

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Fieldwork Placement I  
**CODE NO. :** OPA114 **SEMESTER:** 2  
**PROGRAM:** Occupational Therapist Assistant/Physiotherapist Assistant  
**AUTHOR:** Joanna MacDougall  
**DATE:** Jan 09 **PREVIOUS OUTLINE DATED:** Jan 08  
**APPROVED:** "Fran Rose"

	<b>CHAIR OF HEALTH PROGRAMS</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	OPA100, OPA101, OPA102, OPA103, OPA104, OPA105, PSY102	
<b>HOURS/WEEK:</b>	48 (Total Hours)	

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*For additional information, please contact the Chair, Health Programs*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2689*

**I. COURSE DESCRIPTION:**

The purpose of this course is to provide the student with an initial fieldwork placement and to provide an opportunity for students to apply concepts and skills when appropriate. Depending on availability, placements can be in physiotherapy clinics, nursing homes, hospitals and with community organizations such as the YMCA and Therapeutic Ride Algoma. During this placement, the emphasis is on exposure to various client populations and conditions. Application of skills and concepts is at the discretion of the supervising personnel.

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

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: communication skills (1, 2, 3, 6, 8P, 8O), interpersonal skills (1, 2, 3, 7, 8P, 8O), safety (1, 2, 4, 8P, 8O), professional competence (1, 2, 4, 5, 6, 7, 8P, 8O), documentation skills (1, 4, 5, 6), and application skills (1, 2, 4, 6, 8P, 8O). It addresses all of the Generic Skills Learning Outcomes with the exception of mathematical skills(4).

Upon successful completion of this course, the student will:

1. Demonstrate the use of therapeutic communication skills.  
Potential Elements of the Performance:
  - Use appropriate communication skills that support therapeutic relationships
2. Demonstrate knowledge of and the application of professional behaviours expected of an OTA/PTA.  
Potential Elements of the Performance:
  - Demonstrate professional behaviour throughout the placement
  - Dress professionally throughout the placement, wearing school uniform and name tag
3. Demonstrate and apply knowledge of the role of an OTA/PTA student recognizing own limitations and reporting to the appropriate personnel.  
Potential Elements of the Performance:
  - Observe as appropriate and participate when requested and when appropriate, identifying own limitations
  - Report to appropriate personnel if performance expectations exceed role and ability of student
4. Interpret and apply appropriate medical terminology.  
Potential Elements of the Performance:
  - Use correct medical terminology when discussing cases

5. Demonstrate the application of knowledge related to human anatomy, biology, and physiology.  
Potential Elements of the Performance:
  - Apply knowledge of anatomy, biology and physiology to better understand cases
6. Demonstrate respect for clients and other health care providers.  
Potential Elements of the Performance:
  - Use appropriate methods of communication and be respectful of clients and other care providers at all times
7. Demonstrate accountability at all times.  
Potential Elements of the Performance:
  - Be punctual for placements
  - Attend regularly and inform appropriate personnel of any absences
  - Take responsibility for making up any lost time due to absences
8. Apply and adhere to the concept of confidentiality, related to client's and facility/agency occurrences.  
Potential Elements of the Performance:
  - Demonstrate understanding and application of the rule of confidentiality
9. Demonstrate skills of self-directed learning through observation, questioning and initiative.  
Potential Elements of the Performance:
  - Maintain a log book of measures taken throughout placement that demonstrate self-directed learning (observation, reflection, questioning, showing initiative, researching)

### III. TOPICS:

1. Communication Skills
2. Professional Behaviours
3. Role of the OTA/PTA Student
4. Terminology
5. Relationships with other Care Providers
6. Confidentiality
7. Health Care System and relationship with one Agency
8. Self-Directed Learning

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

As indicated by supervising therapist

**V. EVALUATION PROCESS:**

Will be based on successful completion of the placement and attendance of any in class lectures:

*Placement Evaluation (S/U)*  
*Mandatory Attendance (min. 48 hrs)*  
*Log Book (S/U)*

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.

**VI. SPECIAL NOTES:**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.

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.

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*. 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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

**VII. 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.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.