

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 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:

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.
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 provide the student with knowledge and skills required by an OTA. The emphasis will be on rehabilitation of musculoskeletal conditions. The student will demonstrate safe handling, positioning and transfer techniques. The use of assistive devices, splints and technology used to maximize independent function will be explored. In addition to joint range of motion and muscle strengthening; joint protection and work simplification will be covered. The student will become familiar with ADL/IADL training, accessibility issues and vocational rehabilitation.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of the clinical presentation of common musculoskeletal conditions managed in Occupational Therapy.

Potential Elements of the Performance:

- Apply the International Classification of Functioning, Disability and Health (ICF) model to clinical practice
- Recognize the psychosocial aspect of physical dysfunction; including signs of physical or emotional stress in clients, self and others and modify the contributing factors as appropriate
- Describe the causes, types and clinical presentation of common **arthritic diseases**
- Describe the causes, types and clinical presentation of common **acute hand injuries**
- Describe the causes, severity and clinical presentation of **burn injuries** and issues related to scar management
- Describe the different causes, types and clinical presentation of **amputations**
- Describe common causes, types and clinical presentation of common **lower extremity fractures**
- Describe common causes, types and clinical presentation of common **joint arthroplasty**
- Describe causes, types and clinical presentation of different **back and neck injuries**

2. Demonstrate an understanding of the role of the OT and the OTA in the therapeutic management and intervention of common musculoskeletal conditions.

Potential Elements of the Performance:

- Apply principles of normal and abnormal movement to functional activities such as self-care, posture, seating and mobility.
- Recall appropriate assessments completed by the OT and describe appropriate therapeutic interventions provided by the OT and the OTA for the following musculoskeletal conditions:

- **Arthritic Disease**-joint protection techniques, splinting, modalities, exercises
 - **Acute Hand Injury**-splinting following surgical intervention or acute injury , the use of modalities, evaluation of function, exercises and ADL/IADL training
 - **Burns**-wound management, prevention of deformities, maintenance of ROM and ADL/ADL training
 - **Amputation**-education regarding phantom pain, training in the use of prosthetics, ADL/IADL training
 - **Lower Extremity Fracture**-ADL/ADL training, training in the use of assistive devices
 - **Joint Arthroplasty**-contraindications and precautions. ADL/ADL training, training in the use of assistive devices
 - **Back and Neck Injury**-pain management, training in the use of assistive devices
- Establish, develop, maintain and bring closure to a client centered therapeutic relationship within the role of an OTA by the recognizing the uniqueness of the individual
 - Demonstrate the ability to observe, monitor and report the client's performance and status during intervention activities

3. Demonstrate skill in the education and training of ADL/IADL with clients.

Potential Elements of the Performance:

- Demonstrate the ability to provide training in the areas of ADL/IADL to ensure maximum functioning
- Demonstrate confidence, safety and skill in the training in the use of assistive devices
- Demonstrate the ability to teach clients new methods for performing ADL/IADL tasks with the use of prosthetics
- Demonstrate the ability to teach a client how to mobilize using a wheelchair

4. Demonstrate personal safety and contribute to the safety of others during handling skills and transfers with clients.

Potential Elements of the Performance:

- Demonstrate safe and effective handling, positioning and transferring techniques related to different musculoskeletal conditions
- Employ effective teaching strategies for transfers and handling skills
- Describe the precautions and limitations associated with handling, positioning and transferring techniques for different musculoskeletal conditions

5. Demonstrate and apply principles of energy conservation and joint protection techniques during ADL/IADL.

Potential Elements of the Performance:

- Apply knowledge of ergonomics, energy conservation and work simplification to promote the client's independent functioning
- Describe principles of joint protection and explain the benefits for conditions such as arthritis, back injury, amputation and joint arthroplasty
- Explore the use of assistive devices/adaptive equipment to conserve energy during ADL/IADL

6. Demonstrate knowledge and skill in the selection and implementation of therapeutic activities for individual clients and groups of clients with musculoskeletal conditions under the supervision of an Occupational Therapist.

Potential Elements of the Performance:

- Demonstrate knowledge and skill related to the assessment and intervention of joint range of motion and muscle strength
- Demonstrate the ability to adapt treatment interventions to meet the needs of the client
- Demonstrate the ability to effectively grade activities to meet the client's abilities and enhance continued progression
- Discuss remedial vs. compensatory training for individuals with musculoskeletal disorders
- Define and discuss "Vocational Rehabilitation"

7. Demonstrate skill in observing and reporting any changes in client's progress to the Occupational Therapist.

Potential Elements of the Performance:

- Demonstrate effective problem solving and judgment during delivery of treatment interventions to ensure client safety and success in treatment
- Review the use of checklists and charting systems used to monitor progress with musculoskeletal conditions
- Demonstrate accurate verbal reporting and documentation of clinical observations of the client's performance and status

8. Demonstrate an understanding of the application of a range of assistive devices, the safe use of, and maintenance of assistive devices used to maximize function in Occupational Therapy clients with musculoskeletal conditions.

Potential Elements of the Performance:

- Employ effective teaching strategies to ensure client safety when handling, positioning, seating, ambulating and transferring.
- List and discuss commonly used assistive devices to maximize occupational performance during ADL/IADL for the following musculoskeletal conditions:

- **arthritic diseases**
- **acute hand injuries**
- **burns**
- **amputations**
- **lower extremity fractures**
- **joint arthroplasty**
- **back and neck injuries**

9. Demonstrate an understanding of the use of splints in the Occupational Therapy management of musculoskeletal conditions.

Potential Elements of the Performance:

- Discuss indications for the fabrication of splints
- Recognize the role of the Registered OT and the role of the OTA during splinting
- Demonstrate the ability to assist in the fabrication of a splint

10. Demonstrate an increased awareness of accessibility issues for clients with musculoskeletal conditions.

Potential Elements of the Performance:

- Describe the various barriers and challenges regarding accessibility in the home environment and in the community
- Demonstrate knowledge regarding services provided by the City of Ste. Marie's Accessibility Office and assist in completing a "Barrier Identification Checklist"

11. Demonstrate an understanding the different areas of Vocational Rehabilitation.

Potential Elements of the Performance:

- Describe the benefits of various work related evaluations such as the Job Demands Analysis, Pre-Employment Screening, the FAE/FCE, and Work Hardening Programs
- Explore the role of the OTA & PTA in Vocational Rehab
- Demonstrate observational skills and reporting skills as required to evaluate various work settings and job related activities

12. Demonstrate knowledge regarding the use of assistive technology (computers, ECU's, electric wheelchairs) to maximize function in clients with musculoskeletal conditions.

Potential Elements of the Performance:

- Explore the role of computers technology in the treatment of musculoskeletal disorders
- Demonstrate general knowledge regarding the selection and use of electric wheelchairs with clients with musculoskeletal conditions
- Discuss the use of assistive technology devices such as environmental control units

III. TOPICS:

1. Clinical presentation of the following musculoskeletal conditions:
 - **arthritic diseases**
 - **acute hand injuries**
 - **burns**
 - **amputations**
 - **lower extremity fractures**
 - **joint arthroplasty**
 - **back and neck injuries**
2. The role of the OT and OTA in providing management and therapeutic interventions for the above musculoskeletal conditions (education, therapeutic activity, observation and reporting)
3. Safe handling, positioning and transferring skills related to musculoskeletal conditions
4. ADL/IADL training and the use of assistive devices
5. Splinting
6. Accessibility
7. Vocational Rehab
8. Assistive Technology-computers, electric wheelchairs and environmental control units

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Kisner and Colby. (2007) Therapeutic Exercise. Foundations and Techniques (5th 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 Performance Based Evaluations require a minimum of 60% in each category of performance.

1. Course Evaluation: A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher within the first two weeks of class.

Assignment #1	15%
Required Readings-Review Questions	5%
Labs Participation/Learning Activities	15%
Midterm Exam	25%
Performance Based Evaluation	10%
Final Exam	30%
Total	100%

2. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. 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 if you requested an extension for 5 school days (1 week), 5 percentage points will be 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>
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: 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 arrivers will not be guaranteed admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.