

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Fieldwork Practicum II		
CODE NO. :	OPA131	SEMESTER:	2
PROGRAM:	Occupational Therapist Assistant/Physiotherapist Assistant		
AUTHOR:	Joanna MacDougall/Andrea Sicoli		
DATE:	Jan /11	PREVIOUS OUTLINE DATED:	N/A
APPROVED:	"Marilyn King"		Jan/11
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	CHAIR OF HEALTH PROGRAMS	DATE	
TOTAL CREDITS:	5		
PREREQUISITE(S):	OPA101, OPA103, OPA104, OPA116, OPA 117, OPA 118		
HOURS/WEEK:	90 hrs total (1hr/wk seminar; plus 75hrs fieldwork)		

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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 prepare the student for their initial fieldwork experience and to support them during the placement. During this placement, the emphasis is on professionalism, communication and exposure to various client populations and conditions. The students will be provided the opportunity to share and discuss their experiences with classmates. Application of skills and concepts is at the discretion of the fieldwork supervisor. The students will gain further insight into placements other than their own as well as into issues that affect all placements.

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), 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 knowledge of and use therapeutic communication skills.
Potential Elements of the Performance:
 - Describe observations and interactions with clinical cases using appropriate terminology and communication skills
 - Use appropriate communication skills that support therapeutic relationships
2. Demonstrate knowledge of and apply professional behaviours expected of an OTA/PTA.
Potential Elements of the Performance:
 - Describe professional behaviours expected of the student during observational placements
 - Demonstrate professional behaviour throughout the placement
 - Dress professionally throughout the placement, wearing school uniform and name tag
3. Demonstrate an understanding of the role of an OTA/PTA student recognizing own limitations and reporting to the appropriate personnel.
Potential Elements of the Performance:
 - Describe clinical cases observed and the potential role of the OTA/PTA student in each particular situation
 - 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. Demonstrate knowledge of and use appropriate medical terminology.
Potential Elements of the Performance:
 - Describe observations and interactions with clinical cases using appropriate medical terminology
5. Demonstrate the application of knowledge related to human anatomy, biology, and physiology.
Potential Elements of the Performance:
 - Describe clinical cases applying appropriate anatomy, biology and physiology and associated pathophysiology
 - List and describe impairments of the cases presented and the role of OT/PT in each
6. Demonstrate respect for clients and other health care providers.
Potential Elements of the Performance:
 - Describe observations and interactions with other care providers during the placement and identify respective encounters
 - Use appropriate methods of communication and be respectful of clients and other care providers at all times
7. 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
 - Provide examples of the rule of confidentiality in effect during the placement
 - Apply the rule of confidentiality when presenting case studies from placement
8. Demonstrate an understanding of the Health Care System from one agency's perspective.
Potential Elements of the Performance:
 - Outline and explain the relationship of one agency with the Health Care System – type of facility, type of services offered, funding of services offered, current funding or legislative issues related to the agency
9. 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
10. 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:

To be provided by instructor.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must achieve a Satisfactory standing in this course as partial fulfillment of the OTA/PTA diploma.

1. Course Evaluation will be based on Satisfactory completion of:
 - Portfolio assignments (S/U)
 - Learning Activities (S/U)
 - Fieldwork Evaluation (S/U)
 - Log Book (S/U)
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.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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:

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.*

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

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.