

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Interpersonal Skills in Rehabilitation II
CODE NO. : OPA200 **SEMESTER:** 3
PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant
AUTHOR: Andrea Sicoli
DATE: Sept./08 **PREVIOUS OUTLINE DATED:** Sept./07
APPROVED: "Marilyn King"

CHAIR OF HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): OPA100, OPA105, PSY204, OPA115
HOURS/WEEK: 3

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For additional information, please contact the Chair, Health Programs
School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

This course will develop the essential interpersonal skills required of a rehabilitation/health-care professional. It will enable the student to integrate and consolidate concepts covered in Interpersonal Skills in Rehabilitation 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 explore sources of individual stress, its influence on interpersonal skills and discuss stress management strategies. Leadership and advocacy skills relevant to the field of rehabilitation will also be explored. The student will acquire competency in their communication skills through role playing in the classroom and through interactions during concurrent fieldwork placements in the program.

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 assertive and responsible interpersonal communication skills necessary when interacting with various clients and colleagues.**

Potential Elements of the Performance:

- Review
 - The influence of self awareness on communication, behaviours and personal interaction
 - Principles of effective communication and interpersonal relationships
 - Active listening
- Explore and discuss the influence of culture on communication
- 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

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:

- Discuss the principles of group treatment and effective group dynamics
- Review the 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 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. Discuss the impact of stress on interpersonal skills and relationships.

Potential Elements of the Performance:

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

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. Effective Leadership and Advocacy Practices
8. Stress and Stress Management
9. Professional Development and Growth

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Davis, C. (2006). *Patient Practitioner Interaction (4th Edition)*. Slack Inc. U.S.A. (from semester 1)

Sladyk, K and Ryan, S. (2005). *Ryan's Occupational Therapy Assistant: Principles, Practice Issues and Techniques. (4th edition)*. SLACK Inc. (from semester 1)

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.

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 2703 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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. 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.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.