

PROGRAM OVERVIEW

The Rehabilitation Therapy Assistant program has been designed to prepare and formally train individuals to work in partnership with, and under the direction of physiotherapists and occupational therapists.

PROGRAM OBJECTIVES

The primary goal is to provide learning opportunities which promote basic knowledge, skills, values and behaviours that will enable the graduate to implement delegated tasks, under supervision and direction, within a variety of health care and community settings.

The college's program strives to facilitate the achievement of student learning outcomes related to current occupational therapy and physiotherapy practice, emerging trends in the health system, and advances in theory and technology.

GRADUATION REQUIREMENTS

- Successful completion of all on-campus courses with a minimum 70%. [Individual course requirements provided at the beginning of each course.
- Successful completion of all practical skills and clinical placement requirements.
- Successful completion of all industry-certified courses provided during the program.

CAREER OPPORTUNITIES

Graduates of this program may seek employment opportunities in clinics, community and private agencies, institutions, and rehabilitation centres where a physiotherapist or occupational therapist may be employed.

Physiotherapists or occupational therapists (and assistants) may be found in such settings as hospitals; physiotherapy clinics; long-term care facilities/homes for the aged; sports medicine clinics; sports and training organizations; health care and fitness spas and clinics; public health services; adult day care centres/group homes; recreational therapy facilities; wellness centres; clinics offering chiropractic, homeopathic and naturopathic care; and facilities offering prosthetic services.

Example job titles include:

- Occupational therapist/therapy assistant (OTA)
- Physical therapist assistant (PTA)
- Physiotherapist assistant (PTA)
- Rehabilitation assistant

PROGRAM DURATION

Total program hours	1,700 hours
Total program length: full-time	64 weeks

ENTRANCE REQUIREMENTS

Students must meet all of the pre-requisites listed below, meet their financial obligations with the college, and acknowledge their understanding of the college's policies and procedures provided in the student handbook, prior to starting classes.

- High school graduation or equivalent
- Pass college's admissions test
- Criminal record / Vulnerable Person's / Adult Abuse Registry Check and Child Abuse Registry Check *
- Immunisation report (form provided by college).
- Ability to perform a variety of physical tasks and activities**

***Note:** Clear Vulnerable Person's / Adult Abuse Registry Check and Child Abuse Registry Check required for all students and for future employment.

****Note:** The nature of this program and field of activity is such that there is a need to be able to handle patients via lifts, transfers and repositioning. Ability to perform physical activities such as reaching, bending, squatting, kneeling, pushing, pulling and having sufficient strength, coordination and dexterity to perform duties are essential for success in this program.

ADDITIONAL REQUIREMENT:

CPR Level 'C' training is a requirement of this program and will be provided by the college.

SCHEDULE

The campus determines the start date for this program and how frequently the program is delivered will depend on enrolments. Students may only enter the program at the beginning, as the program is cohort-based.

On campus courses are scheduled Monday to Friday, with students expected to attend all sessions, which are typically five hours in length. Specific class hours and schedule will be provided by the campus at the time of enrolment.

Work experience components may be full-time hours; however, these schedules may vary depending upon the needs and requirements of the host placement sites. Any hours missed during the work experience components must be 'made up' in order to meet the attendance requirements for each practice education component.

COURSE BREAKDOWN

PROGRAM FACTS

The on-campus courses are instructor-led five hours per day, typically Monday to Friday.

Students should be flexible to be available for guest speakers and field trips which may vary from the normal day-to-day class schedules; students will be provided adequate notice of these events. Industry certification courses (e.g. first aid) are frequently delivered by external trainers where the hours and location may vary for those sessions.

The practice education components are generally 'full time' hours, depending on type of practice and host availability, so students need to be flexible in their schedule and have transportation to and from the work experience locations.

CERTIFICATIONS RECEIVED

- Rehabilitation Therapy Assistant diploma
- First Aid Level 1 / CPR-C
- WHMIS Education for Employees
- Non Violent Crisis Intervention

Course #	Course Name	Hours
PHASE I		
SSSE	Student Success Strategies	25
IRHE	Introduction to Rehabilitation	25
PSBE	Pre-Science Basics	25
PSKE	Professional Skills	25
	4 weeks	100
PHASE II		
ANPE	Anatomy and Physiology	125
HUDE	Human Development	75
FMVE	Functional Movement	75
HDOE	Human Disorders	75
	14 weeks	350
PHASE III		
MB-CRTOC	Clinical Rehabilitation Techniques I – Orthopedic Techniques	75
CM1E	Communications I – Client Care	50
MB-CRTTE	Clinical Rehabilitation Techniques II – Therapeutic Exercise	50
MB-CM2CR	Communications II – Client Record Management	25
GERE	Introduction to Gerontology	50
MB-CRTNC	Clinical Rehabilitation III – Neurological Conditions	50
	14 weeks	300
PHASE IV		
MB-PHAPO	Physical Agents in Physiotherapy and Occupational Therapy	50
MB-RHBPR	Rehabilitation Processes	100
MB-CCSEI	Clinical Case Studies and Interprofessional Collaboration	25
	6 weeks	175
PHASE V		
MB-TTPHD	Therapeutic Techniques – Physical Disabilities	125
MB-TTMNH	Therapeutic Techniques – Mental Health	100
MB-TTPED	Therapeutic Techniques – Paediatrics	100
MB-WPSS	Workplace Preparation and Supplemental Skills	40
	14 weeks	365
PHASE VI		
PTA385	Clinical Placement (11 weeks)	385
	11 weeks	385
WORKPLACE SKILLS		
CESE	Career and Employment Strategies	25
	1 week	25
	PROGRAM TOTAL	64 weeks
		1700

Detailed course descriptions follow. Please note that course content may be changed or upgraded to meet the demands of industry; and the courses may not be listed in the order taught.

Rehabilitation Therapy Assistant Course Descriptions

SSSE: Student Success Strategies (25 hours)

Students will gain a better understanding of themselves through an exploration of their personal attributes, transferable skills and learning styles. This course will introduce techniques for time, conflict, and stress management and develop interpersonal communication skills. Fundamental study and motivation skills will be covered, preparing students to excel in their program of choice. Students will also prepare a professional resume and learn how to write effective cover letters.

IRHE: Introduction to Rehabilitation (25 hours)

This course introduces students to the field of rehabilitation. It addresses the diversity of the roles and relationships of health professionals within the field of rehabilitation and within the health care system. Students will address issues including professionalism, the roles and responsibilities of the physiotherapist assistant and occupational therapist assistant, models of health care, and professional ethics. The course will discuss the Canadian health care system, professional conduct, professional boundaries as well as the importance of confidentiality between the client and the practitioners.

Extensive hands-on exercises throughout the course will allow you to practise and reinforce the skills you acquire, while progress check questions at the end of every module will give you the opportunity to test your knowledge of the presented material.

PSBE: Pre-Science Basics (25 hours)

This course provides an introduction to the basic principles of chemistry, equations, medical terminology, and human physiology in order to prepare students for the more advanced course of study in this diploma program. Study skills for learning the sciences are also discussed in order to facilitate the student's learning process. Topics include:

- Major components of the cell
- Basic concepts of chemistry, matter, mass, weight, volume and density, chemical bonds
- Calculations and equations
- Introduction to the study of the human body

PSKE: Professional Skills (25 hours)

This course is designed to equip students with the skills necessary for dealing effectively with both customers and colleagues in the business world. Using a variety of instructional methods including role-plays, case studies, group exercises, simulated situations, and discussions, students learn and practice customer service and interpersonal skills necessary for success in today's business environment.

ANPE: Anatomy and Physiology (125 hours)

This component of the program is designed to introduce students to the structures and functions of the human body. Emphasis is placed on the musculoskeletal and neurological systems as well as on surface anatomy. This course will provide the foundation for the study of human disorders, the biomechanics of human motion, and therapeutic interventions for disabling conditions.

HUDE: Human Development (75 hours)

This course traces human development from conception to death. Topics include the interaction of heredity and environment, age group characteristics, physiological and psychological problems that appear throughout the lifespan. A focus is placed on the appreciation of how human development relates to the disciplines of physiotherapy and occupational therapy.

FMVE: Functional Movement (75 hours)

Students are provided with an understanding of normal human motion. The course addresses topics that include joint mobility, muscle tone, range of motion, normal gait and normal posture. Students are also introduced to skills including palpation and observations skills, limb and patient handling. This provides an emphasis on both theoretical and practical skills. Topics include:

- Goniometry
- Arthro-kinematics, osteo-kinematics
- Types of range of motion
- Basic techniques for limb and patient handling
- Manual muscle testing techniques
- Normal human gait, common gait dysfunctions
- Measurement and instruction of assistive devices
- Normal posture
- Body mechanics for the health care provider
- Movement changes that occur during the aging process
- Professional conduct
- Documentation techniques

HDOE: Human Disorders (75 hours)

Human Disorders introduces students to a variety of disabling conditions, based on broad diagnostic categories. This course addresses both physical and psychosocial conditions specific to the pediatric, adult and geriatric population. They are addressed within the framework of impairment, disability and handicap. The course provides a brief review of the body systems and disorders related to each of these systems. Topics include:

- World Health Organization's definition of 'health'
- 'Impairment', 'disability', and 'handicap'
- Introduction to pathophysiology
- Infection, inflammation and tissue healing
- Neoplasms
- Fluid and electrolyte imbalances
- Understanding pain
- Influence of stress on health
- Cardiovascular system disorders
- Respiratory disorders
- The neurological system and disorders of the central and peripheral nervous systems
- Spinal cord injuries
- Musculoskeletal disorders
- Digestive and urinary systems disorders

MB-CRTOC: Clinical Rehabilitation Techniques I – Orthopaedic Conditions (75 hours)

The goal of this course is to develop the student's knowledge and skill in the application of both physiotherapy and occupational therapy processes to therapeutic activities and interventions related to orthopedic conditions. An emphasis will be placed on practical skills, as well as the indications, contraindications and precautions for a variety of physiotherapy and occupational therapy interventions. Students will learn the physiotherapy and occupational therapy interventions related to the therapeutic activities for various orthopedic conditions. Topical coverage includes: Supervision of patients in a clinical setting, Passive ROM exercises, Active-assisted ROM, Resistance exercises, types of resistance, stretching techniques, Understanding and correction of postural dysfunctions, Repetitive strain injuries, Common paediatric disorders, ambulation and transfer techniques, Common back and neck injuries.

CM1E: Communications I – Client Care (50 hours)

This course is designed to increase the students understanding and implementation of effective interpersonal communication behaviors and skills, with particular emphasis on the therapeutic relationship and the professional relationship with clients and colleagues. Throughout the course we will examine basic verbal and nonverbal elements affecting communication between individuals in family, peer group, and most importantly, in work contexts. The course will include a review of interpersonal communication theory (from Success Strategies), including personality style theory and how it impacts personal and professional relationships, conversation management on the health care team (including the job interview), effective listening with patients, therapeutic and interpersonal relationships, conflict management and maintaining professional boundaries. Culture and its relationship to communication and how they affect each other is a major topic covered in this course. Students will explore the effect of culture on health care interventions and the impact of cultural differences in communication style. The course will present transcultural communications including its nature and principles and ways to improve transcultural communication. Finally, students will study ethics in communicating with patients, interviewing new patients and public speaking in the health care environment.

MB-CRTTE: Clinical Rehabilitation Techniques II – Therapeutic Exercise (50 hours)

The Clinical Rehabilitation Techniques II course provides the Rehabilitation Assistant student with the opportunity to further develop previously learned concepts within the realm of more complex clinical disorders. The course will incorporate therapeutic techniques performed by the Rehabilitation Therapy Assistant, under the direction and supervision of the registered physiotherapist or occupational therapist as applicable, in treating clients with amputations, orthopedic conditions and cardio-respiratory conditions. There is an emphasis on critical thinking skills necessary to reinforce a treatment plan and supervise a client.

MB-CM2CR: Communications II – Client Record Management (25 hours)

This course is designed to introduce the Physiotherapist/Occupational Therapist Assistant to Client Record Management in the different practice settings. The ability to provide clear, concise, and accurate documentation is integral to the role of the assistant. Assistants will be required to document the treatment provided under the direction of the registered practitioner, within professional, legal and regulatory guidelines and requirements. This course will provide the student with an overview of commonly used methods of documentation, legal and regulatory guidelines for patient charts and clinical records, confidentiality, and the role of the assistant in the management of both paper based and electronic client records.

GERE: Introduction to Gerontology (50 hours)

The purpose of this course is to provide the student with a biopsychosocial perspective on aging. Individual and group treatments focusing on medications, mobility, fall prevention, vision impairments and communications impairments. The course will focus on working with elders who have:

- Conditions and diseases of the aged and aging
- Dysphasia
- Cerebrovascular accidents
- Osteoporosis
- Parkinson's disease
- Orthopaedic conditions
- Cardiovascular conditions
- Pulmonary conditions
- Oncological conditions
- Cognitive impairment/dementia and related conditions

MB-CRTNC: Clinical Rehabilitation Techniques III – Neurological Conditions (50 hours)

The goal of this course is to develop the student's knowledge and skill in therapeutic activities in rehabilitation therapy. Topics include an exploration of the various common neurological conditions and the rehabilitation therapy techniques and occupational therapy interventions for neurological conditions. An emphasis will be placed on practical skills, as well as the indications, contraindications and precautions for a variety of interventions. Topics include:

- Genetic disorders (neurological)
- Parkinson's disease
- Cerebrovascular accident
- Acquired brain injury
- Cerebral palsy
- Multiple sclerosis

MB-PHAPO: Physical Agents in Physiotherapy and Occupational Therapy (50 hours)

This course covers the theory and application of therapeutic modalities used in physiotherapy and occupational therapy. Emphasis is placed on indications, contraindications and safety considerations in the application of a variety of modalities.

Students will learn the practical skills required to safely and effectively apply these modalities. Subjects include:

- Review of pain and inflammation and the role of modalities in their treatment
- Guidelines for use of electrotherapy modalities in physiotherapy and occupational therapy applications
- Therapeutic effects of thermal agents in physiotherapy and occupational therapy
- Practical applications of heat and cold
- Therapeutic ultrasound – theory and practical application in physiotherapy and occupational therapy
- Transcutaneous electrical nerve stimulation – theory and practical application in physiotherapy and occupational therapy
- Neuromuscular electrical stimulation – theory and practical application in physiotherapy and occupational therapy
- Use of interferential current therapy – theory and practical application in physiotherapy and occupational therapy
- Care and testing of electrotherapy leads and equipment
- Treatment of edema using an intermittent compression pump
- Hydrotherapy – principles and application techniques in physiotherapy and occupational therapy
- Overview of cervical and lumbar traction in physiotherapy and occupational therapy applications
- Introduction to the theory of therapeutic light

MB-RHBPR: Rehabilitation Processes (100 hours)

Students are provided with the knowledge and practical skills required for basic patient care management. This course provides an overview of patient positioning and draping, wheelchairs, lifts and transfers. The knowledge acquired from the previous Anatomy and Physiology, Human Development, and Human Disorders courses is applied to assist in the determination of the purpose, benefit, functional sequence and safety precautions of movement and positioning procedures. Students are also provided with insight into accessibility issues. Rehabilitation Assistants are frequently required to be self-reliant to repair tools and equipment and implement basic modifications and adjustments to equipment and devices. This course will explore a variety of common tool, equipment, and device repairs that rehabilitation assistants will be required to perform.

MB-CCSEI: Clinical Case Studies and Interprofessional Collaboration (25 hours)

The purpose of this course is to provide the student with the opportunity to integrate and consolidate the theory and practice of managing complex patient situations. The student will use critical thinking skills to appropriately implement components of a treatment plan as prescribed by and under the supervision of a physiotherapist. An understanding of the roles of other health care professionals in a patient's care and their interaction with these services will be explored. The course will focus on the more complex patients who require physiotherapy, occupational therapy, and other disciplines of the health care team. This course will be a combination of small group tutorials and problem solving sessions along with a self-directed study component. The students will have the opportunity to practise their problem-solving skills in complex patient situations.

MB-TTPHD: Therapeutic Techniques – Physical Disabilities (125 hours)

This course introduces students to the philosophy and principles of the practice of occupational therapy and provides the opportunity to learn about the scope of service of the OT and OTA. A variety of physical disabilities will be explored and students will be familiarized with intervention strategies and therapeutic activities in both the occupational therapy and physical therapy areas. Topics include:

- History of OT and OTA
- Domain of practice
- Model of human occupation
- Canadian model of occupational performance
- Neurodevelopmental treatment approach
- Sensory integration
- Energy conservation
- Assistive devices for activities of daily living
- Activities of Daily Living
- Instrumental Activities of Daily Living
- Activity analysis
- Splinting techniques, orthotics
- Wheelchairs and seating considerations
- Physical dysfunctions
- Chronic degenerative conditions
- Comorbidity / Comorbid pathologies
- Physical therapy interventions

MB-TTMNH: Therapeutic Techniques – Mental Health (100 hours)

The objective of this course is to introduce students to the field of occupational therapy in mental health, familiarizing them with the theory and therapeutic techniques applied by the occupational therapist working in mental health. During this course student will also examine the integration of physical therapy interventions as a means to augment therapeutic services

- History of occupational therapy in mental health
- 'Mental illness defined
- Models of mental health
- Practice models in mental health – cognitive disabilities, role acquisition, social skills training, mental health rehabilitation, development of adaptive skills, sensory integration
- Major mental health diagnoses, including DSM-V criteria, pathophysiology, etiology, signs and symptoms, impact on function
- Symptoms and behaviours
- Occupational therapy process
- Life skills
- Support groups, group dynamics, and leadership
- Group creation and facilitation
- Physical therapy needs

MB-TTPED: Therapeutic Techniques – Paediatrics (100 hours)

This course will provide students with detailed knowledge and practical skills regarding physical and psychosocial issues specific to the pediatric population. Various systems that provide physical and occupational therapy interventions for children will be reviewed. Students will learn about various

pediatric conditions and disorders, and will be able to identify changes in normal development and various theoretical foundations of the occupational therapy process. Students will learn to apply the appropriate rehabilitation therapy intervention skills and techniques to address the therapeutic needs of the pediatric patient through a global approach combining both physical therapy and occupational therapy.

MB-WPSS: Workplace Preparation and Supplemental Skills (40 hours)

This course is designed to provide the student with workplace preparation and supplemental skills and certifications. The course is designed as a grouping of five individual workshops and topics aimed at providing the student with supplemental skills and certifications that will prepare the student for employment in a health care work environment. The course will include training provided by external trainers in CPR, First Aid, Mental Health First Aid and Non Violent Crisis Intervention. Students will also explore the necessary articles of the Manitoba Personal Health Information Act as it applies to the Rehabilitation therapy filed. Finally, students will participate in a workplace orientation session provided by the clinical placement host in preparation of the student's practicum placement.

CESE: Career and Employment Strategies (25 hours)

In addition to learning career-oriented skills, students learn how to get a job in their chosen profession. Our Employment Services department will assist the graduate in resume writing, as well as preparing for job interviews. Our staff is sensitive to current job market trends and the needs of employers in each local market.

Our graduates receive guidance and training to use career tools that help job seekers build a better resume and cover letter, manage an online portfolio, hone interviewing skills, and develop a personal brand online.

Students will have the use of a computer lab which has unlimited Internet access, as well as job search resources. Facilitators will also be made available to advise on job finding resources, interview skills and techniques and to carry out mock interviews.

This course also looks at the planning, preparation, execution, and follow-up stages of an interview:

- How people find jobs
- Employer expectations
- Presenting an enthusiastic attitude
- Focusing on the right job and the hidden job market
- Transferrable skills
- Thank you letters
- Effective telemarketing
- Handling objections, self-confidence, and self-esteem
- Individual counselling and coaching

PTA385: Clinical Placement (11 weeks / 385 hours)

This mandatory 385-hour clinical placement provides students with an opportunity to develop and practice basic competency level skills in observation and treatment techniques under the supervision of either a physiotherapist or an occupational therapist. Based on the student's area of interest, the clinical placement can be completed in any of these specialty settings. The practicum is also an opportunity for learning new skills specific to the chosen setting.

PROGRAM OUTCOMES

Upon successful completion of the Rehabilitation Therapy Assistant program, graduates will have learned and should be able to:

- Use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.
- Work collaboratively and effectively within an interprofessional team and with others to achieve optimal client care.
- Manage time, prioritizing competing priorities in collaboration with occupational therapists and physiotherapists and support the delivery of effective and efficient practice.
- Understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.
- Incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.
- Commit to the best interests of clients and society through ethical and legal practice and high personal standards of behaviour.
- Be skilled practitioners in enabling occupation using evidence-based processes that focus on a client's occupations—including self-care, productive pursuits, and leisure—as a medium for action and outcome during performance of assigned tasks and within established guidelines and limits.
- Be skilled practitioners in function and mobility, integrating all of their roles for the promotion, improvement, and maintenance of the mobility, health, and well-being of their clients during performance of assigned tasks and within established guidelines and limits, including:
 - Education and consultation
 - Therapeutic exercise
 - Electro-physical agents and mechanical modalities
 - Functional activity training
 - Cardio-respiratory and neuromotor techniques
 - Mobility, including the use of gait aids and devices

Please Note:

- a) The courses listed above may not be presented in the order that they appear on this outline.
- b) Required textbooks and supplies may be purchased outside of the College, provided those purchases are preapproved to ensure they are the correct textbooks and supplies and are available for the required portions of the program.
- c) A portion of a program may be delivered through the use of on-line and/or computer assisted learning courses or a blended use of learning modalities including computer assisted, instructor moderated and/or on-line delivery.
- d) In order to facilitate the ongoing development and updating of programs, the College may implement amendments or modifications to programs in order to accommodate these revisions at any time. Examples of possible amendments include modification of content, curricular updates, changes in course titles, changes in course materials, textbooks, class schedules, distribution of course time or content across the program, sequencing of course delivery, instructor or course substitution, changes in the technology, software or equipment used. Changes are effective when made.

Student Name

Student Signature

Date

OCCUPATIONAL PROFILE

OCCUPATIONAL THERAPIST ASSISTANT AND PHYSIOTHERAPIST ASSISTANT COMPETENCIES

The standards utilizes an adapted role-based *CanMEDS* model and is organized around seven main 'roles' for graduates that include: Communicator, Collaborator, Effective Practitioner, Change Agent/Advocate, Reflective Practitioner, Professional Practitioner, and Educated Practitioner.

The occupational therapist assistant competencies have been articulated by the *Canadian Association for Occupational Therapists*, which is responsible for reviewing and updating the occupational therapist assistant competencies on a regular basis. All the competencies for occupational therapist assistants occur under the supervision of a registered occupational therapist.

The physiotherapist assistant competencies have been articulated by the *National Physiotherapy Advisory Group (NPAG)*, which is responsible for reviewing and updating the physiotherapist assistant competencies on a regular basis. All the competencies for physiotherapist assistants occur under the supervision of a registered physiotherapist.

The criteria reflect the minimum entry level competencies (knowledge, skills, and abilities) expected of students upon graduation to fulfill the role of occupational therapist assistant and physiotherapist assistant.

OCCUPATIONAL THERAPIST ASSISTANT COMPETENCIES

OTA Communicator

The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.

- Engages in and facilitates effective verbal and nonverbal communication with the client, supervising occupational therapist, and inter-professional team members.
- Utilizes objective and effective written communication skills with the client, supervising occupational therapist, and the Interprofessional team members.
- Supports diversity in communication by using strategies to reduce communication barriers with different populations in different practice contexts and incorporates sensitive practice.

OTA Collaborator

The program prepares students to work collaboratively and effectively within an Interprofessional team and with others to achieve optimal client care.

- Supports collaboration with the client, supervising occupational therapist, and Interprofessional team members.
- Participates actively as an Interprofessional team member.
- Anticipates, identifies, prevents, and resolves conflict.

OTA Effective Practitioner

The program prepares students to manage time, prioritize competing priorities in collaboration with occupational therapists, and support the delivery of effective and efficient practice.

- Manages activities that support effective service delivery and integrated client care.
- Uses human, financial, and physical resources effectively.
- Recognizes, respects, and participates in established organizational quality improvement activities.

OTA Change Agent/Advocate

The program prepares students to understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.

- Promotes the benefits and value of their professional group.
- Assists clients in making life changes in support of their health goals as determined by the supervising occupational therapist.
- Considers the impact of the determinants of health on the well-being of clients served.

OTA Reflective Practitioner

The program prepares students to incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.

- Recognizes the need for professional development through reflective practices and self-directed lifelong learning.
- Modifies service delivery based on personal reflection and external feedback under the supervision of the occupational therapist.
- Supports the supervising occupational therapist in applying an evidence-informed approach in their services.

OTA Professional Practitioner

The program prepares students to commit to the best interests of clients and society through ethical and legal practice and high personal standards of behaviour.

- Demonstrates ethical behaviour with clients and team members in a variety of situations.
- Respects diversity and demonstrates sensitive practice.
- Maintains personal and professional boundaries.
- Performs within the limits of personal competence within their own professional scope.

OTA Educated Practitioner in Enabling Occupation

The program prepares students to be skilled practitioners in enabling occupation using evidence-based processes that focus on a client's occupations—including self-care, productive pursuits, and leisure—as a medium for action and outcome during performance of assigned tasks and within established guidelines and limits.

- Safely and efficiently supports the occupational therapist who is the expert in enabling occupation.
- Works to enable occupation with specific populations and occupational performance issues in a range of practice contexts.
- Gathers information and data related to the client's status as assigned by the occupational therapist.
- Implements the interventions assigned by the occupational therapist.
- Demonstrates effective problem solving and judgment related to assigned service components.
- Participates in the learning process for clients, team members, peers, students, and any other learners within their service.

PHYSIOTHERAPIST ASSISTANT COMPETENCIES

PTA Communicator

The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.

- Engages in and facilitates effective verbal and nonverbal communication with the client, supervising physiotherapist, and Interprofessional team members.
- Utilizes objective and effective written communication skills with the client, supervising physiotherapist, and Interprofessional team members.
- Supports diversity in communication by using strategies to reduce communication barriers with different populations in different practice contexts and incorporates sensitive practice.

PTA Collaborator

The program prepares students to work collaboratively and effectively within an Interprofessional team and with others to achieve optimal client care.

- Supports collaboration with the client, supervising physiotherapist, and Interprofessional team members.
- Participates actively as an Interprofessional team member.
- Anticipates, identifies, prevents, and resolves conflict.

PTA Effective Practitioner

The program prepares students to manage time, prioritize competing priorities in collaboration with physiotherapists, and support the delivery of effective and efficient practice.

- Manages activities that support effective service delivery and integrated client care.
- Uses human, financial, and physical resources effectively.
- Recognizes, respects, and participates in established organizational quality improvement activities.

PTA Change Agent/Advocate

The program prepares students to understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.

- Promotes the benefits and value of their professional group.
- Assists clients in making life changes in support of their health goals as determined by the supervising physiotherapist.
- Considers the impact of the determinants of health on the well-being of clients served.

PTA Reflective Practitioner

The program prepares students to incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.

- Recognizes the need for professional development through reflective practices and self-directed lifelong learning.
- Modifies service delivery based on personal reflection and external feedback under the supervision of the physiotherapist.
- Supports the supervising physiotherapist in applying an evidence-informed approach in their services.

PTA Professional Practitioner

The program prepares students to commit to the best interests of clients and society through ethical and legal practice and high personal standards of behaviour.

- Demonstrates ethical behaviour with clients and team members in a variety of situations.
- Respects diversity and demonstrates sensitive practice.
- Maintains personal and professional boundaries.
- Performs within the limits of personal competence within their own professional scope.

PTA Educated Practitioner in Function and Mobility

The program prepares students to be skilled practitioners in function and mobility, integrating all of their roles for the promotion, improvement, and maintenance of the mobility, health, and well-being of their clients during performance of assigned tasks and within established guidelines and limits.

These may include but are not limited to:

- Education and consultation
 - Therapeutic exercise
 - Electro-physical agents and mechanical modalities
 - Functional activity training
 - Cardio-respiratory and neuromotor techniques
 - Mobility, including the use of gait aids and devices
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- Safely and efficiently supports the physiotherapist who is the expert in function and mobility.
 - Gathers information and data related to the client's status as assigned by the physiotherapist.
 - Implements the interventions assigned by the physiotherapist.
 - Demonstrates effective problem solving and judgment related to assigned service components.
 - Participates in the learning process for clients, team members, peers, students, and any other learners within their service.

National Occupational Classification – 3237 and 3414

Physiotherapist assistants and occupational therapist assistants are classified under 3237 – Other technical occupations in therapy and assessment.

Amongst their main duties, PTAs and OTAs, under the direction of physiotherapists and/or occupational therapists, carry out treatment programs such as thermotherapy, traction, hydrotherapy, and electrotherapeutic techniques to rehabilitate patients with various injuries or disabilities to maximize their ability to independently manage daily activities.

Rehabilitation assistants are classified under 3414 – Other assisting occupations in support of health services.

Amongst their main duties, rehabilitation assistants prepare and maintain equipment and supplies; assist in activities for the rehabilitation of patients as directed by health care professionals and may perform routine office functions.