



## I. COURSE DESCRIPTION:

This course will provide the student with the opportunity to consolidate prior learning under the supervision of a Registered Physiotherapist or a Registered Occupational Therapist. The goals of this experience are to provide the student with the opportunity to practice clinical and clerical skills and to further develop professional behaviours. Students will apply knowledge and synthesize facts and concepts in a fieldwork setting and in the Clinical Simulation Lab.

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

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1, 2, 3, 6, 8P, 8O, 9P, 10P, 11P, 12P), interpersonal skills (1, 2, 3, 7, 9P, 10P, 11P, 12P), safety (1, 2, 4, 8P, 8O, 9P, 10P, 11P, 12P), professional competence (1, 2, 4, 5, 6, 7, 8P, 8O, 9P, 10P, 11P, 12P), documentation skills (1, 4, 5, 6), and application skills (1, 2, 4, 6, 8P, 8O, 9P, 10P, 11P, 12P). It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will:

### 1. Develop the ability to work within the role of an OTA/PTA in a Physiotherapy or Occupational Therapy setting.

#### Potential Elements of the Performance:

- Completion of clerical and administration duties as requested by the Registered Therapist or administrative staff (i.e. telephone skills, filing)
- Completion of maintenance duties as indicated by the Registered Therapist or support worker (i.e. cleaning equipment, preparing treatment areas, inventory and ordering of supplies)
- Contribute to client assessment as requested by the Registered Therapist
- Develop clinical reasoning skills and problem solving strategies in direct and indirect client care situations
- Participate in the ongoing intervention and subsequent re-assessment of the client through skillful clinical observations
- Participate in the ongoing evaluation of the client through observing, reporting and where appropriate, recording relevant information.
- Participate and contribute to client interventions, based on treatment recommendations provided by the Registered Therapist
- Demonstrate behaviours and skills within the scope of practice of a student OTA/PTA
- Demonstrate attentive and active listening skills
- Develop an understanding of recording and reporting of client progress
- Demonstrate responsibility for own knowledge base by asking for clarification when necessary, to ensure accuracy and understanding of information

**2. Develop skill in monitoring treatment plans outlined by a Registered Therapist and identify, report, and record observations.**

Potential Elements of the Performance:

- Identify and describe report formats including: initial assessment, progress notes and discharge summary
- Develop an understanding of documentation/reporting skills in the role of the OTA/PTA
- Develop clinical observation skills: monitor and report any changes in a client's functional performance/status
- Develop effective communication, both verbally and written
- Observe, report and/or document client progress

**3. Develop skill in the application and education of the use of assistive devices prescribed by a Registered Therapist.**

Potential Elements of the Performance:

- Demonstrate the application of knowledge in the use of mobility aids such as wheelchairs, walkers, crutches and canes
- Demonstrate skill in making modifications and adjustments to mobility aids, to ensure safe and proper use by the client
- Analyze the client's use of the device and assist the client to use the device safely and effectively
- Identify and report when changes/modifications may be appropriate

**4. Develop the skill of "Reflection" as a tool to enhance clinical experiences and lifelong learning.**

Potential Elements of the Performance:

- Demonstrate skilled reflection through activities such as debriefing and journaling
- Demonstrate the ability to transfer learning through reflection to present and future experiences

**5. Demonstrate an understanding of safety precautions regarding the client and self.**

Potential Elements of the Performance:

- Demonstrate comprehension of health and safety regulations of the clinical facility and is aware of emergency procedures (i.e., isolation precautions, code red)
- Demonstrate proper body mechanics of self and the client at all times
- Recognize unsafe working areas and take initiative to keep working area safe and clean
- Recognize changes in client's status and notifies appropriate medical staff
- Demonstrate awareness of and respond appropriately to precautions, contraindications and side effects when providing interventions
- Demonstrate selection of safe handling techniques during positioning and transferring of clients
- Develop skill in applying safety precautions during therapeutic activities, mobility and positioning procedures

**6. Demonstrate effective time management skills and organizational skills.**

Potential Elements of the Performance:

- Demonstrate punctuality and consistent attendance (for fieldwork, classes, meetings, treatment sessions)
- Demonstrate initiative and self direction
- Complete tasks in an effective and timely manner

**7. Develop effective interpersonal communication skills.**

Potential Elements of the Performance:

- Demonstrate the ability to establish rapport with other members of the health care team.
- Demonstrate the use of professional terminology when communicating verbally
- Demonstrate awareness of verbal and non-verbal communication, such as body language, and ensures professionalism at all times
- Interpret verbal and non-verbal communication of clients and respond appropriately
- Modify communication style to meet the individual needs of the client/staff or group
- Demonstrate effective listening skills and appropriate responses and behaviour

**8. Demonstrate appropriate professional behaviour.**

Potential Elements of the Performance:

- Demonstrate skills that enhance the therapeutic relationship
- Demonstrate effective skills when working in groups
- Demonstrate awareness and application of the policies and procedures of the clinical setting (dress code, punctuality, absences, confidentiality)
- Demonstrate the ability to accept feedback and manage conflict constructively
- Demonstrate appropriate ethical behaviour

**9. Demonstrate knowledge of professional development resources and activities to promote professional growth.**

Potential Elements of the Performance:

- Discuss the role of professional associations, professional colleges, supervisors and colleagues in promoting professional development
- Discuss the value of continuing education to promote professional development
- Explore the development and application of a “Learning Contract”

### III. TOPICS:

1. Role of the OTA/PTA
2. Clinical Observations and Reporting
3. Selection and Implementation of Therapeutic Interventions
4. Reflective Learning
5. Professional and Ethical Behaviour
6. Ensuring Safety of Client, Self and Others
7. Interpersonal Communication
8. Time Management and Problem Solving Skills
9. Professional Development

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

*Competency Profile: Essential Competencies of Physiotherapist Support Workers in Canada* (July 2002). Canadian Alliance of Physiotherapy Regulators and the Canadian Physiotherapy.

### V. EVALUATION PROCESS/GRADING SYSTEM:

**Evaluation:** The final grade in OPA 205 will reflect a Satisfactory/Unsatisfactory performance. The final grade is based on participation in the seminar, clinical simulation lab, fieldwork placements and log books. An unsatisfactory evaluation in any of these components will result in an unsatisfactory grade in OPA 205.

A description of the evaluation methods, placement schedules, simulation lab schedule and seminar will be discussed by the teacher within the first two weeks of class.

1. All tests/exams are the property of Sault College.
2. 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.
3. 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.
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 (of final grade) 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>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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.	

**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:**

Communication: The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *November* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

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Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.