

**BACHELOR OF COMMUNITY REHABILITATION (BCR)  
THE UNIVERSITY OF CALGARY**

Description of Courses/Experience related to the BCR  
Based on Rehabilitation Practitioner Block Transfer Units  
(To be Used in Determining Equivalency of Related Diplomas)

Title and Transfer Description	# of Units *	Description (How the college program covers this unit)	College Courses	Hours
<p><b>Values History and Issues Related to Human Service</b> Personal values and beliefs about difference will be examined in light of historical practices, paradigm shifts, service provision changes, current issues and trends. Ethics, client rights and professional responsibility are concepts introduced and carried throughout the diploma program.</p>	1	<p>The Program has three objectives that are carried throughout the Program and covered in every term. They are Ethics, Presentation Skills and Personal Valuing of Health.</p> <p>Professional Codes of Ethics of the Canadian Physiotherapy Association, Canadian Association of Occupational Therapists And the Canadian Association of Speech-Language Pathologists and Audiologists are discussed in Term 1.</p> <p>Protection for Persons in Care Act is discussed.</p> <p>Professional Commitment is discussed in Term 2 before Students begin job shadowing in community health facilities and with social agencies. They rate their own growth and track it.</p> <p>A unit on Ethics is covered in which we look at ethical decision making within a framework (Thomasma-Pellegrino), and also use a matrix to look at specific (messy) examples of situations. (Course Objective: Describe bio-ethical issues such as right to refuse treatment, right to die, and informed consent.)</p>	<p>NURS 101</p> <p>NURS 101</p> <p>OPCA 102</p> <p>OPCA 101</p>	<p>4 hrs.</p> <p>3 hrs.</p> <p>3 hrs.</p> <p>3 hr.</p>

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	<p>In Term 3, students keep a Learning Objectives file in which they must take Ethics into consideration. They are asked to do a self-evaluation that includes their behaviors and attitudes in the classroom setting as well as their placement setting.</p> <p>In Term 4, the Codes of Ethics of the professional associations relevant to the student groups (PTA, OTA, and SLPA) are reviewed prior to fieldwork placements.</p> <p>Course objectives related to personal values and beliefs about difference that have changed relative to the times are:  <b>A. Knowledge:</b>  1. Discuss the development of the medical system and the evolution of the present health care system.  2. Identify and describe the medical model and the rehabilitation model (this includes the determinants of health and health promotion).  3. Discuss recent changes/trends in health care including organization and funding mechanisms and the impact of reform and post-reform on the delivery of rehabilitation services.  4. Discuss a variety of national and international systems of health care delivery (here we look at global health issues – what we can do and how they impact us).  5. Describe the continuum of care and its components (we include the scope of delivery mechanisms and models).  6. Compare medical and rehabilitation philosophies of care and be able to describe the client focused/client centered method of care (patient/client rights are discussed here).  7. Describe different types and locales of rehabilitation.  8. Identify members of the health care team and their interaction with rehabilitation service providers.  9. Identify roles of personnel within rehabilitation medicine and</p>	<p>OPCA 207</p> <p>OTHA 221  PTHA 231  SLPA 241</p> <p>OPCA 100</p>	<p>6 hrs.</p> <p>1 hr.  (each)</p> <p>45 hrs.</p>
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		<p>how they interact. (We look at the history of OT, PT, and SLP and how they evolved with the prevailing attitudes of the times - the history of OT is tied into the evolving view of mental health issues, PT is associated with survival from catastrophic illness and injury, and SLP is associated with the recognition of the social and employment requirements of adult and the learning needs of children).</p> <p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Interpret current events and their implications in health care (as well as health issues, we follow politics, and examine how that impacts models of care).</li> </ol> <p><b>Attitude:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate interest and enthusiasm for the rehabilitation field by regular class attendance and class interaction.</li> <li>2. Demonstrate ethics as they apply to you as a student in the field of Rehabilitation Medicine.</li> <li>3. Incorporate the principles of health promotion into your own life.</li> <li>4. Accept responsibility for your own learning and actions within the course and the program.</li> </ol>		
<p><b>Current Range of Human Services Options</b>  Voluntary, public, legislated and fee-for-service options are discussed in light of the role of consumers, organizations and services in the ongoing evolution of available options. Service delivery options will be explored, including early intervention, school/education options, work and living arrangements.</p>	1	<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the rehabilitation client care process from initiation of referral through to discharge.</li> <li>2. Discuss helping relationships.</li> <li>3. Recognize the existence and importance of family interaction when physical, communication or cognitive difficulties occur.</li> </ol>	OPCA 101	45 hrs.

		<p>4. Describe societal interactions with individuals and groups with disabilities.</p> <p>5. Recognize appropriate interactions that recognize the safety and dignity of clients.</p> <p>6. Gain experience in different aspects of the rehabilitation process through clinical exposure. Students are sent to job-shadowings in OT, PT and SLP – upon their return to class, we discuss the experiences of everyone in the class. The settings include tertiary hospitals (orthopedics, trauma, neurology, transplants, plastic surgery/wounds, psychiatry, medicine, surgery) long-term care settings (dementia units, fragile elderly), transition units and a variety of step-down units (for post-op care, post-debilitating illness – pneumonias, strokes, comas, a variety of neurological disorders), palliative care, physiotherapy clinics (sports clinics, orthopedic clinics, post-motor vehicle accident, work rehabilitation clinics including Workers Compensation Board Millard Rehabilitation Centre), schools (children with articulation, phonological and language disorders, multi-handicapped, fine motor and gross motor problems), pre-schools (early intervention programs for multiply involved children with diagnoses such as pervasive developmental delay, cerebral palsy, autism, FAS/FAE, spina bifida), psychiatric hospitals (geriatric psychiatry, forensics, community outreach groups), community rehabilitation groups (GRIT – Get Ready for Inclusion Today, Edmonton Relearning Society for the Brain Injured), Home Care (PT and OT), programs for the hearing impaired, a group for persons with laryngectomy, day programs for geriatrics and</p>		
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		<p>multiply handicapped adults and youths, a rehabilitation hospital (spinal cord injury, amputees, neurological disorders, rheumatoid arthritis, post-burns), a rehabilitation clinic (chronic pain associated with substance addictions).</p> <p><b>Attitudes:</b></p> <p>By the end of the course, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Acknowledge the uniqueness of the helping relationship.</li> <li>2. Develop an awareness of personal and societal attitudes to people with disabilities and to rehabilitation.</li> </ol> <ul style="list-style-type: none"> <li>-Identify and describe the medical model and the rehabilitation model (this includes the determinants of health and health promotion).</li> <li>-Discuss recent changes/trends in health care including organization and funding mechanisms and the impact of reform and post-reform on the delivery of rehabilitation services.</li> <li>-Discuss a variety of national and international systems of health care delivery (here we look at global health issues – what we can do and how they impact us).</li> <li>-Describe the continuum of care and its components (we include the scope of delivery mechanisms and models).</li> <li>-Compare medical and rehabilitation philosophies of care and be able to describe the client focused/client centered method of care (patient/client rights are discussed here).</li> <li>-Describe different types and locales of rehabilitation.</li> <li>-Interpret current events and their implications in health care.</li> </ul>	OPCA 100	18 Hrs.
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<p><b>Disabling Conditions</b> Disabling Conditions, including those affecting intellectual abilities, sight, hearing, touch and motor skills. Including causes, incidence rates, prevention, amelioration and adaptive devices. Impacts and responses to the disability by affected individuals, their families and social groups (including education) are also presented.</p>	1	<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define terms associated with disability using the WHO models.</li> <li>• Understand the classification system used in defining mental disorder.</li> <li>• List and explain the phases of cell injury and repair.</li> <li>• Explain the features of psychological adaptation to loss/change</li> <li>• Define pain, discuss its parameters for the individual/family and its rehabilitation intervention.</li> <li>• Understand basic pharmaceutical interventions and side effects</li> <li>• Understand and apply the terms of incidence, prevalence, etiology, course, signs and symptoms.</li> <li>• For a number of mental, physical, sensory and developmental disorders:               <ul style="list-style-type: none"> <li>• recognize and define relevant terms</li> <li>• provide a brief description</li> <li>• outline incidence and prevalence</li> <li>• describe the etiology of the disease</li> <li>• description of medical management including                   <ol style="list-style-type: none"> <li>1) diagnosis (indicators such as objective/subjective findings</li> <li>2) intervention (medical/surgical)</li> </ol> </li> <li>• usual course of the disorder through the life of the individual</li> </ul> </li> </ul>	OPCA 103	45

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		<ul style="list-style-type: none"> <li>• describe             <ol style="list-style-type: none"> <li>1) impairment (structural and functional changes both physical and psychological)</li> <li>2) disability (compromised and retained abilities)</li> <li>3) handicap (how the client's capacity to participate in society is retained or altered)</li> </ol> </li> <li>• outline associated rehabilitative goals, interventions, and precautions associated</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• To prepare and give oral presentations</li> <li>• To prepare outlines about various diseases and disabilities</li> <li>• To utilize appropriate resources for research purposes</li> <li>• To prepare and write summaries and research papers on assigned topics</li> <li>• To reflect on one's professional behaviour in this course</li> </ul> <p><b><u>Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate and respect ethics as they apply to the field of rehabilitation medicine as a student and potential therapist assistant</li> <li>• Accept responsibility for one's own learning and actions within the course and the program</li> </ul> <p>Topics Covered:            Wound healing            Mental Disorders – DSM            Psychological adaptation to loss            Joint replacements            Rheumatoid arthritis            Fractures, Sprains, &amp; Strains            Burns</p>		
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		<p>           Back pain            Osteoarthritis            Cardio and respiratory system disorders            Chronic obstructive lung disease            Pneumonia/tuberculosis            Myocardial infarct            Visual and auditory system disorders            Cerebral vascular accident            Cerebral palsy            Head injury (TBI)            Seizure disorder            Neural tube defect            Spinal cord injury            Parkinson's disease            Amyotrophic lateral sclerosis            Multiple sclerosis            Communication Disorders – articulation, language, phonological delay, Autism, Down syndrome, other genetically related disorders (fragile X), Alcohol related neurological disorder (FAS/FAE)            Cancer            AIDS            Diabetes            Schizophrenia            Depression            Bipolar disorder            Substance abuse            Dementia            Pervasive developmental disorder            ADD/ADHD            Learning disabilities            Frail elderly         </p>		
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<p><b>Career Training ie. Specific training related to populations</b>  An examination of organizational systems, structures, inclusive community support options, client case management, social supports, resource and information management and advocacy needs is presented within the context of at least four of the major service systems. Student experiences include classroom discussion, presentations from community professionals and practicum experiences in designated settings.</p>	<p>3</p>	<ul style="list-style-type: none"> <li>• Explain and demonstrate procedures for draping.</li> <li>• Explain the purpose and benefit of optimum positioning in bed and wheelchair, the use of positioning devices, and outline problems related to poor positioning.</li> <li>• Identify the principles of good body mechanics to use during classroom and fieldwork activities, particularly when lifting, turning, and transferring.</li> <li>• Identify procedures and assistive devices (sliding boards) used for the safe completion of a variety of lifts and transfers (1, 2 and 3 person). Identify risk factors/contraindications for same.</li> <li>• Identify parts/accessories and demonstrate safe operation of a variety of mobility devices, i.e. canes, crutches, walkers, and wheelchairs.</li> <li>• Identify and discuss common environmental and architectural barriers to wheelchair use.</li> <li>• Explain basic methods of client instruction including cueing, reinforcement, and feedback.</li> <li>• Explain and differentiate between basic range of motion (passive and active) and stretching activities.</li> <li>• Explain the effects of altered muscle tone and balance on client care procedures such as positioning, range of motion, lifts and transfers.</li> <li>• Identify basic types of reach, grasp, and release and</li> </ul>	<p>OPCA 207</p>	<p>90 hrs.</p>
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		<p>discuss therapeutic activities that challenge the use of same.</p> <ul style="list-style-type: none"> <li>• Identify the therapeutic benefit, indications, and contraindications to safe use of heat, cold, and wax.</li> <li>• List and identify the purpose for and precautions associated with specialized medical equipment, including elastic bandages, that may be utilized by clients receiving rehabilitation services.</li> <li>• Identify common purposes for groups and discuss how to plan and implement basic group work in rehabilitation settings (Presentations regarding the management of group therapy is addressed for the following groups: pediatric, adult and geriatric in physical therapy, mental health, forensics and physically challenged in occupational therapy, and pre-school and elementary groups in speech therapy).</li> <li>• Identify and discuss “difficult” client behaviours and therapeutic interventions used with clients who have behaviour management problems.</li> <li>• Understand how to use the fieldwork Learning Guide as a goal setting tool.</li> <li>• <b>Skills:</b></li> <li>• Demonstrate use of correct procedures for draping and positioning.</li> <li>• Demonstrate use of good body mechanics during classroom and fieldwork activities.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Demonstrate correct performance of basic lifts and transfers.</li> <li>• Demonstrate correct application of basic range of motion (passive/active/active assisted) and stretching activities.</li> <li>• Demonstrate use of basic principles of client instruction.</li> <li>• Demonstrate safe and proficient use of a variety of mobility devices.</li> <li>• Actively use the fieldwork Learning Guide as a goal setting tool.</li> <li>• Apply elastic bandages.</li> <li>• Demonstrate safe application of heat, cold, and wax modalities.</li> <li>• <b>Attitudes:</b> <ul style="list-style-type: none"> <li>• Show an appreciation of and commitment to:</li> <li>• Safe performance of procedures taking client and self into account.</li> <li>• Receive feedback, reflect upon actions, and alter behaviour accordingly.</li> <li>• Be flexible in applying techniques to situations frequently encountered in rehabilitation settings.</li> </ul> </li> </ul>		
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		<ul style="list-style-type: none"> <li>• Professional commitment as outlined in the student handbook.</li> <li>• Fieldwork responsibilities as outlined in the student handbook.</li> <li>• Seeking and providing feedback to peers and others.</li> <li>• This course includes a two-week practicum in a variety of settings: early-intervention programs, school based intervention programs, acute hospital care, home-care, long-term care in physical therapy, occupational therapy, and/or speech-language pathology. Students communicate by way of WebCT whereby they are required to post two journal entries that inform their classmates of their learning experiences, for the purpose of discussion (i.e., there are 70 required postings – 2 per student – we had &gt;400 postings due to the volume of discussion in the most recent placement for this course).</li> <li>• Fitness – all students are fitness tested in the Sport &amp; Wellness facility (that is open to the public) and provided with feedback regarding their personal fitness results.</li> <li>• The PTA students perform a lab in a local fitness club with a view to developing exercise programs that can be carried out in the community. The students are given scenarios to address.</li> <li>• SLPA students have observation labs in infant toddler programs, early intervention settings, school settings, and neighborhood chat (an adult speech program)</li> </ul>	<p>OPCA 207</p> <p>OPCA 205</p> <p>PTHA 230</p> <p>SLPA 240/241</p>	<p>72 hrs.</p> <p>4 hrs.</p> <p>5.5 hrs.</p> <p>42 hrs.</p>
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		<ul style="list-style-type: none"> <li>• OTA and PTA students perform return-to-work labs in the Millard Rehabilitation Centre (Workers Compensation Board)</li> <li>• Two rehabilitation panels are presented – one that addresses pediatric management of multi-handicapped children, and one that addresses the needs of the multi-handicapped geriatric population. Both panels include PT's, OT's, and SLP's.</li> </ul>	PTHA 230 OTHA 220  OPCA 205	5 hrs. 2.5 hrs.  4 hrs.
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EXAMPLE



		<p>Occupational Therapist.</p> <ol style="list-style-type: none"> <li>4. Demonstrate the appropriate use of occupational therapy activities (individual/group) with clients who exhibit performance deficits.</li> <li>5. Demonstrate the use of appropriate stimuli to teach specific activities.</li> <li>6. Demonstrate safe and effective body mechanics in the performance of lifts, transfers and positioning activities, and therapeutic activities.</li> <li>7. Demonstrate problem-solving skills in achieving specific goals assigned by the OT.</li> <li>8. Gain experience and confidence working with clients.</li> <li>9. Demonstrate appropriate professional/ethical behaviour while participating in both client care and non-client care activities.</li> <li>10. Determine deficits in knowledge necessary to the success of a work/placement experience.</li> <li>11. Develop strategies to address knowledge deficits.</li> </ol>	
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		<p>12. Utilize strategies for independent information gathering.</p> <p>13. Seek and provide information/advice to peers.</p> <p>The PTA practicum experience allows the student to:</p> <ol style="list-style-type: none"> <li>1. Develop the skills needed to work as a Physical Therapist Assistant.</li> <li>2. Observe, monitor and communicate any changes in the client's environment, condition or behaviour to the therapist.</li> <li>3. Demonstrate the ability to lead individuals and groups in therapeutic activities.</li> <li>4. Demonstrate the functional sequence and appropriate safety precautions of mobility and positioning procedures.</li> <li>5. Demonstrate the ability to ambulate a client to increase endurance, maintain function and to re-educate gait.</li> <li>6. Demonstrate safe and effective body mechanics in the performance of lifts, transfers and positioning activities, and therapeutic activities.</li> <li>7. Select and adjust mobility devices for ambulation. Demonstrate the ability to</li> </ol>	<p>PTHA 232/233</p>	<p>150 per course for a total of 300 hours.</p>
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teach crutch walking.

- 8. Demonstrate the safe and effective application of modalities as directed by the physical therapist.
- 9. Demonstrate the use of problem solving abilities and motivational strategies to attain goals outlined by the therapist.
- 10. Demonstrate appropriate professional/ethical behaviour while participating in both client care and non-client care activities.
- 11. Gain experience and confidence working with rehabilitation clients.
- 12. Determine deficits in knowledge necessary to the success of a work/placement experience.
- 13. Develop strategies to address knowledge deficits.
- 14. Utilize strategies for independent information gathering.
- 15. Seek and provide information/advice to peers.

The CDA practicum experience allows the student to:

SLPA  
242/243

150  
per

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		<ol style="list-style-type: none"> <li>1. Demonstrate appropriate professional and ethical behaviour while interacting with clients and other professionals.</li> <li>2. Gain experience and confidence working with clients of all ages.</li> <li>3. Develop his/her skills of identifying and reporting the needs of the client to the supervising therapist.</li> <li>4. Gain experience in selecting appropriate stimulus materials and in planning appropriate teaching procedures.</li> <li>5. Gain experience in providing individual and/or group therapy to clients.</li> <li>6. Develop his/her skills in instructing clients and in using appropriate verbal and non-verbal reinforcement.</li> <li>7. Gain experience in tracking specific treatment goals and in writing progress notes.</li> <li>8. Demonstrate the use of problem solving skills to modify teaching techniques when necessary.</li> <li>9. Observe, monitor and communicate any changes in the client's environment, condition or behaviour to the therapist.</li> </ol>		<p>course for a total of 300 hours.</p>
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		<p>10. Determine deficits in knowledge necessary to the success of a work/placement experience.</p> <p>11. Develop strategies to address knowledge deficits.</p> <p>12. Utilize strategies for independent information gathering.</p> <p>13. Seek and provide information /advice to peers.</p> <p>All students in the program discuss issues and present a case study for discussion to a “Grand Rounds” forum on WebCT during their placements.</p>		
<p><b>Life Span Studies</b> Age-specific theories and issues covering expected development across the lifespan and the impact of environment on physical, social and emotional growth. The student becomes sensitive to age and development as variables in program planning. Students relate developmental theory to issues facing families and individuals within age appropriate groupings.</p>	1	<ul style="list-style-type: none"> <li>To identify the process of human growth and motor development and factors influencing it.</li> <li>To understand the principles involved in motor skill learning and performance.</li> <li>To relate physical growth and development to motor skill acquisition and performance.</li> <li>To appreciate the need for consideration of physical, psychomotor, cognitive, social and emotional development in the implementation of rehabilitation treatment programs for a variety of ages.</li> </ul> <p>An examination of the process and nature of human development with emphasis on infancy, childhood and adolescence.</p>	OPCA 205	45 hr. lec. 30 hr. lab
			PSYC 223	45 hrs.

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<p><b>Communication/Helping/ Interviewing Skills</b> Involves the theoretical explanation and practical experience of functional interpersonal skills with application of these skills in the context of interviewing and conducting an effective counselling relationship. Utilizes didactic skill practice and lab simulation coordinated with theoretical presentation. Usually includes a sequencing from self awareness to interpersonal competence to effective helping.</p>	2	<p>The student will be given the opportunity to:</p> <ol style="list-style-type: none"> <li>1. Increase awareness of self and others;</li> <li>2. Utilize communication theory and skills to interact effectively with others;</li> <li>3. Evaluate and modify interpersonal communication in practitioner-client interactions and in group situations.</li> </ol> <p>The learner will develop understanding and awareness of:</p> <p>Objective #1:</p> <ul style="list-style-type: none"> <li>▫ self-concept/esteem</li> <li>▫ perception/values clarification</li> <li>▫ expression of feelings/self-disclosure</li> <li>▫ self-awareness</li> </ul> <p>Objective #2</p> <ul style="list-style-type: none"> <li>▫ verbal communication skills</li> <li>▫ non-verbal communication</li> <li>▫ communication models with theoretical constructs</li> <li>▫ information gathering strategies (including interviewing)</li> <li>▫ gender and cultural diversity</li> </ul> <p>Objective #3</p> <ul style="list-style-type: none"> <li>▫ group process</li> <li>▫ conditions of helping (Rogers, Carkhuff)</li> <li>▫ the therapeutic relationship</li> <li>▫ introductory assertiveness</li> <li>▫ conflict management</li> </ul>	NURS 101	30 hrs. lec. 30 hrs. lab

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		<p>– professional relationships</p> <p>Explain and demonstrate basic methods of client instruction including cueing, reinforcement, and feedback.</p> <p>Identify common purposes for groups and discuss how to plan and implement basic group work in rehabilitation settings (Presentations regarding the management of group therapy is addressed for the following groups: pediatric, adult and geriatric physical therapy, mental health, forensics and physically challenged in occupational therapy, and pre-school and elementary groups in speech therapy).</p> <p>Be flexible in applying techniques to situations frequently encountered in rehabilitation settings.</p> <p>Demonstrate Professional commitment as outlined in the Student Handbook:</p> <p>Students enrolled in the Therapist Assistant program are expected to conduct themselves in a professional manner. As such, they are making a commitment to themselves, the college, and the institutions in which they experience their fieldwork. The student agrees to:</p> <ul style="list-style-type: none"> <li>• act in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, gender, physical or mental characteristics, age, ancestry, or place of origin.</li> <li>• treat patients/clients, peers, agency personnel, and faculty with dignity, respect, and with consideration of their circumstances.</li> </ul>	<p>OPCA 207</p> <p>OPCA 207</p> <p>OPCA 102</p>	<p>24 hrs.</p> <p>6 hrs.</p> <p>6 hrs.</p>
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	<ul style="list-style-type: none"> <li>• act in a responsible manner, which includes being punctual, dependable, trustworthy, consistent, and reliable.</li> <li>• respond to feedback by listening, evaluating, and responding to suggestions.</li> <li>• establish/maintain positive interpersonal relationships with peers, faculty, clinical personnel, and patients/clients by contributing, cooperating, participating, and working with others in a flexible and adaptable manner.</li> <li>• apprise appropriate personnel at the MacEwan and fieldwork placements, in advance, of absences, in recognition that attendance is a professional responsibility.</li> <li>• show maturity and judgement.</li> <li>• show enthusiasm and initiative by being actively involved as a participant while encouraging the involvement and participation of others.</li> <li>• demonstrate a commitment to the PTA/OTA/SLPA field through an interest in learning about rehabilitation through consultation, reading, questions, and discussions.</li> <li>• criticize (verbally or in writing) the professional competence or professional reputation of others only confidence and to appropriate officials.</li> <li>• respect the confidentiality of information about clients, agency personnel, peers, or faculty that is received in confidence during the course of professional duties.</li> </ul>	
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		<ul style="list-style-type: none"> <li>act in a manner that maintains the honor and dignity of the Therapist Assistant Program.</li> <li>decline from speaking for or making commitments on behalf of the program at Grant MacEwan College.</li> </ul>		
<p><b>Introduction Level Psychology</b>  A series of instructional units reviewing psychological theorists, theoretical contributions and frameworks. Lectures and discussion focus on principles and development of perception, motivation, cognition and their significance to the psychological functioning of the individual. This needs to be a university transferable course as prerequisite for more senior courses.</p>	1	Principles and development of perception, motivation, learning, and thinking and their relationship to the psychological functioning of the individual.	PSYC 104	45 hrs.

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<p><b>Intervention Skills and Individual Planning</b> A sequenced set of experiences including observation, assessment, goal planning, implementation and evaluation. Theory is applied to individuals and small group settings; this would generally include classroom instruction, small group assignments and supervised application to client interventions.</p>	3	<p>Students take one of the three streams listed (two courses each Stream – OTHA for the Occupational Therapist Assistant students, PTHA for the Physical Therapist Assistant students, and SLPA for the Communication Disorders Assistant/Speech Language Pathologist Assistant students):</p> <ol style="list-style-type: none"> <li>1. Describe the development of occupational therapy and factors that have and continue to influence its development.</li> <li>2. Describe several aspects of the current practice of occupational therapy.</li> <li>3. List, describe, and practice the use of five fundamental elements underlying intervention in occupational therapy (spirituality, motivation, therapeutic relationship, teaching-learning, &amp; ethics).</li> <li>4. List and briefly describe several practice models underlying occupational therapy intervention.</li> <li>5. Demonstrate the ability to describe and apply the occupational performance model.</li> <li>6. Identify and describe media used in occupational therapy in various stages of recovery and points of intervention.</li> <li>7. Describe and practice information about group work and activity analysis.</li> <li>8. Describe the components and sub-components of occupational performance and outline activities and procedures</li> </ol>	OTHA 220	80 hrs.

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	<p>used in occupational therapy to help people having difficulty with these components (sensori-motor, cognitive, and social-emotional). Link knowledge to previous coursework.</p> <p>9. List methods, intervention procedures, and assistive devices specific to skilled performance in self care and productivity (home management and vocation). Link knowledge to previous coursework.</p> <p>10. Apply knowledge of models, guidelines for practice, media, and activities to case examples.</p> <p>1. Wheelchairs:          Demonstrate basic knowledge and proficiency at measuring and identifying manual and power wheelchairs as a basic skill used for inventory, storage, and use of this equipment.          Demonstrate knowledge and proficiency at simple maintenance and adjustment of wheelchairs.          Demonstrate ability to identify and apply minor adaptations to wheelchairs and seating surfaces.</p> <p>2. Splinting          Name and identify the purpose for a variety of upper and lower extremity splints.          List, identify, and set up equipment and supplies required to make these splints.          Show proficiency in basic skills required to use leather and thermoplastic materials for splint fabrication.          Demonstrate ability to make and apply straps, finish, and make minor adjustments to pre-made splints.          Identify precautions, contraindications, and client observations needed when using splints.</p> <p>3. Play and Leisure Activities          Demonstrate background knowledge about the use of play and</p>	<p>OTHA 221</p>	<p>80 hrs.</p>
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	<p>leisure in occupational therapy.  List and identify basic equipment and supplies needed when using sports and games, woodwork, leatherwork, clay, paper, and other leisure activities as therapeutic media.  Show proficiency at basic skills used in leisure activities listed above.  Be familiar with the use, adaptation, and grading of leisure activities in order to address sensory motor, cognitive, or psychosocial concerns.</p> <p>4. Low Tech Assistive Devices  Be familiar with a range of assistive devices used to meet client goals in occupational therapy.  Demonstrate capacity to instruct clients in the use of assistive devices.  Demonstrate knowledge and proficiency in basic sewing and carpentry skills needed to make and/or adapt assistive devices.</p> <p>5. Joint Protection  List and employ guidelines for joint protection, energy conservation, and work simplification.</p> <p>6. High Tech Assistive Devices – Computers and Other Electronic Devices  Identify and describe how electronic devices including computers are used in rehabilitation to address sensory motor, cognitive or psychosocial concerns.  Identify alternative means of accessing computers.</p> <p>7. Demonstrate the capacity to apply information and skills about wheelchairs, splinting, use of play and leisure activities, assistive devices, joint protection, and electronic devices to typical occupational therapy intervention with clients varying in</p>	
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	<p>conditions and developmental periods.</p> <p><b>KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>1. Explain the benefits and purposes of exercise, range of motion and stretching, and the environments where these activities may take place. Demonstrate an understanding of anatomy and functional anatomy and apply this knowledge to the rehabilitation process.</li> <li>2. Recognize progression in exercise routines and explain the risks of over-loading or under-loading the client's exercises.</li> <li>3. Identify precautions/contraindications to exercise, range of Motion (active and passive), and stretching.</li> <li>4. Describe the concepts of muscle grading.</li> <li>5. Describe the principles of work conditioning and hardening activities. Be able to apply correct body mechanics to ensure increasing strength and endurance.</li> <li>6. Explain the types of tone and the effects of improper handling techniques on their presence.</li> <li>7. Demonstrate an understanding of the difference between gait re-education, walking to increase endurance, and walking to maintain functional ability; and identify the items to be observed in each of these instances. Describe the various phases of gait and the corresponding muscle activity that occurs in each phase.</li> <li>8. Recognize changes in behavior patterns. Describe signs of physiological distress and identify the action(s) to be taken.</li> <li>9. Identify the properties of water, its therapeutic temperatures, pool activities and their significance.</li> <li>10. Identify the stages of healing. Demonstrate an understanding of the principles of debridement and dressing selection.</li> <li>11. Explain the concept and basic mechanism of balance.</li> <li>12. Incorporate learning from previous courses in the Therapist</li> </ol>	PTHA 230	80 hrs.
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		<p>Assistant Program to demonstrate a comprehensive understanding of the rehabilitation process and its various facets.</p> <p><b>SKILLS</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate functional activities that may be used to increase strength and balance.</li> <li>2. Demonstrate the normal functional sequences of ambulation, ascending and descending stairs, and recognize both simple and abnormal patterns.</li> <li>3. Demonstrate proper use of the tilt table.</li> <li>4. Identify and demonstrate levels of assistance and safety procedures that may be required for therapeutic activities and forms of mobility.</li> <li>5. Define and demonstrate the types of exercises: active, active assisted and passive, isometric, isotonic, isokinetic, eccentric, concentric, open and closed chain.</li> <li>6. Identify and demonstrate assistive devices and equipment used in exercise programs.</li> <li>7. Demonstrate basic goniometry skills of the upper and lower extremities.</li> </ol> <p><b>ATTITUDES</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the professional behaviors expected of a Therapist Assistant Student and potential Physical Therapist Assistant as outlined in the Student Handbook.</li> <li>2. Demonstrate enthusiasm, initiative, and interest in the lecture and laboratory settings.</li> <li>3. Accept responsibility for one's own learning and actions within the course.</li> </ol>		
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	<p>Learning Objectives: Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe and demonstrate the method of testing for intact skin sensation for safe application of electrophysical agents.</li> <li>2. Describe the purpose, and demonstrate the application of ultrasound, interferential current, muscle stimulation, TENS, traction, laser, lymphopress, traction, and biofeedback.</li> <li>3. Demonstrate the correct preparation for the application of electrophysical agents and the clean up and safety considerations.</li> <li>4. Identify risks/contra-indications to electrotherapy modalities.</li> <li>6. Recognize liability issues that may arise with the application of these modalities.</li> <li>7. Demonstrate the skills required to care for electrophysical agents including: cleaning electrodes, checking leads and plugs, checking, changing/recharging batteries, etc.</li> <li>9. Describe how to check for skin reaction after removal of electrophysical agents and identify when the change must be reported.</li> <li>10. Explain the benefits and purposes of chest physical therapy techniques for common pulmonary diagnoses.</li> <li>11. Describe the anatomy and function of the lungs as they pertain to pulmonary patients.</li> <li>12. Demonstrate knowledge of appropriate chest physical therapy techniques including postural drainage, deep breathing, coughing, incentive spirometry, and pursed lip breathing.</li> <li>13. Identify devices that may be used in chest physical therapy treatments.</li> <li>14. Recognize the changes in sputum production and when to report this to the physical therapist.</li> <li>15. Recognize signs of distress that may arise in</li> </ol>	PTHA 231	80 hrs.
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		<p>bronchial hygiene treatments, and when to report these to the physical therapist and/or nurse.</p> <p>16. Describe the considerations and adaptations to exercise that may be necessary when working with clients with special concerns including pregnancy and cardiac rehabilitation.</p> <p>17. Describe the influence of muscle tone on therapeutic exercise interventions and modifications that may be made to improve the desired effects.</p> <p>By the end of this course, the student should be familiar with:</p> <ol style="list-style-type: none"> <li>1. The components of speech production.</li> <li>2. How speech sounds are produced and classified</li> <li>3. The different components of language and how they interact</li> <li>4. The process involved in hearing</li> <li>5. Types and causes of hearing loss</li> <li>6. The implications of hearing loss on communication</li> <li>7. Different theories of language development</li> <li>8. Prerequisites necessary for normal speech/language development</li> <li>9. The process and sequence of normal speech sound acquisition</li> <li>10. The process and sequence of normal language development</li> <li>11. Normal communicative milestones</li> <li>12. Methods used to enhance normal language development</li> <li>13. Language development in the school years</li> <li>14. Normal patterns of fluency, voice and swallowing</li> </ol> <p>The roles and responsibilities of the SLP and the SLPA</p>	SLPA 240	80 hrs.
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		<p>On completion of this course, the student will be able to:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> <li>1. Recognize and identify common communication disorders.</li> <li>2. Recognize and identify information related to those disorders presented in diagnostic and therapeutic reports.</li> <li>3. Recognize and identify speech and language goals and treatment plans as designated by a SLP.</li> <li>4. Recognize the impact of learning and teaching styles on the therapeutic process.</li> <li>5. Outline common therapy formats and protocols.</li> <li>6. Recognize a variety of augmentative communication options.</li> </ol> <p>Skills:</p> <ol style="list-style-type: none"> <li>7. Follow documented treatment plans or protocols.</li> <li>8. Develop and demonstrate therapy activities related to designated goals and treatment plans.</li> <li>9. Identify and demonstrate familiarity with a specific pre-school screening protocol.</li> <li>10. Collect data to measure the progress of the client in achievement of goals.</li> <li>11. Document client progress.</li> </ol> <p>Attitudes:</p> <ol style="list-style-type: none"> <li>12. Understand professional responsibilities and limitations.</li> </ol>	SLPA 241	80 hrs.
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		13. Be aware of client's needs. 14. Respect client's right to confidentiality and choice.		
<b>Basic Health Practices</b> Basic concepts and skills related to current community health issues including assessment, planning, implementation and evaluation of strategies to maintain wellness, prevent communicable diseases, and identify concerns related to mental health abuse and substance abuse. Theory is applied and analyzed in the classroom, small group, community and laboratory settings. Skills include Standard First Aid, CPR level C and personal care for clients.	1	By the end of the course, you will be able to: <ol style="list-style-type: none"> <li>1. Describe the rehabilitation client care process from initiation of referral through to discharge.</li> <li>2. Discuss helping relationships.</li> <li>3. Recognize the existence and importance of family interaction when physical, communication or cognitive difficulties occur.</li> <li>4. Describe societal interactions with individuals and groups with disabilities.</li> <li>5. Recognize appropriate interactions that recognize the safety and dignity of clients.</li> <li>6. Describe bio-ethical issues such as right to refuse treatment, right to die, and informed consent.</li> <li>7. Follow standard procedures for fire and disaster safety, "do not resuscitate" and unusual incidents.</li> <li>8. Discuss confidentiality and it's application to all aspects of care.</li> <li>9. Adhere to universal precautions practised in client treatment/management.</li> <li>10. Identify different parts of the client chart, and how they</li> </ol>	OPCA 101	45 Hrs.

		<p>interrelate.</p> <p>11. Gain experience in different aspects of the rehabilitation process through clinical exposure.</p> <p><b>Skills:</b></p> <p>By the end of the course, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Further develop interaction skills when using procedures as part of intervention.</li> <li>2. Demonstrate confidentiality as it pertains to the role of Therapist Assistants.</li> <li>3. Demonstrate effective hand-washing technique.</li> <li>4. Demonstrate the ability to use the client chart/file to obtain information and summarize the client's status.</li> </ol> <p><b>Attitudes:</b></p> <p>By the end of the course, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Acknowledge the uniqueness of the helping relationship.</li> <li>2. Develop an awareness of personal and societal attitudes to people with disabilities and to rehabilitation.</li> </ol> <p>Students are required to have Standard First Aid and CPR level C by the end of the first term of the program. They are also required to have their immunizations updated by this time per Capital Health Authority requirements.</p>		
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Description of Courses/Experience related to the BCR  
Based on Rehabilitation Practitioner Block Transfer Units  
(To be Used in Determining Equivalency of Related Diplomas)

Title and Transfer Description	# of Units *	Description (How the college program covers this unit)	College Courses	Hours
<b>English Elective</b> Exceeding English 30NB: College communications courses may not satisfy the basic U of C admission requirement.	1	The course aims to help students improve all their communication skills: writing, reading, speaking, and listening. The main emphasis, however, is on writing skills. Students will strengthen and expand their writing skills so that they can write more effectively for a variety of audiences and purposes.	ENGL 111 (Communications)	45 Hrs.
<b>Open University Transfer Electives</b> Arts and Sciences.	2	<p>Systemic human anatomy. A study of the following anatomical systems and their structural interrelationships; skeletal, arthrodial, muscular, circulatory, digestive, respiratory, urogenital and neural.</p> <p>An introduction to the study of human development, personality, social behaviour, abnormality and individual differences.</p>	PEDS 100 (Structural Anatomy)  PSYC 105 (Individual and Social Behavior)	75 Hrs.  45 Hrs.

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