

I. COURSE DESCRIPTION:

This course will provide the student with the opportunity to integrate and consolidate the theory and practice of managing complex patient situations in the classroom and in the lab. The student will utilize critical thinking skills required to determine a patient's needs in order to appropriately implement components of a treatment plan as prescribed by and under the supervision of an Occupational Therapist and/or a Physiotherapist. An understanding of the roles other health care professionals play in a patient's care and their interaction with physiotherapy and/or occupational therapy services will be explored.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1,2,6,8P,8O,9P,9O,11P,11O), interpersonal skills (1,2,7,9P,9O,11P, 11O), safety (1,2,4,8P,8O,9P,9O, 11P, 11O), documentation skills (1,4,6), professional competence (1,2,4,6,7,8P,8O, 9P, 9O, 11P, 11O), and application skills (1,2,4,6,8P, 8O, 9P,9O, 11P, 11O). It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate knowledge of and describe the clinical presentation of complex patient situations/conditions managed by physiotherapy and/or occupational therapy services.

Potential Elements of the Performance:

- Review the basic concepts of relevant anatomy and physiology, pathophysiology and clinical presentation of specific conditions as they apply to specific clinical case studies
- Explore a variety of teaching/learning techniques that assist in the integration and consolidation of theory and practical knowledge, i.e. group discussion and presentation, poster boards, role playing

2. Demonstrate critical thinking, problem solving and decision making skills related to the implementation of a treatment plan as prescribed by a Physiotherapist/Occupational Therapist.

Potential Elements of the Performance:

- Define "Critical Thinking"
- Define "Problem Based Learning"
- Discuss the essentials for problem based learning in the area of health care education
- Discuss the "5 E's Model of Learning"
- Demonstrate the ability to apply critical thinking, problem solving and decision making skills to specific clinical case studies

3. **Demonstrate knowledge and skill in the implementation, maintenance and monitoring of treatment plans in complex patient situations, as prescribed by and under the supervision of the Physiotherapist/Occupational Therapist.**

Potential Elements of the Performance:

- Demonstrate knowledge and skill related to the assessment tools used in OT and PT
- Demonstrate the ability to select, grade and adapt treatment strategies appropriate to the specific clinical case studies

4. **Demonstrate skill in the safe use of assistive devices, transfer techniques and bed mobility to improve independent function in ADLs in complex clinical situations.**

Potential Elements of the Performance:

- Demonstrate awareness of limitation/challenges with ADL as indicated in specific clinical case studies
- Demonstrate skill in the selection, application and education of assistive devices and mobility aids
- Demonstrate the ability to identify and report when changes/modifications may be appropriate regarding assistive devices Demonstrate knowledge regarding appropriate handling and transfer techniques

5. **Demonstrate an understanding of the role of the OT/PT and the OTA/PTA in their management of complex patient situations.**

Potential Elements of the Performance:

- Demonstrate knowledge of the general goals of treatment as outlined by the OT/PT as they relate to specific clinical case studies
- Explain and demonstrate the role of the OTA/PTA in specific clinical case studies

6. **Demonstrate an understanding of the role of other health care providers in their management of complex patient situations, and how they may interact with physiotherapy/occupational therapy services.**

Potential Elements of the Performance:

- Implement problem based learning strategies to explore the members of the health care team and their roles in clinical case studies of increasing complexity

7. **Demonstrate knowledge of and describe contraindications, precautions and safety issues related to complex patient situations.**

Potential Elements of the Performance:

- Demonstrate knowledge regarding safety during treatment interventions
- Review medical asepsis issues as they relate to clinical case studies
- Demonstrate knowledge regarding the effective use and safe application of physical agent modalities as they relate to case studies
- Demonstrate knowledge regarding the appropriate action with aggressive clients

8. Demonstrate skill and competence in team building activities and self-evaluation.

Potential Elements of the Performance:

Demonstrate the ability to facilitate, direct and support team building activities

Demonstrate the ability to self-evaluate one's performance and make appropriate changes required to effect change for the positive outcome of the team

Demonstrate the ability to receive feedback/criticism from team members and act appropriately to effect change for the positive outcome of the team

III. TOPICS:

1. Clinical presentation of complex patient situations/conditions
2. Critical thinking and problem based learning using clinical case studies
3. The treatment plan
4. Role of the health care team
5. Role to the OTA/PA
6. Safety issues in complex clinical case studies
7. Team building skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Reference to previous required resources/texts and materials.
Access to the internet is also required.

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. COURSE EVALUATION

Icebreaker	5%
Case Studies	65%
*Self/Peer Evaluations	10%
<u>*Reflection Assignments</u>	<u>20%</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 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 passing grade in this course is 60%. There are no supplemental exams for final grades below 60%.

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.

NOTE: 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.