

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to the field of rehabilitation and to understand the diversity of roles within the field. Within the field of rehabilitation, there are many disciplines and areas for rehabilitation support personnel. Their roles and responsibilities will be addressed.

II. LEARNING OUTCOMES:

1. Trace the development of rehabilitation services in Canada, the development of occupational therapy, physical therapy, speech pathology and audiology.
2. Differentiate professional members of the rehabilitation team, educational qualification, job responsibilities, and scope of practice both legal and ethical, as defined by RHPA.
3. Identify and describe the mandate and services offered by the College of Physiotherapists, College of Occupational Therapists, their respective professional organizations locally, provincially, nationally and internationally.
4. Explain the developing role of rehabilitation support personnel, assistants, aides, adjuvants, etc. (Categories A, B, C, D) and identify education preparation, roles/job descriptions in various work settings.
5. Distinguish current health care delivery models used in rehabilitation and the need for effective working relationships among the rehabilitation team and multidiscipline health care teams.
6. Analyze rehabilitation's impact on the health care system and more specifically the holistic effects on clients' adaptation.
7. Employ strategies for developing therapeutic relationships in rehabilitation settings which include key elements of trust, rapport, client-centered goals, consent, communication skills, etc.

III. TOPICS:

1. History of Rehabilitation Services in Canada
2. Preparation of Professional Therapists: Occupational Therapist, Physical Therapist, Speech, Audio
3. Scope of Practice for Protected Titles
4. Regulatory Bodies
5. Professional Associations
6. Role of Rehabilitation Support Personnel
7. Issues about Support Personnel Role
8. Health Care Delivery Models: and Rehabilitation Model
9. Working Relationships in Rehabilitation Teams and with Other Disciplines
10. Rehabilitation Services Impact on Clients and the Health Care System
11. Therapeutic Relationships in Rehabilitation
12. Effective Communication with Clients and Effective Observing and Reporting for Assistants

IV. LEARNING ACTIVITIES:**A: History and Development of the Field of Rehabilitation Services**

1. Identify significant developments in the history of this field called rehabilitation services.
2. Trace the establishment of the following areas of study:
 - i) Physical therapy
 - ii) Occupational therapy
 - iii) Speech pathology
 - iv) Audiology
3. Identify professional members of the rehabilitation team, the education qualifications of each, the job responsibilities, and scope of practice, including legal and ethical duties, as defined by RHPA, including referral.

- Medical Doctor	- Registered Practical Nurse	- Social Worker
- Registered Nurse	- Orthotist	
4. Differentiate among professional members, their protected titles, their roles and where some roles blur.

IV. LEARNING ACTIVITIES (continued)

5. Examine the process the professional therapist uses to determine individual patient-centered goals and for changing these patient specific rehabilitation goals.
6. Determine the significance and mandate for having only the professional therapist alter and change the plan for therapy.

B: Professional Affiliations

1. Clearly explain the concept of licensing body and describe the purpose of both the College of Physiotherapists of Ontario and the College of Occupational Therapists of Ontario.
2. Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and internationally.
 - a) regional chapters for local occupational therapists
 - b) regional chapters for local physiotherapists
 - c) Ontario Society of Occupational Therapists
 - d) Ontario Physiotherapy Association
 - e) Canadian Physiotherapy Association
 - f) Canadian Association of Occupational Therapy
 - g) World Federation of Physiotherapists
 - h) World Federation of Occupational Therapists

C: Role of Rehabilitation Support Personnel

1. Explore the developing roles for rehabilitation support personnel across Canada.
 - a) aides
 - b) assistants
 - c) adjuvants
 - d) categories A, B, C & D as defined by Physiotherapy Association
 - e) multi-service worker
 - f) activity "techs"
2. Examine issues that cause concern about allowing support personnel into the field of rehabilitation today.
3. Carefully review educational preparation of support personnel, their job descriptions in various work settings, the roles expected of this worker, their limitations and boundaries of scope of practice (when to say "no").
4. Explain the relationship between the theory and application of rehabilitation concepts.
5. Discuss the issue of licensing / not licensing rehabilitation support personnel.

IV. LEARNING ACTIVITIES (continued)**D: Delivery Models & Effective Work Teams**

1. Distinguish among presently used models of health care delivery, medical model, rehabilitation model, health promotion model (see also Health Care System).
2. Describe key elements of effective working relationships that are required between rehabilitation team members.
3. Describe key elements of effective working relationships that are essential to work with a multidiscipline health care team.

E: Rehabilitation Services Impact on Clients and the Health Care System

1. List and discuss areas within the health care system where rehabilitation services have impact or will impact, example: acute care, long term care, palliative care, community based agencies/clinics.
2. Identify examples of the effects of rehabilitation on a client and client's family members. Consider the holistic concept of client care:
 - physical
 - mental
 - cognitive
 - spiritual
 - cultural
 - social
 - environmental

F: Therapeutic Relationships in Rehabilitation Services

1. Review the key elements of a therapeutic relationship (see also Human Relations NUR111):
 - formation of trust, rapport
 - working in partnership with the client
 - working on client centered goals set by the therapist
 - consent to treatment
 - therapeutic communication skills
2. List strategies particularly effective for developing therapeutic relationships in rehabilitation settings.
3. Review the importance of the assistant's role in accurate observations and reporting clearly and objectively about clients responses (verbal and non-verbal) to the professional therapist.

V. REQUIRED STUDENT RESOURCES:

Hirams (1996). Occupational therapy assistant: A primer. Chess Publishing Co.

Additional resource materials are available in the College Library. See teacher resources booklets in class.

VI. EVALUATION PROCESS/GRADING SYSTEM

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

All tests/exam are to property of Sault College.

Assignment 1	20%
Assignment 2	15%
Assignment 3	15%
Assignment 4	20%
Final Exam	30%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	

VI. EVALUATION PROCESS/GRADING SYSTEM:

NR Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VII. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.