

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Interpersonal Communication in Rehabilitation II
CODE NO. : OPA218 **SEMESTER:** 3
PROGRAM: Occupational Therapist Assistant/Physiotherapist Assistant
AUTHOR: Andrea Sicoli

DATE: Sept 13 **PREVIOUS OUTLINE DATED:** Sept 12

APPROVED: "Marilyn King" Aug/13

CHAIR OF HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): OPA117, OPA131

HOURS/WEEK: 3

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This course addresses the following Vocational Learning Outcomes, Essential Employability Skills and General Education Requirements in the approved program standard (2008) for Occupational Therapist Assistant and Physiotherapist Assistant program of instruction leading to an Ontario College Diploma delivered by the Ontario Colleges of Applied Arts and Technology. (MTCU code 51502)

Vocational Learning Outcomes

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and significant others, occupational therapists, physiotherapists, other health care providers and others within the role of the therapist assistant
X	participate in the effective functioning of inter-professional health care teams within the role of the therapist assistant.
X	establish, develop, maintain, and bring closure to client-centred, therapeutic relationships within the role of the therapist assistant.
X	ensure personal safety and contribute to the safety of others within the role of the therapist assistant.
X	practice competently in a legal, ethical, and professional manner within the role of the therapist assistant.
X	document and complete client records in a thorough, objective, accurate, and nonjudgmental manner within the role of the therapist assistant.
X	develop and implement strategies to maintain, improve, and promote professional competence within the role of the therapist assistant.
	perform effectively within the roles and responsibilities of the therapist assistant through the application of relevant knowledge of health sciences, psycho-sociological sciences, and health conditions.
	perform functions common to both physiotherapy and occupational therapy practices that contribute to the development, implementation and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist and/or physiotherapist.
	enable the client's occupational performance* by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the occupational therapist.
	enable the client's optimal physical function by contributing to the development, implementation, and modification of intervention/treatment plans, under the supervision of and in collaboration with the physiotherapist.

Essential Employability Skills:

Check All That Apply	The graduate has reliably demonstrated the ability to:
X	<i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i>
X	<i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
	<i>execute mathematical operations accurately.</i>
	<i>apply a systematic approach to solve problems.</i>
X	<i>use a variety of thinking skills to anticipate and solve problems.</i>
X	<i>locate, select, organize, and document information using appropriate technology and information systems.</i>
X	<i>analyze, evaluate, and apply relevant information from a variety of sources.</i>
X	<i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i>
X	<i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>
X	<i>manage the use of time and other resources to complete projects.</i>
X	<i>take responsibility for one's own actions, decisions, and consequences.</i>

General Education Requirements are addressed for the objective of Cultural Understanding and Personal Development.

I. COURSE DESCRIPTION:

This course will provide the student opportunities to enhance essential interpersonal skills required to be an effective member of an inter-disciplinary health care team. It will enable the student to integrate and apply concepts covered in Interpersonal Communication in Rehabilitation I. The importance of cultural competence will be emphasized. The student will learn strategies to communicate appropriately and effectively and manage conflict during challenging situations with clients and colleagues. Interpersonal skills necessary for effective group interaction with clients will be reviewed and practiced. Leadership and advocacy skills relevant to the field of rehabilitation will also be explored. The student will practice communication skills necessary to become an effective inter-professional health care team member. Opportunities will be provided through role playing, reflective learning activities and interactions during concurrent fieldwork placements.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will:

1. Develop assertive and responsible interpersonal communication skills necessary when interacting with the inter-professional health care team and clients.

Potential Elements of the Performance:

- Review the importance self-awareness and the influence that one's behaviour and interpersonal communication have on the therapeutic relationship
- Recall principles of appropriate and effective communication and interpersonal relationships
- Discuss and demonstrate assertive and responsible communication involving:
 - distressed clients/colleagues
 - aggressive clients/colleagues
 - difficult clients
 - unpopular clients
 - dying clients
- Explore issues of sexuality and disability
- Employ and adapt a variety of communication strategies and interpersonal techniques to manage conflict and meet the needs of client and inter-disciplinary health care team

2. Demonstrate therapeutic communication that supports client health and well-being.

Potential Elements of the Performance:

- Recall the importance of demonstrating therapeutic qualities
- Employ a client-centered approach that appreciates the uniqueness of the individual
- Recognize the importance of culture and demonstrate cultural sensitivity during interpersonal skills
- Discuss and demonstrate empathetic communication
- Demonstrate empathy during interviewing
- Recognize the benefits of empathy with clients and colleagues

3. Demonstrate professional and effective interpersonal communication skills and a comprehension of group dynamics within group settings.

Potential Elements of the Performance:

- Apply knowledge of group dynamics, effective participation and interpersonal communication to the development and functioning of teams.
- List the characteristics and responsibilities of a successful group leader
- Discuss and understand group process and practices of specific groups including groups for children, adolescents, adults and elderly
- Motivate clients and groups by using appropriate techniques

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

Potential Elements of the Performance:

- Discuss issue of learning style and how the OTA & PTA must adapt their teaching to accommodate the client's learning style
- Demonstrate ability to seek out, select and act upon constructive feedback to improve performance
- Demonstrate the ability to appropriately and effectively give constructive feedback
- Recognize importance of effective interpersonal skills and collaboration in the supervisory process-during fieldwork placements and upon working in the profession of OTA/PTA
- Apply self-directed learning strategies, resources and opportunities to promote awareness and enhance professional competence

5. Develop knowledge of leadership styles and advocacy practices.

Potential Elements of the Performance:

- Explain and demonstrated qualities to enhance leadership skills
- Recognize the characteristics and responsibilities of a successful group leader and explore individual attitudes and abilities related to leadership
- Define advocacy and recognize the roles and responsibilities of Advocates and Advocacy Organizations for client's needs as well as the role of their profession

II. TOPICS:

1. Self-Awareness
2. Assertive and Responsible Communication with Clients and Colleagues
3. Conflict Management
5. Sexuality and Disability
6. Interviewing
7. Effective Group Dynamics
8. Effective Leadership and Advocacy Practices

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Johansson, C and Chinworth, S. (2012). *Mobility in Context: Principles of Patient
Care Skills*. FA. Davis Company, Philadelphia. (from previous semester)

V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the OTA/PTA program must successfully complete this course with a minimum C grade (60%), for subsequent courses in the OTA/PTA program which this course is a pre-requisite, and also 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 methods are as follows and will be discussed by the teacher within the first two weeks of class.

Assignment #1-Interview	20%
Assignment #2-Inerprofessional Health Care	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:

<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: 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.