

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:

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 self awareness of one's own communication style and interpersonal skills.

Potential Elements of the Performance:

- Describe "Interpersonal Skills"
- Discuss how self awareness influences 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

3. Explore the impact of stress on interpersonal skills and relationships.

Potential Elements of the Performance:

- Recognize 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 helping relationship and describe characteristics an effective helper.

Potential Elements of the Performance:

- Discuss the difference in a professional vs. social "helping relationship"
- Describe helping 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 Helping Relationship
7. Qualities that Enhance a Relationship

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Davis, C. (2006). *Patient Practitioner Interaction (4th 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:

<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.

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.

VI. SPECIAL NOTES:

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.

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.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

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 *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. 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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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 granted admission to the room.