strategy to collect and reflect on content and experiences that enhance professional growth

4. Develop time management and organizational skills.Potential Elements of the Performance:

- Discuss the importance of effective time management and organizational skills
- Demonstrate personal time management and organizational strategies
- Demonstrate effective organization of content required for the “Professional Portfolio”

5. Demonstrate an understanding of documentation and of the organization and presentation of a medical record.Potential Elements of the Performance:

- Discuss the role of documentation for non-patient and patient care
- Discuss and ensure privacy and confidentiality of all client information
- Explain differences in source oriented, problem oriented and electronic medical records
- Explore common formats for documenting/charting (SOAP, DARP)

6. Demonstrate knowledge and skills related to the principles of medical asepsis/infection control.Potential Elements of the Performance:

- Describe the underlying principles of medical asepsis/infection control
- Describe and demonstrate procedures related to maintaining a safe, clean, orderly and accessible work environment
- Identify the OTA & PTA’s role in maintaining cleanliness in a clinical environment, including proper hand hygiene and proper cleaning and handling techniques to prevent contamination

7. Demonstrate knowledge and skills related to the OTA & PTA’s responsibilities related to safety and risk management.Potential Elements of the Performance:

- Discuss ways to deal with potential safety risks for clients, self and others by using sound judgment and decision making skills
- Describe and recall Emergency Codes
- Describe and recall principles related to fire safety
- Discuss the purpose of incident reports

8. Demonstrate knowledge and application of effective office management skills.Potential Elements of the Performance:

- Explain the necessity of and demonstrate organizational skills that manage time and reduce stress in the work environment
- Demonstrate an understanding of appropriate office management skills including:
 - reception/clerical duties (answering the telephone, recording messages, booking appointments, filing charts,
 - use of computers (Word, Excel, Power Point, etc.) and other office equipment (photocopier, fax, etc.)
 - taking inventory
 - ordering supplies
 - maintaining a clean/tidy work environment
 - participating in workload measurement activities, i.e. stats

9. Demonstrate the ability to communicate appropriately and effectively, through verbal, nonverbal, written and electronic means within the role of the OTA/PTA.

Potential Elements of the Performance:

- Identify the role and expectation of a student OTA & PTA in various fieldwork settings
- Determine one's behavior traits and influences it has on one's behaviours and interactions with others
- Determine individual learning styles and their influences on one's interpersonal skills and learning ability
- Introduce and explore the purpose of a "Learning Contract" as a learning tool on fieldwork placements
- Explore self-directed learning strategies to seek out resources and opportunities for improving one's competence in fieldwork settings
- Discuss the importance of effective communication with the fieldwork supervisor, staff and clients in order to become familiar with the physical and social environments of different fieldwork settings
- Discuss strategies to be proactive during fieldwork placements
- Describe specific strategies and tools to ensure student and patient safety, specifically during transporting, transferring and ambulating of patients

III. TOPICS:

1. Roles and Responsibilities of an OTA & PTA student at Sault College
2. Roles and Responsibilities the Interdisciplinary Health Care Team
3. Introduction to Reflective Practices
4. Time Management & Organization Strategies
5. Documentation
6. Safety and Risk Management-Medical Asepsis / Emergency Codes / Fire Safety
7. Office Management Skills
8. Effective Communication
9. Success in the Fieldwork Setting

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Evaluation of this course will be based on attendance, participation and successful completion of related course work. A Professionalism Rubric will be used to evaluate professional behaviours. A description of the facility visits, fieldwork experiences and evaluation methods will be discussed further in class. The grading system for this course is **Satisfactory/Unsatisfactory** based on:

Attendance and Completion of Learning Activities/Reflection Journals S/U
Minimum attendance – no more than three absences
Completion of Learning Activities and Reflection Journals

Completion of “Professional Portfolio” S/U

2. Students missing any of the assignments, presentation or community visits because of illness or other serious reason must notify the professor **BEFORE** the assignments, presentation or community visits. The professor reserves the right to request documents to support the student’s request.
3. Those students who have notified the professor of their absence that day may be eligible to arrange an opportunity as soon as possible to complete the assignment or presentation at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that assignment or presentation.
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. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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 form part of this course outline.