

I. COURSE DESCRIPTION:

This course will provide the student with an introduction to the concept of caring as a core value that is basic to the practice of health professionals. The student will gain insight into their personal interactive style, and develop interpersonal skills required for effective, caring communication. The student will have the opportunity to practice these skills in the classroom as they relate to the therapeutic relationship. Group dynamics and the interpersonal skills required to be an effective team member will be introduced and practiced.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: communication skills (1, 2, 3), interpersonal skills (1, 2, 3, 7), safety (1, 2), professional competence (1, 2, 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 knowledge of and communicate an awareness of personal interaction style.

Potential Elements of the Performance:

- Explain what is meant by “Professional Human Relations” and “Interpersonal Skills”
- Describe communication: process, purpose, influencing factors, principles
- Explain the relationship between caring and Human Relations
- Identify the functions of interpersonal communication
- Explain the meaning of the following terms: perceptions, stereotyping, values, beliefs, emotions, feelings, thoughts
- Explain the difference between self concept, self esteem and self talk
- Describe and demonstrate reflection and journaling as it would apply to the OTA/PTA

2. Demonstrate knowledge of and describe characteristics and development of a helping relationship.

Potential Elements of the Performance:

- Explain the difference between helping: professional vs. social
- Describe helping relationships: phases, characteristics, boundaries, roles, responsibilities, goals
- Identify barriers to helping: reassuring clichés, giving approval, disapproval and advice, belittling feelings, agreeing, disagreeing, defending, not listening, asking why questions
- Describe different kinds of confrontation, when confrontation is appropriate and positive approaches to confrontation

3. Demonstrate behaviours that build positive relationships.
Potential Elements of the Performance:
Explain the benefits of and demonstrate the following interpersonal skills:
 - a) assertiveness, mutual problem solving
 - b) warmth
 - c) respect
 - d) genuineness
 - e) empathy, active listening
 - f) asking questions
 - g) specificity
 - h) self-disclosure
 - i) expression opinions
 - j) humour
 - k) spirituality

4. Demonstrate effective interpersonal and interviewing skills with people from diverse backgrounds.
Potential Elements of the Performance:
 - Demonstrate interviewing skills that: encourage conversation, help express thoughts and feelings, ensure mutual understanding
 - Describe and demonstrate professional behaviours expected of an OTA/PTA during a client interview

5. Describe effective team building skills.
Potential Elements of the Performance:
 - Explain group process/dynamics, functions, advantages and disadvantages
 - Describe group roles/behaviours: supportive, unsupportive, strategies
 - Describe approaches to conflict resolution
 - Explain the importance of feedback, how to give and receive feedback, how to seek feedback

6. Demonstrate critical thinking skills.
Potential Elements of the Performance:
 - Reflect on and integrate new information presented in class through class discussions, tests and assignments
 - Engage in active dialogue with Professor and class
 - Participate in class discussions
 - Ask questions

III. TOPICS:

1. Professional Human Relations, Communication Process
2. Interpersonal Communication Skills
3. The Helping Relationship
4. Behaviours that Build Positive Relationships
5. Interviewing Skills
6. Team Building
7. Critical Thinking Skills

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 will be discussed by the professor.

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 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 postsecondary 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.