



COURSE OUTLINE: PHS0130 - INT CDN HTH CARE PRO

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	PHS0130: INTRODUCTION TO CDN HEALTH CARE PROVIDER
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19W, 19S
Course Description:	This course introduces students to Canadian health care providers involved in the circle of care. It promotes an understanding of the diversity of roles and inter-professional relationships of various health professionals. Students explore the roles of professional associations and the regulatory bodies. Models of health care delivery and key elements of inter-professional health care teams are discussed. Students will also identify ethical and legal issues that impact health care.
Total Credits:	2
Hours/Week:	2
Total Hours:	30
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
General Education Themes:	Personal Understanding Science and Technology
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	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



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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.

Books and Required Resources:

Health and Health Care Delivery in Canada by Thompson, Valerie D.
Publisher: Elsevier Edition: 2nd
ISBN: 978-1-927406-31-1

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
Demonstrate an understanding of the health care system in Canada.	Discuss the historical development of health care in Canada. Discuss the basic underlying principles for health care in Canada. Describe the funding for health care in Canada and Ontario. Identify current sources of health care in Canada
Course Outcome 2	Learning Objectives for Course Outcome 2
Identify and describe the different levels and types of care provided, funding and the location of services in Ontario.	Identify the different types of health care facilities available for citizens of Ontario Distinguish between classifications used for health care facilities, agencies and clinics, to describe level of care, types of care, location, organizational structure and funding Distinguish between classifications used services in Ontario including location, funding, personnel, organizational structure, level of care client and type of care Discuss funding models for various services acute care, long term care, community care, physicians, research
Course Outcome 3	Learning Objectives for Course Outcome 3
Identify and describe the members of an interprofessional health care team, their educational preparation, their roles and responsibilities and their scope of practice.	Distinguish among members of an interprofessional health care team and identify: (i) title (ii)educational qualifications (iii)licensure (iv)roles and responsibilities (v)scope of practice (vi)legal, ethical responsibilities (as defined by the Regulated Health Professionals Act) (vii)referral (viii)salary, expected wages Differentiate among professional members, titles and roles, including where some roles may overlap Describe client-centered goals Describe the support personnel roles and responsibilities to the health care system with respect to: professionalism, accountability, knowledge base, skill sets, attitude, and legal/ethical obligations Describe the educational preparation of support personnel, their job descriptions in various work settings, their roles, their limitations and boundaries of scope of practice



Course Outcome 4	Learning Objectives for Course Outcome 4
Demonstrate an understanding of the mandate and services offered by Health Care Providers professional organizations locally, provincially, nationally and internationally.	<p>Explain the concept of a licensing body for health care professionals</p> <p>Describe the purpose of the College of: Physiotherapists, Nurses, Physicians and the College of Occupational Therapists of Ontario</p> <p>Discuss the issue of licensing support personnel</p> <p>Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and international levels</p> <p>Identify and describe the standards of the CNO, CPO and CAOT that refer to the use of Support Personnel or other unregulated health care providers.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
Demonstrate an understanding of current health care delivery models used and the need for effective working relationships among members of the interprofessional health care team.	<p>Describe current models of health care delivery, medical model, rehabilitation model, health promotion model</p> <p>Describe key elements of effective working relationships that are required of team members to provide interprofessional client care.</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
Demonstrate an understanding of significant changes in the health care system, both historical and current, and the impact of the changes on clients, health care workers, facilities and communities.	<p>Determine criteria of a quality health care system</p> <p>Discuss areas within the health care system where rehabilitation services have impact or will impact on acute care, long term care, palliative care, community care</p> <p>Discuss examples of the effects of rehabilitation on a client and their family members, including: physical, psychological, cognitive, spiritual, cultural, social, and environmental aspects</p> <p>Describe the International Classification of Functioning, Disability and Health (ICF) model and any other relevant models to clinical practice</p> <p>Discuss the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement</p> <p>Identify determinants of health and discuss their impact on client services, health professionals and their services, facilities and delivery of care, and communities.</p>
Course Outcome 7	Learning Objectives for Course Outcome 7
Demonstrate knowledge of issues of responsibility, accountability, legal and ethical concerns of team members to themselves, the team, the public, and the profession within the context of the health care system.	<p>Identify examples and discuss responsibilities and accountability of licensed therapists and support personnel</p> <p>Discuss the teams legal responsibilities to the patient and their family including duty to care, beneficence, documentation, malpractice and professional conduct</p> <p>Discuss responsibilities of the health team members to each other</p> <p>Define ethics</p> <p>Describe the purpose of a Code of Ethics</p> <p>Identify and discuss relevant ethical issues that arise within</p>

	health care services, particularly among rehabilitation services Demonstrate the ability to use a process of clarifying values related to ethical issues
Course Outcome 8	Learning Objectives for Course Outcome 8
Demonstrate an understanding of client rights and responsibilities within the health care system.	Explore the concept of clients rights and responsibilities Discuss how clients rights impact on health care Explain the significance of patients being responsible for their own health care being parallel to the health care workers responsibilities for the patients care and their own practice (ie patients who are non-compliant, patients with HIV, patients developing dependence on therapy) Differentiate between the partnership model and the paternalistic model of planned care
Course Outcome 9	Learning Objectives for Course Outcome 9
Describe and adhere to the concept of confidentiality, as it applies to the responsibilities of the health care professionals.	Describe the underlying principles of confidentiality Describe the responsibilities of each staff person regarding confidentiality Explain/identify the consequences of a breach of confidentiality Discuss legislation related to protection of personal information (PHIPA and PIPEDA)

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Quiz 1	25%	
Quiz 2	25%	
Quiz 3	25%	
Quiz 4	25%	

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.

4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

