

I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to aquatic therapy and common disabling conditions which are managed with aquatic therapy by occupational therapists and physiotherapists. The student will become familiar with these common disabling conditions, their clinical presentation and the handling skills required when working with clients in an aquatic environment. The course includes practical application of these skills in lab sessions in a pool. The student will have the opportunity to observe, participate and/or assist with aquatic therapy sessions and classes in the community, depending on availability. The student will also experience the application of the equipment and principles covered, in a pool setting.

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, 8P, 8O, 9P, 10P, 11P, 12P), interpersonal skills (1, 2, 7, 9P, 10P, 11P, 12P), safety (1, 2, 4, 8P, 8O, 9P, 10P, 11P, 12P), professional competence (1, 2, 4, 5, 7, 8P, 8O, 9P, 10P, 11P, 12P), documentation skills (1, 4, 5) and application skills (1, 2, 4, 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. Demonstrate knowledge of the properties of water and describe the application of such in rehabilitation programs.
Potential Elements of the Performance:
 - Describe properties of water and how they apply to aquatic therapy
 - Describe the application of properties of water in rehabilitation programs
2. Demonstrate knowledge of and apply the goals of aquatic therapy.
Potential Elements of the Performance:
 - List and explain the goals of aquatic therapy
 - Identify goals of aquatic therapy in common conditions treated with aquatic therapy
 - Demonstrate the application of aquatic therapy to individuals and groups
3. Demonstrate an understanding of the personal protection and safety issues related to aquatic therapy, including specific rescue and removal techniques.
Potential Elements of the Performance:
 - List and explain personal protection and safety issues related to aquatic therapy for the client and therapist
 - Describe specific rescue and removal techniques

4. Identify and demonstrate an understanding of the conditions appropriate for aquatic therapy.

Potential Elements of the Performance:

- List and describe common conditions which are treated in aquatic therapy
- Describe special techniques/adaptations required for common conditions treated in aquatic therapy

5. Demonstrate integration of the knowledge of the conditions with the effects of aquatic therapy, on the physical manifestations of the condition and the psychosocial impact on the individual.

Potential Elements of the Performance:

- Describe the effects of aquatic therapy on specific physical manifestations of the condition
- Describe the psychosocial impact of aquatic therapy on the individual

6. Demonstrate an understanding of instructional strategies for teaching Aquatic Therapy.

Potential Elements of the Performance:

- List and describe the stages of learning
- List and describe the physiological and psychological factors that affect learning
- Describe teaching styles that comprise instructional design
- Explain and apply principles of instructional delivery

7. Interpret and appropriately apply the different models of aquatic therapy.

Potential Elements of the Performance:

- List and describe different models of aquatic therapy
- Explain the effects of hydrophysics on the body and its application in treatment
- List and explain basic principles and methods used in Aquatic Therapy

8. Demonstrate an understanding of assessment and treatment of normal and abnormal postures and movement in aquatic therapy.

Potential Elements of the Performance:

- Review normal posture, postural reflexes and tone
- Review terms related to abnormal tone
- Describe the assessment of posture and movement
- Describe aquatic therapy for abnormal postures and movement

9. Demonstrate an understanding of the equipment used in aquatic therapy and their applications.

Potential Elements of the Performance:

- List and describe the applications of common equipment used in aquatic therapy
- Explain accessibility as it relates to aquatic therapy including requirements, adapted equipment and pool layout

III. TOPICS:

1. Common Conditions Appropriate for Aquatic Therapy
2. Safety and Orientation Issues for Client and Therapist
3. Accessibility Issues
4. Properties of Water
5. Effects and Application of Hydrophysics
6. Indications, Precautions and Contraindications to Aquatic Therapy
7. Principles and Methods of Aquatic Therapy
8. Instructional Strategies

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

The Aquatic Therapy Answer Book. (5th ed.) Aquatic Resource Network. (2001)

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma.

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. /

Course Evaluation

10% Assignment 1
15% Assignment 2
25% Assignment 3
20% Learning Objectives
30% Final Exam

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 (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 postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
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: 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:

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>.

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. Admission to the classroom for late arrivers will at the discretion of the professor.*

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.

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.

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.

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.

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.