



## I. COURSE DESCRIPTION:

The purpose of this course is to introduce the student to common disabling conditions which are managed by occupational therapists and physiotherapists. The conditions emphasized will be musculoskeletal in nature. Relevant anatomy/physiology will be reviewed and/or taught prior to the student gaining familiarity with the conditions, the associated pathology, the course of the condition and the intervention provided by a Physiotherapist and/or Occupational Therapist. The student will be able to recognize the clinical presentation of the specific conditions covered in the class.

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

In general, this course addresses Vocational Learning Outcomes (cross-reference with the Program Standards) in: communication skills (1, 8P, 8O), safety (1, 8P, 8O), professional competence (1, 7, 8P, 8O), and application skills (1, 8P, 8O). It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will:

### 1. Demonstrate a general knowledge of the basic concepts of relevant anatomy and physiology, pathophysiology and the general principles of disease and injury.

#### Potential Elements of the Performance:

- Describe the general principles of disease and injury (alterations in cell function, structure, growth and differentiation; inflammation, wound healing and neoplasia) sufficient to understand the pathophysiology of the conditions covered
- Identify and state the function of the major parts of the Central Nervous System, Peripheral Nervous System, Musculoskeletal System, and the Integumentary System sufficient to understand the pathophysiology of the conditions covered

### 2. Demonstrate an understanding of common conditions, including the etiology, pathophysiology, and clinical presentation.

#### Potential Elements of the Performance:

- Describe the following conditions including the etiology, pathophysiology and clinical presentation:

#### **Pain:**

Acute, chronic, referred

#### **Musculoskeletal System**

Fibromyalgia

Polymyositis

Spinal Disorders – Herniated Intervertebral Disk, Degenerative Disc

Disease Scoliosis, Kyphosis

Osteoarthritis

Bursitis

Osteomyelitis

Gout

Musculoskeletal Tumors

Osteoporosis  
Osteomalacia and Rickets  
Hallux Valgus, Hallux Rigidus, Hammer Toe  
Traumatic and Sports Injuries  
Fractures  
Sprains and Strains  
Dislocations, Subluxations  
Adhesive Capsulitis (Frozen Shoulder)  
Severed Tendon, Tendonitis  
Contusion  
Shin Splints  
Plantar Fasciitis  
Ganglion  
Torn Meniscus  
Rotator Cuff Tears  
Amputations  
Congenital Anomalies  
Hip dysplasia  
Legg-Calve-Perthes  
Angular/Torsional Conditions – genu varum, genu valgum, torticollis  
Other Connective Tissue Disorders  
Ankylosing spondylitis  
Infectious arthritis  
Psoriatic arthritis  
Hypermobility disorders  
Osteochondritis (Osgood-Schlatter's, Scheuermann's Disease)  
Osteonecrosis  
Bone Neoplasms  
Benign, malignant  
Ewing's sarcoma  
Secondary bone tumors  
**Integumentary System (Skin)**  
Dermatitis  
Psoriasis  
Herpes zoster (shingles)  
Furuncles and carbuncles  
Cellulitis  
Dermatophytoses (tinea capitis, tinea corporis, tinea unguium, tinea  
Pedis, tinea cruris  
Decubitus ulcers  
Benign and premalignant tumors  
Skin carcinomas  
Abnormal skin pigmentation  
Alopecia  
Folliculitis  
Corns and calluses  
Verrucae (warts)  
Deformed or Discoloured Nails  
Trauma – abrasions, avulsion, puncture wounds, lacerations  
Thermal Insults – burns, hyperthermia, hypothermia, frostbite

**3. Demonstrate knowledge of the clinical implications of these conditions.**

Potential Elements of the Performance:

- For each of the conditions listed above, where appropriate, explain the effect of the condition on normal growth and development and/or the aging process
- For each of the conditions listed above, where appropriate, assess and interpret the effect of the condition on the physical, psychosocial and environmental aspects of an individual's life
- Integrate knowledge of each condition with the impact of the condition on the client's normal function and his/her environment

**4. Demonstrate knowledge of the general goals of treatment as outlined by the OT/PT as they relate to each condition.**

Potential Elements of the Performance:

- Describe treatment for each of the conditions listed above
- Describe the general goals of treatment by an OT/PT for each of the conditions listed above

**5. Demonstrate an understanding of the specific role of the OTA/PTA in carrying out the treatment plan established by the OT/PT in each condition.**

Potential Elements of the Performance:

- Describe the role of the OTA/PTA in the OT/PT management of each of the conditions listed above

**III. TOPICS:**

1. Basic concepts of disease and injury
2. Anatomy and Physiology of the Nervous System
3. Pathophysiology of Neurological Conditions  
Pain: Acute, Chronic and Referred
4. Anatomy and Physiology of the Musculoskeletal System
5. Pathophysiology of the Musculoskeletal System
6. Anatomy and Physiology of the Integumentary System
7. Pathophysiology of the Integumentary System
8. Clinical Implications
9. Treatment Goals
10. Role of the OT/PT and OTA/PTA in each condition

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

Frazier, M and Drzymkowski, J. (2000). Essentials of Human Diseases and Conditions (2<sup>nd</sup> ed.), W.B. Saunders Company

Garrison, S. (2003). Handbook of Physical Medicine and Rehabilitation Basics. (2<sup>nd</sup>. ed.) Lippincott-Raven

**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.**

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.

6 Quizzes (worth 5% each)	30%
3 Tests (worth 15% each)	45%
Attendance/Homework	5%
Final Written Exam	20%

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.

***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.*

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.

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.

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.