

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Therapeutic Practice Skills in Occupational Therapy
CODE NO. : OPA 108 **SEMESTER:** 2
PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant
AUTHOR: Joanna MacDougall/Andrea Sicoli
DATE: Jan/04 **PREVIOUS OUTLINE DATED:** N/A
APPROVED:

	_____ DEAN	_____ DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	OPA100, OPA101, OPA102, OPA103, OPA104, OPA105, PSY102	
HOURS/WEEK:	3	

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*For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689*

I. COURSE DESCRIPTION:

The purpose of this course is to provide the student with an introduction to the range and therapeutic use of activities within the field of Occupational Therapy. Students will learn how to assist clients in performing these activities. Students will also learn the principles of developing a therapeutic relationship. This course will also introduce the students to the principles, purpose and practice of activities of daily living. Occupational therapists commonly focus on activities of daily living to teach, facilitate and encourage independent functioning. The student will learn what activities of daily living encompass, the breakdown of them, the importance and relevance of them and various ways to teach them. Students will have the opportunity to apply the theory and skills during lab time and where community visits are available.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1,2,8O – 12O), interpersonal skills (1,2,7,9O - 12O), safety (1,2,4,8O-12O), professional competence (1,2,4,5,7,8O – 12O), and application skills (1,2,3,8O – 12O). It addresses all of the Generic Skills Learning Outcomes with the exception of mathematical skills.

Upon successful completion of this course, the student will:

1. Demonstrate responsibility in maintaining and applying knowledge, skills and attitudes required from Semester I courses
Potential Elements of the Performance:
 - Review principles of medical asepsis/infection control
 - Review the principles and implementation of confidentiality
 - Discuss professional behaviours related to patient care and non-patient care activities

2. Demonstrate an understanding of the role of the OT and the OTA in an occupational therapy setting.
Potential Elements of the Performance:
 - Identify the role and the educational requirements of an OT
 - Review the role and educational requirements of an OTA
 - Discuss specific responsibilities of an OTA in various settings, including, the hospital, pediatric rehab center, retirement home, community care

3. Demonstrate knowledge of a activity analysis, and the rationale and planning for activity selection, as determined by the Occupational Therapist.
Potential Elements of the Performance:
 - Define purposeful activity
 - Describe the principles of an activity analysis
 - Describe the biomechanical and sensorimotor approaches to an activity analysis
 - Demonstrate an understanding of how an OTA would select, adapt and grade an activity to meet the client's needs and goals
 - Complete an activity analysis

4. Demonstrate an understanding of the principles and basic knowledge of a range of therapeutic activities and devices appropriate for individual clients and groups of clients, which meet identified goals and treatment needs, under the supervision of an Occupational Therapist.
Potential Elements of the Performance:
 - Identify characteristics of exercises and activity used for physical restoration
 - Discuss the use of therapeutic exercises including indications, contraindications, procedures and precautions
 - Define therapeutic activity
 - Discuss the use of modalities used in OT
 - Discuss the use of therapeutic equipment in OT

5. Demonstrate an understanding of group process and its effect on Occupational Therapy treatment in a group setting.
Potential Elements of the Performance:
 - Define a therapeutic group
 - Discuss the benefits of group therapy vs. individual therapy
 - Discuss the types of groups and roles of the group members

6. Demonstrate an understanding of how to better develop a therapeutic relationship, as well as how the client's values and the OTA's values will affect the therapeutic relationship.
Potential Elements of the Performance:
 - Discuss "Therapeutic Use of Self"
 - Discuss how clients values and OTA's values influence the therapeutic relationship
 - Discuss the importance of RESPECT
 - Review transference and counter-transference

7. Demonstrate an understanding of the principles of activities of daily living and instrumental activities of daily living.
Potential Elements of the Performance:
 - Define ADL and IADL
 - Discuss various ADL and IADL tasks and skill components necessary to perform these tasks
 - Become familiar with the assessment/evaluation of ADL and IADL
 - Discuss the role of the OTA in ADL and IADL training

8. Demonstrate an understanding of the contraindications, precautions and safety issues related to the implementation of a treatment plan determined by the Occupational Therapist.

Potential Elements of the Performance:

- Define what is meant by a treatment plan
- Discuss the role of the OTA in implementing the treatment plan
- Review safety issues related to patient care

9. Demonstrate an understanding of the skills required to accurately observe and report client responses to the Occupational Therapist.

Potential Elements of the Performance:

- Discuss the importance of observation during the client interview, evaluation and treatment
- Define and discuss the importance of clinical reasoning
- Review skills related to verbal and non-verbal reporting

10. Demonstrate an understanding of health training skills.

Potential Elements of the Performance:

- Demonstrate the characteristics and ability to be an effective instructor
- Demonstrate skill in adapting patient education to individual/group needs
- Demonstrate the ability to provide education in the use of assistive devices

III. TOPICS:

1. Role of the OT and OTA in various settings
2. The use of purposeful activity in OT
3. Therapeutic exercise, modalities and equipment
4. Group Process
5. Therapeutic Relationship
6. ADL and IADL
7. Treatment Plan
8. Observation, Clinical Reasoning and Reporting
9. Therapeutic exercise, modalities and equipment
10. Health training/teaching

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Early, M.B. (1998). Physical dysfunction practice skills for the occupational therapy assistant. St. Louis, MO: Mosby.

Hirama, H. (1986). Occupational therapy assistant: A primer. Baltimore, MD: CHES Publications, Inc.

Pierson, F. (2002). Principles and Techniques of Patient Care. (3rd. ed.) Saunders.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. 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.
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 per day for every school day late with the permission of an extension. This means that if you requested an extension for 5 school days (1 week), 5 percentage points will be deducted from the final grade.
6. A supplemental exam may be written by students who meet the following criteria. The student must achieve at least a grade of 45% in the course. The student must have attended at least 80% of the classes. The supplemental exam will then cover the entire course and will be worth 100% of the student's final mark.

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.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.