

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to the roles and responsibilities of an OTA/PTA, to help prepare for fieldwork placements. Students will participate in introductory fieldwork experiences, through tours and facility visits of health care and rehabilitation settings and in the Clinical Simulations Lab.

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, 2, 3, 6), interpersonal skills (1, 2, 3, 7), safety (1, 2, 4), professional competence (1, 2, 4, 5, 6, 7), documentation skills (1, 4, 5, 6), and application skills (1, 2, 4, 6). 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. Understand and comply with the School of Health Sciences Philosophy and the OTA/PTA Program Policies.Potential Elements of the Performance:

- Review the Student Success Guide and comply with the School of Health Sciences Philosophy and the OTA/PTA Program Policies
- Discuss the responsibilities of the student and the college
- Discuss the principles of confidentiality of the OTA/PTA student and apply the rules of confidentiality during fieldwork visits and fieldwork placements
- Complete a Confidentiality Form

2. Develop an understanding of the roles and responsibilities of health care providers.Potential Elements of the Performance:

- Recognize the role/responsibilities of an OT and PT
- Describe the roles/responsibilities of an OTA/PTA including clinical skills, professional skills and office management skills

3. Develop an understanding of “Reflection” as a tool to enhance clinical experiences.Potential Elements of the Performance:

- Discuss the importance of reflection through activities such as debriefing and journaling.
- Enhance the ability to reflect critically on one's experience by engaging in activities such as debriefing and journaling of clinical experiences
- Exploration of knowledge/skills gained through clinical activities, sharing of the impact of the experience with others and discussing the intent of actions to be taken to further enhance learning.

- 4. Develop time management and organizational skills.**
Potential Elements of the Performance:
 - Discuss the importance of effective time management and organizational skills.
 - Demonstrate personal time management and organizational strategies
 - Demonstrate effective organization of documents required for fieldwork placements in “Fieldwork Binder”

- 5. Demonstrate an understanding documentation and of the organization and presentation of a medical record.**
Potential Elements of the Performance:
 - Define documentation and explain its significance
 - Discuss the role of documentation in patient care
 - Explain differences in source oriented, problem oriented and electronic medical records
 - Describe SOAP format for documenting/charting

- 6. Demonstrate knowledge and skills related to the principles of medical asepsis.**
Potential Elements of the Performance:
 - Describe the underlying principles of medical asepsis
 - Describe and demonstrate procedures related to maintaining medical asepsis

- 7. Demonstrate knowledge and skills related to the OTA/PTA’s responsibilities related to risk management.**
Potential Elements of the Performance:
 - Discuss and recall Emergency Codes
 - Describe and recall principles related to fire safety
 - Discuss the purpose of incident reports

- 8. Demonstrate knowledge and application of effective office management skills.**
Potential Elements of the Performance:
 - Demonstrate effective organization of resources/documents in “Student Portfolio”
 - Explain the necessity of and demonstrate organizational skills that manage time and reduce stress in the work environment
 - Demonstrate an understanding of appropriate office management skills including:
 - reception/clerical duties (answering the telephone, recording messages, booking appointments, filing charts,
 - use of computer software (Word, Excel, Power Point, etc.) and office equipment (photocopier, fax, etc.)
 - taking inventory
 - ordering supplies
 - maintaining a clean/tidy work environment
 - Describe effective use of the audiovisual equipment

9. Demonstrate an understanding of the importance of effective communication with the Fieldwork Supervisor and becoming familiar with the physical and social environment of fieldwork setting.

Potential Elements of the Performance:

- Review the role of a student OTA/PTA in various settings
- Discuss the importance of effective communication with the supervisor, other team members and the patients in the fieldwork setting
- Determine individual learning styles and their influences on one's interpersonal skills and learning ability
- Introduce and explore the purpose of a "Learning Contract" as a learning tool on fieldwork placements
- Describe general strategies for success in the fieldwork setting
- Discuss strategies to be proactive during fieldwork placements
- Describe specific strategies and tools to ensure student and patient safety, specifically during transporting/portering, transferring and ambulating of patients

III. TOPICS:

1. School of Health Sciences Philosophy and OTA/PTA Program Policies
2. Roles and Responsibilities the OT, PT and OTA/PTA
3. Introduction to Reflection
4. Time Management & Organization
5. Documentation
6. Medical Asepsis / Emergency Codes / Fire Safety
7. Office Management Skills
8. Success in the Fieldwork Setting

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Reading materials will be provided by the course professor.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Evaluation of this course will be based on attendance, participation and successful completion of related course work. A description of the facility visits, fieldwork experiences and evaluation methods will be discussed further in class. The grading system for this course is **Satisfactory/Unsatisfactory**.

Satisfactory/Unsatisfactory based on:

Attendance and Completion of Learning Activities/Reflection Journals S/U
(Minimum 80% attendance and completion of Learning Activities/Reflection Journals)

Completion of Portfolio S/U

2. Students missing any of the assignments, presentation or community visits because of illness or other serious reason must notify the professor **BEFORE** the assignments, presentation or community visits. 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 may be eligible to arrange an opportunity as soon as possible to complete the assignment or presentation at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that assignment or presentation.
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 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:

<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	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.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C", (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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 granted admission to the room.

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.