



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***

<b>Check All That Apply</b>	<b>The graduate has reliably demonstrated the ability to:</b>
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. 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. 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.
X	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.
X	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.
X	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:***

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

***General Education Requirements are addressed for the objective of Personal Development.***

## I. COURSE DESCRIPTION:

This course will provide the student opportunities to develop increased self-awareness. Determinants of behavior such as personality, attitudes, values and beliefs will be explored. The importance of appropriate and effective verbal and non-verbal communication as an interpersonal skill will be emphasized. Students will recognize the influence of stress on interpersonal skills and discuss strategies to manage stress and improve well-being. Through discussion, role playing and reflective activities, students will understand and demonstrate qualities that establish rapport and enhance a client-centered therapeutic relationship.

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

Upon successful completion of this course, the student will:

### 1. Demonstrate improved self-awareness and recognize the influence that one's behaviours and communications have on therapeutic relationships.

Potential Elements of the Performance:

- Describe "Interpersonal Skills"
- Recognize how improved self-awareness can positively influence verbal and non-verbal communication, behaviours and relationships
- Completion of a Personality Inventory to determine "Personality Type" and discuss how it influences interpersonal communication
- Explore the influence that attitudes, values, beliefs, culture and family history have on behaviours and interpersonal communication
- Recognize the influence that self-concept, self-esteem and self-talk have on interpersonal communication
- Recognize the influence that perceptions, impression, stereotypes, beliefs and emotions have on interpersonal communication

### 2. Demonstrate appropriate and effective interpersonal communication skills.

Potential Elements of the Performance:

- Discuss general principles of appropriate and effective communication and interpersonal relationships
- Communicate in a professional and collaborative manner that is accurate, credible and respectful
- 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 and strategies to manage stress and improve well-being.

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 apply appropriate stress management techniques to promote well-being of one's self and clients.

**4. Develop knowledge of a client-centered 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 establish rapport and positively influence the therapeutic relationships.**

Potential Elements of the Performance:

- Discuss the importance of establishing rapport and building trust with clients
- Explain the benefits of and demonstrate the following interpersonal skills through role playing 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 Behaviours and Communication: Attitudes, Values, Beliefs, Culture, Family History, Self-Esteem
3. Perceptions, Impressions and Stereotypes
4. Appropriate and Effective Communication: Being Assertive, Responsible and Actively Listening
5. Recognizing and Managing Stress
6. The Client-Centered Therapeutic Relationship
7. Qualities that Establish Rapport and Enhance a Therapeutic Relationship

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

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

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

## 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. Course Evaluation: 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.

<b>Assignment #1</b>	<b>20%</b>
<b>Assignment #2</b>	<b>10%</b>
<b>Participation/Learning Activities</b>	<b>25%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Final Exam</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

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%	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:** If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### 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 in D2L and on the portal form part of this course outline.