

I. COURSE DESCRIPTION:

This course will build on the essential interpersonal skills required of a rehabilitation/health-care professional. It will enable the student to integrate and consolidate concepts covered in the previous courses: Interpersonal Skills in Rehabilitation I and Occupational Therapy Principles and Clinical Skills I. The student will learn strategies to communicate effectively and assertively during challenging situations with clients and colleagues. Interpersonal skills necessary for effective group interaction with clients, as well as team building skills with co-workers will be reviewed and practiced. Students will also study leadership and advocacy skills relevant to the field of rehabilitation. The student will acquire competency in their communication skills which supports health and wellness 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 Learning Outcomes of the Program Standards in: communication skills (1, 2, 3), interpersonal skills (1, 2, 3, 7), safety (1, 2), professional competence (1, 2, 5, 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 professional and effective interpersonal communication skills necessary when interacting with various clients and colleagues.**

Potential Elements of the Performance:

- Determine "Personality Type" and discuss how it influences interpersonal communication
- Review how self awareness influences communication, behaviours and personal interaction
- Review
 - General principles of effective communication and interpersonal relationships
 - The importance of active listening
 - Interpersonal relationships and cultural influence
 - Interviewing skills
- Discuss and demonstrate assertive and responsible communication with the:
 - distressed client
 - aggressive client
 - difficult client
 - unpopular client
 - dying client
- Communicating with Persons Who Have Disabilities

- Discuss and demonstrate assertive and responsible communication with the:
 - distressed colleague
 - aggressive colleague
- Identify and discuss conflict management strategies
- Discuss the influence of culture on communication

2. Demonstrate empathy in therapeutic relationships that support client health and well-being.

Potential Elements of the Performance:

- Review the therapeutic quality of empathy
- Discuss the role of empathy during interviewing
- Discuss the benefits of empathy with clients and colleagues
- Discuss and demonstrate empathetic communication

3. Demonstrate professional and effective interpersonal communication skills with groups of clients and with teams of co-workers.

Potential Elements of the Performance:

- Review
 - Principles of group treatment and effective group dynamics
 - Characteristics and responsibilities of a successful group leader
- Discuss group process and practices of specific groups including:
 - groups for children, adolescents, adults and elderly
- Discuss the influence of culture on communication
- Discuss the benefits of teamwork and ways to enhance teambuilding skills

4. Demonstrate ongoing self-assessment and self-care to promote awareness and enhance professional performance.

Potential Elements of the Performance:

- Discuss the levels of competence related to developing clinical skills and performance
- Discuss the issue of learning style and how it influences our learning, teaching, interpersonal skills
- Demonstrate ability to effectively give and receive constructive feedback
- Discuss the importance of effective interpersonal skills in the supervisory process-during fieldwork placements and upon working in the profession of OTA/PTA

- 5. Demonstrate knowledge of leadership styles and advocacy practices.**
Potential Elements of the Performance:
- Discuss ways to enhance leadership skills
 - Review and demonstrate the characteristics and responsibilities of a successful group leader
 - Explore individual attitudes and abilities to be an effective group leader
 - Define advocacy
 - Discuss the roles and responsibilities of Advocates and Advocacy Organizations
- 6. Demonstrate knowledge of professional development resources and activities to promote professional growth.**
Potential Elements of the Performance:
- Discuss the value of a “Learning Contract”
 - Review the role of professional associations, professional colleges, supervisors and colleagues in promoting professional development
 - Discuss the value of continuing education to promote professional development

II. TOPICS:

1. Self Awareness of Interpersonal Skills
2. Assertive and Responsible Communication with Clients and Colleagues
3. Conflict Management
4. Developing and Demonstrating Empathy
5. Interviewing
6. Effective Group Dynamics
7. The Influence of Culture on Communication
8. Effective Leadership and Advocacy Practices
9. Teamwork and Teambuilding Skills
10. Professional Development and Growth

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Balzer-Riley, J. (2000). Communications in Nursing, (4th ed.) Toronto: Mosby Year Book, Inc.

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% | 3.00 |
| B | 70 - 79% | 2.00 |
| C | 60 - 69% | 1.00 |
| D | 50 – 59% | 0.00 |
| F (Fail) | 49% and below | 0.00 |

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| 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 post-secondary 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.