

This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for Occupational Therapist Assistant and Physiotherapist Assistant program of instruction leading to an Ontario College Diploma delivered by the Ontario Colleges of Applied Arts and Technology. (MTCU code 51502)

Vocational Learning Outcomes

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and significant others, occupational therapists, physiotherapists, other health care providers and others within the role of the therapist assistant
X	participate in the effective functioning of interprofessional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
X	ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
X	practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
X	document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
X	develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
X	perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psychosociological sciences, and health conditions.
X	perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
X	enable the client's occupational performance* by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
X	enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Essential Employability Skills:

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	<i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i>
X	<i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
	<i>execute mathematical operations accurately.</i>
X	<i>apply a systematic approach to solve problems.</i>
X	<i>use a variety of thinking skills to anticipate and solve problems.</i>
X	<i>locate, select, organize, and document information using appropriate technology and information systems.</i>
X	<i>analyze, evaluate, and apply relevant information from a variety of sources.</i>
X	<i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i>
X	<i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
X	<i>manage the use of time and other resources to complete projects.</i>
X	<i>take responsibility for one's own actions, decisions, and consequences.</i>

General Education Requirements are addressed for the objective of Personal Development.

I. COURSE DESCRIPTION:

This course will prepare the student to become a skilled practitioner who supports the Registered Occupational Therapist and Physiotherapist in the provision of assigned services. Through participation in fieldwork and reflection activities, the student will consolidate prior learning as well as acquire new knowledge and skills in the workplace. The goals of this experience are to provide the student with the opportunity to practice direct and indirect patient care skills and to develop high standards of professional behaviour. In fieldwork settings students will begin to develop critical thinking and problem solving skills to enhance their knowledge and clinical competence. A Registered Occupational Therapist or Physiotherapist supports the student during this practicum experience 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. Demonstrate 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
- Act interdependently and collaboratively as a health care team member while working within the role of a Student OTA/PTA.

2. Participate in the effective functioning of interprofessional health care teams within the role of a Student OTA/PTA.

Potential Elements of the Performance:

- Contribute to occupational therapy and physiotherapy interventions by providing observations and other relevant information to the health care team
- Establish positive therapeutic relationships and facilitate client participation
- Speak and write clearly using appropriate terminology and related abbreviations as defined in the practice setting
- Develop clinical observation skills: monitor and report any changes in a client's functional performance/status/progress
- Develop effective communication, including verbal, non-verbal, written and electronic

3. Demonstrate the ability to perform effectively within the role of the Student OTA/PTA.

Potential Elements of the Performance:

- Implement components of a treatment plan/intervention applying relevant knowledge and skills
- Safely and effectively perform assigned therapeutic skills
- Perform functions that contribute to the development, implementation and modification of treatment plans/interventions

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

Potential Elements of the Performance:

- Analyze learning opportunities through reflection activities such as debriefing and journaling
- Self-evaluate and 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:

- Employ health and safety regulations of the clinical facility and is aware of emergency procedures (i.e., isolation precautions, code red)
- Employ 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
- Evaluate and respond appropriately to precautions, contraindications and adverse reactions when performing assigned components of service delivery
- Employ safe handling techniques and other safety precautions during positioning and transferring of clients

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. Demonstrate 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:

- Describe the roles of professional associations and professional colleges
- Discuss the value of continuing education to promote professional development
- Develop the ability to identify appropriate learning objectives and to write an effective individualized "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.

Students in the OTA/PTA program must successfully complete this course with a Satisfactory grade, for subsequent courses in the OTA/PTA program which this course is a pre-requisite, and also as partial fulfillment of the OTA/PTA diploma.

Portfolio (S/U)
Fieldwork Evaluation (S/U)
Log Book (S/U)
Attendance Record (S/U)

Seminar Attendance	(S/U)
In-Class Activities	(S/U)
Assignments	(S/U)
Fieldwork Reflection	(S/U)

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: 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.