

I. COURSE DESCRIPTION:

This course will prepare the student to become a skilled practitioner who supports the Occupational Therapist / Physiotherapist in the provision of assigned services. Through participation in fieldwork activities and reflection on the learning process, students will acquire new knowledge and skills as well as consolidate prior learning. The goals of this experience are to provide the student with the opportunity to practice clinical and clerical skills and to further develop high standards of personal and professional behaviour. In a fieldwork setting and in the Sault College Health Sciences Simulation Lab students will develop critical thinking and problem solving skills to enhance their knowledge and clinical competence. A Registered Occupational Therapist or Physiotherapist supports the student while on placement and facilitates a weekly seminar to promote a deeper understanding of the role of the OTA & PTA within the inter-professional health care team.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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)
- Complete assigned data gathering to support the Physiotherapy/Occupational Therapy evaluation
- Develop effective problem solving and judgment related to assigned service components
- Participate in the ongoing intervention and monitoring 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 assigned service components, 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 the implementation and monitoring of interventions assigned by a Registered Therapist and identify, report, and record observations.**

Potential Elements of the Performance:

- Demonstrate understanding of the client's intervention plan
- Observe, monitor and report the client's performance
- Establish positive therapeutic relationships and facilitate client participation

- 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 status and 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 personal safety in the performance of assigned components of service delivery.

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 the client and self 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 adverse reactions when performing assigned components of service delivery
- 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 interprofessional 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:

Required Reading Materials Provided in Class By Professor
Fieldwork Uniform – see Student Success Guide for full description

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation: The final grade in OPA 217 will reflect a Satisfactory/Unsatisfactory performance. The final grade is based on participation in the seminar, clinical simulation lab placement, fieldwork placements and log books. An unsatisfactory evaluation in any of these components will result in an unsatisfactory grade in OPA 217.

Evaluation:

In-Class Learning Activities (10 @ 5% each)	50%
Reflection Papers (2 @ 15%)	30%
Class Presentation	10%
Post Course Reflection	10%
	100%

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:

<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: 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.

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:

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 guaranteed admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.