

I. COURSE DESCRIPTION:

This course will expand the student's knowledge base acquired in the course HUMAN MOVEMENT (OPA 104) and HUMAN ANATOMY (OPA 103). Students begin to apply of knowledge related to muscle, joint structure and function, and biomechanics of human movement, as it applies throughout the lifespan. The student will be introduced to basic clinical competencies and will have the opportunity to apply the principles of normal functional movement as it relates to human movement including ADL, exercise, posture, transfers and gait. The student will develop knowledge and skills related to abnormal movement development/patterns, proper handling techniques and the application of assistive ambulation devices.

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, 8P, 8O, 9P, 9O, 10P, 10O), safety (1, 2, 4, 8P, 8O, 9P, 9O, 10P, 10O), professional competence (1, 2, 4, 5, 7, 8P, 8O, 9P, 9O, 10P, 10O), documentation skills (1, 4, 5) and application skills (1, 2, 4, 8P, 8O, 9P, 9O, 10P, 10O). It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will:

1. Demonstrate and apply knowledge and skills related to motor development.
Potential Elements of the Performance:
 - Explain and demonstrate the normal stages of motor development and identify the implications of failure to achieve these
 - Describe key milestones used to assess motor development
2. Demonstrate and apply knowledge related to concepts and components of movement.
Potential Elements of the Performance:
 - Describe the clinical implications of the essential components of movement (motor, sensory, cognitive, perceptual, psychosocial, environmental) and their inter-relationship
 - Integrate knowledge of concepts of movement and joint movement through the analysis of functional movements (ie. ADL, walking, lifting, stairs, sports, occupational performance)
3. Demonstrate and apply knowledge and skills related to muscle and exercise physiology.
Potential Elements of the Performance:
 - Integrate knowledge of muscle through the analysis of various normal functional movements
 - Explain key concepts of soft tissue stretching and the application in clinical context
 - Identify and define tone and recognize the clinical implications of abnormal muscle tone.

4. Demonstrate and apply knowledge of normal versus abnormal postures and movement related to body alignment and positioning, transfers and lifts.

Potential Elements of the Performance:

- Describe and demonstrate normal body alignment and positioning
- Demonstrate the ability to assist and educate others regarding normal body alignment and positioning
- Identify and define impairments (such as restricted ROM, tone, balance, and cognitive status) and explain how they may affect body alignment, positioning, transfers and ambulation (with and without assistive devices)
- Identify how abnormal postures, movement and impairments may present risk factors and contraindications to the use of lifts, transfers and assistive devices for mobility

5. Demonstrate safe and purposeful handling for normal limbs.

Potential Elements of the Performance:

- Demonstrate and explain the need for safe handling of limbs
- Explain the effect of different impairments (abnormal tone, cognition, sensory and perceptual deficits) on ROM

6. Demonstrate an understanding of the implications of age-related changes on normal functional movement.

Potential Elements of the Performance:

- Describe the implications of normal age related changes on:
 - a) bones
 - b) joints
 - c) muscles
 - d) posture
 - e) movement – specific joints, spine, chest wall
 - f) cardio-respiratory systems

7. Demonstrate and apply knowledge and skills related to the application of assistive devices for ambulation.

Potential Elements of the Performance:

- Identify and describe normal and abnormal gait patterns
- Assess parameters of gait (step length, stride length, width of base of support)
- Demonstrate an understanding of basic gait patterns using assistive devices
- Identify changes in factors affecting gait (vertical and horizontal displacement, width of base of support, lateral pelvic tilt, step length, stride length)
- Describe normal age-related changes of gait
- Explain the effect of different impairments (abnormal tone, cognition, sensory and perceptual deficits) on gait
- Identify gait patterns of common disabling conditions (CVA, Parkinson's, antalgic gait of the lower extremity)

III. TOPICS:

1. Motor Development
2. Age Related Changes
3. Application of Concepts/Components of Movement
4. Applied Kinesiology
- 5.. Muscle and Exercise Physiology
6. Posture and Movement
7. Impairments and Mobility
8. Safe and Purposeful Handling of Limbs`
9. Gait Patterns

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Lippert, Lynn. (2006). Clinical Kinesiology for Physical Therapist Assistants. (4th. ed.) F.A. Davis Company. (from 1st semester)

Lippert, Lynn. (2007). Laboratory Manual for Clinical Kinesiology and Anatomy. (2nd. ed.) F.A. Davis Company. (from 1st semester)

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma.

1.	
Participation	10%
Quizzes (3 x 15% each)	45%
Applied Anatomy Test	20%
<u>Final Exam</u>	<u>25%</u>
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 and who have medical documentation to support their absence, 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. Re-writes for absence other than medical, remain the discretion of the professor.
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.

The following semester grades will be assigned to students in postsecondary 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.

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.

VI. SPECIAL NOTES:

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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

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.

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.