

This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for the Pre-Health Sciences 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, health care providers and others within the role of the health care provider
X	participate in the effective functioning of interprofessional health care teams within the role of the health care provider
X	establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the health care provider.
X	ensure personal safety and contribute to the safety of others within the role of the health care provider

Essential Employability Skills:

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

I. COURSE DESCRIPTION:

This course introduces students to the Canadian health care system and professions within it. It promotes an understanding of the diversity of roles and interprofessional relationships of various health professionals. Students explore the roles of professional associations and the regulatory bodies of different health care providers. Models of health care delivery and key elements of interprofessional health care teams are discussed. Students will also identify ethical and legal issues that impact health care.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. Demonstrate an understanding of the health care system in Canada.
Potential Elements of the Performance:
 - Discuss the historical development of health care in Canada.
 - Discuss the basic underlying principles for health care in Canada.
 - Describe the funding for health care in Canada and Ontario.
 - Identify current sources of health care in Canada

2. Identify and describe the different levels and types of care provided, funding and the location of services in Ontario.
Potential Elements of the Performance:
 - Identify the different types of health care facilities available for citizens of Ontario
 - Distinguish between classifications used for health care facilities, agencies and clinics, to describe level of care, types of care, location, organizational structure and funding
 - Distinguish between classifications used services in Ontario including location, funding, personnel, organizational structure, level of care client and type of care
 - Discuss funding models for various services – acute care, long term care, community care, physicians, research

3. Identify and describe the members of an interprofessional health care team, their educational preparation, their roles and responsibilities and their scope of practice.
Potential Elements of the Performance:
 - Distinguish among members of an interprofessional health care team and identify:
 - (i) title
 - (ii) educational qualifications
 - (iii) licensure
 - (iv) roles and responsibilities
 - (v) scope of practice
 - (vi) legal, ethical responsibilities (as defined by the Regulated Health Professionals Act)
 - (vii) referral
 - (viii) salary, expected wages
 - Differentiate among professional members, titles and roles, including where some roles may overlap
 - Describe client-centered goals

 - Describe the support personnel roles and responsibilities to the health care system with respect to: professionalism, accountability, knowledge base, skill sets, attitude, and legal/ethical obligations
 - Describe the educational preparation of support personnel, their job descriptions in various work settings, their roles, their limitations and boundaries of scope of practice

4. Demonstrate an understanding of the mandate and services offered by Health Care Providers' professional organizations locally, provincially, nationally and internationally.

Potential Elements of the Performance:

- Explain the concept of a licensing body for health care professionals
- Describe the purpose of the College of: Physiotherapists; Nurses; Physicians and the College of Occupational Therapists of Ontario
- Discuss the issue of licensing support personnel
- Identify and describe the mandate and services offered by professional groups/organizations at the local level, provincial, national and international levels
- Identify and describe the standards of the CNO; CPO and CAOT that refer to the use of Support Personnel or other unregulated health care providers.

5. Demonstrate an understanding of current health care delivery models used and the need for effective working relationships among members of the interprofessional health care team.

Potential Elements of the Performance:

- Describe current models of health care delivery, medical model, rehabilitation model, health promotion model
- Describe key elements of effective working relationships that are required of team members to provide interprofessional client care.

6. Demonstrate an understanding of significant changes in the health care system, both historical and current, and the impact of the changes on clients, health care workers, facilities and communities.

Potential Elements of the Performance:

- Determine criteria of a quality health care system
- Discuss areas within the health care system where rehabilitation services have impact or will impact on acute care, long term care, palliative care, community care
- Discuss examples of the effects of rehabilitation on a client and their family members, including: physical, psychological, cognitive, spiritual, cultural, social, and environmental aspects
- Describe the International Classification of Functioning, Disability and Health (ICF) model and any other relevant models to clinical practice
- Discuss the concepts of quality assurance, regulation bodies/boards, licensing, accreditation, risk management, Total Quality Management and Continuous Quality Improvement
- Identify determinants of health and discuss their impact on client services, health professionals and their services, facilities and delivery of care, and communities.

7. Demonstrate knowledge of issues of responsibility, accountability, legal and ethical concerns of team members to themselves, the team, the public, and the profession within the context of the health care system.

Potential Elements of the Performance:

- Identify examples and discuss responsibilities and accountability of licensed therapists and support personnel
- Discuss the team's legal responsibilities to the patient and their family including duty to care, beneficence, documentation, malpractice and professional conduct
- Discuss responsibilities of the health team members to each other
- Define ethics
- Describe the purpose of a Code of Ethics
- Identify and discuss relevant ethical issues that arise within health care services, particularly among rehabilitation services
- Demonstrate the ability to use a process of clarifying values related to ethical issues

8. Demonstrate an understanding of client rights and responsibilities within the health care system.

Potential Elements of the Performance:

- Explore the concept of clients' rights and responsibilities
- Discuss how clients' rights impact on health care
- Explain the significance of patients being responsible for their own health care being parallel to the health care workers responsibilities for the patients' care and their own practice (ie patients who are non-compliant, patients with HIV, patients developing dependence on therapy)
- Differentiate between the partnership model and the paternalistic model of planned care

9. Describe and adhere to the concept of confidentiality, as it applies to the responsibilities of the health care professionals.

Potential Elements of the Performance:

- Describe the underlying principles of confidentiality
- Describe the responsibilities of each staff person regarding confidentiality
- Explain/identify the consequences of a breach of confidentiality
- Discuss legislation related to protection of personal information (PHIPA and PIPEDA)

III. TOPICS:

1. Development of Health Care and Social Services in Ontario
2. History of Health Services in Canada
3. Health Care Delivery Models, Service and Facilities
4. Funding of Health Care in Ontario
5. The Interprofessional Health Care Team
6. Support Personnel and Unregulated Health Care Providers
7. Regulatory Bodies and Professional Affiliations
8. Rights and Responsibilities of Patients and Personnel
9. Ethical and Legal Obligations – Confidentiality and Protection of Personal Information

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Health and Health Care Delivery in Canada, 2nd Edition
By Valerie D. Thompson, RN, PHC, NP
ISBN: 978-1-927406-31-1

Other reading materials or references will be provided in class.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the Pre-Health Program must successfully complete this course with a minimum D grade (50%), as partial fulfillment of the diploma.

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be discussed by the teacher within the first two weeks of class.

Evaluation:

Quiz #1 25%

Quiz #2 25%

Quiz #3 25%

Quiz #4 25%

Total 100%

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 post-secondary courses:

<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	
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 in D2L and on the portal form part of this course outline.