



## I. COURSE DESCRIPTION:

The purpose of this course is to introduce students to the Canadian health care system and the field of rehabilitative medicine, and to understand diversity of roles and interrelationships of health professionals. There will be opportunity for discussions regarding professional issues and changes confronting the health care system, health personnel and the public. Students will also identify ethical issues that impact rehabilitative medicine.

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

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: communication skills (1), interpersonal skills (1, 7), safety (1), professional competence (1, 5, 7), and documentation skills (1, 5). It addresses all of the Generic Skills Learning Outcomes with the exception of mathematical skills(4).

Upon successful completion of this course, the student will:

1. Demonstrate knowledge of the development of health care and social services in Canada.

Potential Elements of the Performance:

- Describe the historical development of health and social services in Canada.
- Identify the basic underlying principles for health and social services in Canada.
- Describe the financial support for health and social services in Canada.
- Identify current sources of health and social services
- Identify who assumes responsibility for health and social services in Ontario

2. Demonstrate an understanding of the development of rehabilitative medicine in Canada, the development of Occupational Therapy, Physiotherapy.

Potential Elements of the Performance:

- Identify significant developments in the history of rehabilitation services in Canada
- Trace the establishment of Physiotherapy and Occupational Therapy

3. Identify and describe the different levels and types of care provided, funding issues and the location of services in Ontario.

Potential Elements of the Performance:

- 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 for rehabilitation services in Ontario including location, funding, personnel, organizational structure, level of care client and type of care
- Describe overall funding for the health care system and for rehabilitative services in Ontario
- Describe and distinguish allotted funding for various services – acute care, long term care, community care, physicians, research
- Discuss and debate funding issues in Ontario health care

4. Identify and describe the team members involved in health care delivery, their educational preparation, roles and responsibilities and their scope of practice as defined by RHPA

Potential Elements of the Performance:

- Distinguish among various health care personnel who work together on a multidisciplinary 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 RHPA)
  - (vii) referral
  - (viii) salary, expected wages
- Differentiate among professional members, their protected titles, their roles and where some roles may overlap
- Describe the process the licensed therapist uses to determine individual patient-centered goals and for changing these patient specific rehabilitation goals
- Determine the significance and mandate for having only the professional therapist alter and change the plan for therapy
- Explore the developing roles for rehabilitative support personnel across Canada including:
  - a) assistants
  - b) aides
  - c) Group 1 and Group 2 support workers (as defined in the Competency Profile for Physiotherapy Support Workers published by the CPA)
- Describe the rehabilitation support personnel roles and responsibilities to the health care system with respect to: professionalism, 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

5. Demonstrate an understanding of the mandate and services offered by the College of Physiotherapists, College of Occupational Therapists, professional organizations locally, provincially, nationally and internationally.

Potential Elements of the Performance:

- Explain the concept of a licensing body for professionals
- Describe the purpose of the College of Physiotherapists of Ontario and the College of Occupational Therapists of Ontario
- Discuss the issue of licensing rehabilitation support personnel
- Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and international levels
- Identify where opportunities exist for OTA/PTA graduates to participate as members of the organizations discussed above

6. Distinguish current health care delivery models used in rehabilitation and the need for effective working relationships among the rehabilitation team and multidisciplinary health care teams.

Potential Elements of the Performance:

- Describe current models of health care delivery, medical model, rehabilitation model, health promotion model
- Describe key elements of effective working relationships that are required among rehabilitation team members and the multidisciplinary health care team

7. Demonstrate an understanding of significant changes in the health care system, including rehabilitative medicine, both historical and current, and the impact of the changes on clients, health care workers, facilities and communities.

Potential Elements of the Performance:

- Determine criteria of a quality health care system
- List and 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
- Identify examples of the effects of rehabilitation on a client and their family members, including: physical, psychological, cognitive, spiritual, cultural, social, and environmental aspects
- Explain the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement
- Determine if and how concepts of quality assurance relate to quality health care services
- Identify changes occurring in health care and discuss their impact on client services, health professionals and their services, facilities and delivery of care, and communities. For example: closure, downsizing, restructuring of hospitals, decentralizing of services, early discharge, community based care.

8. Demonstrate knowledge of issues of responsibility, accountability, legal and ethical concerns of rehabilitation team members to themselves, the team, the public, and the profession within the context of the health care system.

Potential Elements of the Performance:

- Identify examples and discuss responsibilities and accountability of licensed therapists and rehabilitation support personnel
- Discuss the rehabilitation team's legal responsibilities to the patient and their family including duty to care, beneficence, documentation, malpractice and professional conduct
- Examine responsibilities of the health team members to each other
- Define ethics
- Describe the purpose of a Code of Ethics
- Identify ethical issues that arise within health care services, particularly among rehabilitation services
- Demonstrate the ability to use a process of clarifying values related to ethical issues

9. Demonstrate an understanding of client rights and responsibilities within the health care system and particularly with regard to their own health care in rehabilitation services.

Potential Elements of the Performance:

- 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/maternalistic model of planned care

10. Demonstrate and describe recent legislation affecting health care and delivery of rehabilitative medicine.

Potential Elements of the Performance:

- Examine how current legislation pertains to health care and the delivery of rehabilitation services

### III. TOPICS:

1. Development of Health Care and Social Services in Ontario
2. History of Rehabilitation Services in Canada
3. Health Care Facilities – level and type of care, rehabilitation services and facilities
4. Funding of Health Care in Ontario
5. Overview of Personnel on the Health Care Team
6. Rehabilitation Support Personnel
7. Regulatory Bodies and Professional Affiliations

8. Health Care Delivery Models
9. Working Relationships in Health Care Teams
10. Changes in the Health Care System and Rehabilitation Services
11. Impact of Rehabilitation Services on Clients and the Health Care System
12. Rights and Responsibilities of Patients, of Rehabilitation Personnel – Ethical and Legal Obligations
13. Legislation Affecting Health Care and Delivery of Rehabilitation Services

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

There is no textbook for this course. Reading materials will be provided by the course professor and through the internet.

#### **V. EVALUATION PROCESS/GRADING SYSTEM:**

1. 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.
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.
6. A supplemental exam may be written by students who meet the following criteria. The student must achieve at least a grade of 55% in the course. The student must have attended at least 80% of the classes. The supplemental exam will then cover the entire course and will be worth 100% of the student's final mark.

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
F (Fail)	59% 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.	

## VI. 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 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.

**VII. 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.

**VIII. 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.