

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Interpersonal Communication in Rehabilitation I		
CODE NO. :	OPA117	SEMESTER:	1
PROGRAM:	Occupational Therapist Assistant/Physiotherapist Assistant		
AUTHOR:	Andrea Sicoli		
DATE:	Sept 12	PREVIOUS OUTLINE DATED:	Sept 11
APPROVED:	"Marilyn King"		Aug/12
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	CHAIR OF HEALTH PROGRAMS	DATE	
TOTAL CREDITS:	2		
PREREQUISITE(S):	None		
HOURS/WEEK:	2		

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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. Students will explore sources of individual stress, its influence on interpersonal skills and discuss stress management strategies. The issue of the helping relationship and qualities that enhance this relationship will be discussed and practiced. Opportunity to enhance interpersonal communication skills will be provided through role playing and reflective learning activities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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:

- Describe "Interpersonal Skills"
- Identify how self-awareness influences verbal and non-verbal communication, behaviours and personal interaction
- Completion of a Personality Inventory to determine "Personality Type" and discuss how it influences interpersonal communication
- Discuss factors that influence communication, behaviours and personal interaction style such as: family history and values
- Recognize the influence that self-concept, self-esteem and self-talk has on interpersonal communication skills
- Recognize the influence that perceptions, impression, stereotypes, beliefs and emotions have on interpersonal communication skills

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 and demonstrate assertive and responsible communication
- Define and demonstrate active listening
- Recognize the importance of effective verbal and non-verbal communication with inter-professional health care team and clients

3. Explore the impact of stress on interpersonal skills and relationships.Potential Elements of the Performance:

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

4. Develop knowledge of a therapeutic relationship and describe characteristics an effective helper.

Potential Elements of the Performance:

- Recognize the difference in a professional “therapeutic helping relationship” vs. “social helping relationship”
- Recognize the importance of maintaining personal and professional boundaries in a therapeutic relationship
- Describe therapeutic relationships: phases, characteristics, boundaries, roles, responsibilities, goals
- Discuss and demonstrate characteristics of an effective helper
- Identify and demonstrate communication strategies to establish rapport and reduce negativity during communications and interactions with others

5. Demonstrate qualities that positively influence relationships.

Potential Elements of the Performance:

- Explain the benefits of and demonstrate the following interpersonal skills through role playing in the classroom and during daily interactions:
 - a) empathy
 - b) sensitivity
 - c) respect
 - d) warmth
 - e) genuineness
 - g) self-disclosure
 - h) asking questions
 - i) expression opinions
 - j) humour
 - k) spirituality

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: Being Assertive, Responsible and Actively Listening
5. Stress Management
6. The Therapeutic Helping Relationship
7. Qualities that Enhance a Relationship

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Davis, C. (2011). *Patient Practitioner Interaction (5th edition.)* Slack Inc. U.S.A.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%) as partial fulfillment of the OTA/PTA diploma

1. A combination of tests and assignments will be used to evaluate student achievement of the course objectives. The evaluation method is as follows and will be discussed by the teacher within the first two weeks of class.

Assignment #1-Collage/Multimedia Presentation	20%
Assignment #2-Qualities that Enhance a Relationship	10%
Participation/Learning Activities	25%
Midterm Exam	20%
Final Exam	25%
Total	100%

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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change

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:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be guaranteed admission to the room.*

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.