



## I. COURSE DESCRIPTION:

This course will provide the student opportunity to gain insight and self awareness into one's own communication style and interpersonal skills. Determinants of behaviour such as personality, values, morals and beliefs will be discussed. The importance of effective communication as an interpersonal skill will be emphasized. The issue of the helping relationship and qualities that enhance this relationship will be discussed and practiced. Students will explore sources of individual stress, it's influence on interpersonal skills/ relationships and discuss stress management strategies. Opportunity to enhance interpersonal communication skills will be provided through role playing in the classroom as well as experiences within the community.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: communication skills (1, 2, 3), interpersonal skills (1, 2, 3, 7), safety (1, 2), professional competence (1, 2, 7), and application skills (1, 2). It addresses all of the Generic Skills Learning Outcomes with the exception of mathematical skills(4).

Upon successful completion of this course, the student will:

### 1. Demonstrate self awareness of one's own communication style and interpersonal skills.

#### Potential Elements of the Performance:

- Explain what is meant by "Interpersonal Skills"
- Determine "Personality Type" and discuss how it influences interpersonal communication
- Discuss how self awareness influences communication, behaviours and personal interaction
- Discuss factors that influence communication, behaviours and personal interaction style such as: family history and values
- Explain the difference between self concept, self esteem and self talk and discuss how they influence interpersonal communication skills
- Explain the meaning of the following terms: perceptions, impression, stereotypes, beliefs, emotions
- Describe and demonstrate reflection and journaling and reflection as it would apply to the OTA/PTA

### 2. Demonstrate effective interpersonal communication skills.

#### Potential Elements of the Performance:

- Discuss general principles of effective communication and interpersonal relationships
- Discuss the influence of both verbal and non-verbal communication
- Define assertive and responsible communication
- Define and discuss the importance of active listening

**3. Demonstrate knowledge of a helping relationship and describe characteristics an effective helper.**

Potential Elements of the Performance:

- Discuss the difference in a professional vs. social “helping relationship”
- Describe helping relationships: phases, characteristics, boundaries, roles, responsibilities, goals
- Discuss the characteristics of an effective helper
- Identify communication strategies to establish rapport and reduce negativity

**4. Demonstrate qualities that positively influence a relationships.**

Potential Elements of the Performance:

- Explain the benefits of and demonstrate the following interpersonal skills:
  - a) empathy
  - b) sensitivity
  - c) respect
  - d) warmth
  - e) genuineness
  - f) self-disclosure
  - h) specificity
  - i) asking questions
  - j) expression opinions
  - k) humour
  - l) spirituality

**5. Discuss the impact of stress on interpersonal skills.**

Potential Elements of the Performance:

- Explore sources of stress in one’s personal and professional life
- Explore the impact of stress on behaviours and communication
- Discuss and implement stress management strategies

**6. Demonstrate critical thinking skills.**

Potential Elements of the Performance:

- Enhance interpersonal skills through discussions and exercises
- Reflect on and integrate information presented in class with experiences in the community
- Reflect on experiences through journaling

**III. TOPICS:**

1. Self Awareness
2. Factors that Influence Communication: Personality, Family History, Values, and Self Esteem
3. Perceptions, Impressions and Stereotypes
4. Effective Communication=Assertive and Responsible Communication
5. The Helping Relationship
6. Qualities that Enhance a Relationship
7. Stress Management
8. Critical Thinking Skills and Reflection

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Davis, C. (1998). Patient Practitioner Interaction. Slack Inc. U.S.A.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher within the first two weeks of class.
2. All tests/exams are the property of Sault College.
3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request documents to support the student's request.
4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.
5. For assignments to be handed in, the policies of the program will be followed. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent per day for every school day late with the permission of an extension. This means that if you requested an extension for 5 school days (1 week), 5 percentage points will be deducted from the final grade.
6. A supplemental exam may be written by students who meet the following criteria. The student must achieve at least a grade of 45% in the course. The student must have attended at least 80% of the classes. The supplemental exam will then cover the entire course and will be worth 100% of the student's final mark.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.