

This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for Occupational Therapist Assistant and Physiotherapist Assistant program of instruction leading to an Ontario College Diploma delivered by the Ontario Colleges of Applied Arts and Technology. (MTCU code 51502)

Vocational Learning Outcomes

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and significant others, occupational therapists, physiotherapists, other health care providers and others within the role of the therapist assistant
X	participate in the effective functioning of inter-professional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
X	ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
X	practice competently in a legal, ethical, and professional manner within the role of the therapist assistant. document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
X	develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
X	perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psycho-sociological sciences, and health conditions.
X	perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
X	enable the client's occupational performance* by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
X	enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Essential Employability Skills:

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
X	respond to written, spoken, or visual messages in a manner that ensures effective communication. execute mathematical operations accurately.
X	apply a systematic approach to solve problems.
X	use a variety of thinking skills to anticipate and solve problems.
X	locate, select, organize, and document information using appropriate technology and information systems.
X	analyze, evaluate, and apply relevant information from a variety of sources.
X	show respect for the diverse opinions, values, belief systems, and contributions of others.
X	interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
X	manage the use of time and other resources to complete projects.
X	take responsibility for one's own actions, decisions, and consequences.

General Education Requirements are addressed for the objective of Cultural Understanding.

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 a problem based learning environment. Various physical, cognitive, psycho-social and cultural issues will be explored. 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. The importance of the interdisciplinary health care team will be explored.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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 Occupational Therapy and/or Physiotherapy 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 an Occupational Therapist/Physiotherapist.

Potential Elements of the Performance:

- Discuss "Critical Thinking" as it relates to the role of the OTA/PTA
- 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 Occupational Therapist/Physiotherapist.

Potential Elements of the Performance:

- Demonstrate familiarity with the assessment tools used in occupational therapy and physiotherapy
- 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
- Explore the CMOP-E as a therapeutic process that ensures client centred practice
- Explain and demonstrate the role of the OTA/PTA in specific clinical case studies

6. Demonstrate an understanding of the role of the interdisciplinary health care team in the management of complex patient situations, and how the other professions may interact with physiotherapy/occupational therapy services.

Potential Elements of the Performance:

- Implement problem based learning strategies to explore the interdisciplinary 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 professionalism, interpersonal skills, team building skills and self-evaluation.

Potential Elements of the Performance:

- Demonstrate professionalism as required to be part of a team, including an interdisciplinary health care team
- Demonstrate effective interpersonal skills including verbal and non-verbal communication and written communication
- 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 interdisciplinary health care team
5. Role to the OTA/PA
6. Safety issues in complex clinical case studies
7. Professionalism, Interpersonal skills and Team building

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: A combination of assignments will be used to evaluate student achievement of the course objectives.

Case Study Assignments	55%
Case Summaries	10%
Self/Peer Evaluations	20%
Reflection Assignment	15%
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.

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: If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

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.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.