



## I. COURSE DESCRIPTION:

This course will provide the opportunity for the student to enhance essential interpersonal skills required of a rehabilitation/health-care professional. It will enable the student to integrate and apply concepts covered in Interpersonal Skills in Rehabilitation I. The student will learn strategies to communicate effectively and assertively 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 acquire competency in their communication skills through role playing, reflective learning activities and through interactions during concurrent fieldwork placements in the program.

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

In general, this course addresses Learning Outcomes of the Program Standards in: communication skills (1, 2, 3), interpersonal skills (1, 2, 3, 7), safety (1, 2), professional competence (1, 2, 5, 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. **Develop assertive and responsible interpersonal communication skills necessary when interacting with various clients and colleagues.**

#### Potential Elements of the Performance:

- Review
  - The influence of self awareness on communication, behaviours and personal interaction
  - Principles of effective communication and interpersonal relationships
- Explore and discuss the influence of culture on communication
- Discuss and demonstrate assertive and responsible communication with:
  - distressed clients
  - aggressive clients
  - difficult clients
  - unpopular clients
  - dying clients
- Discuss and recognize the importance of sensitivity when communicating with people who have disabilities
- Explore issues of sexuality and disability
- Discuss and demonstrate assertive and responsible communication with:
  - distressed colleagues
  - aggressive colleagues
- Identify and discuss conflict management strategies

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

Potential Elements of the Performance:

- Review the importance of demonstrating therapeutic qualities
- 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:

- Discuss the principles of group treatment and understand effective group dynamics
- Review 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

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

Potential Elements of the Performance:

- Review issue of learning style and how it influences our learning, teaching, interpersonal skills
- Demonstrate ability to effectively give and receive constructive feedback
- Discuss the importance of effective interpersonal skills in the supervisory process-during fieldwork placements and upon working in the profession of OTA/PTA

**5. Develop knowledge of leadership styles and advocacy practices.**

Potential Elements of the Performance:

- Discuss ways to enhance leadership skills
- Review and demonstrate the characteristics and responsibilities of a successful group leader
- Explore individual attitudes and abilities to be an effective group leader
- Define advocacy and discuss the roles and responsibilities of Advocates and Advocacy Organizations

**II. TOPICS:**

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

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

Davis, C. (2006). Patient Practitioner Interaction (4<sup>th</sup> Edition). Slack Inc. U.S.A. (from semester 1)

Sladyk, K and Ryan, S. (2005). Ryan's Occupational Therapy Assistant: Principles, Practice Issues and Techniques. (4<sup>th</sup> edition). SLACK Inc. (from semester 1)

**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 methods are as follows and will be discussed by the teacher within the first two weeks of class.

<b>Assignment #1-Interview</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:

<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	
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.

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.

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.

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.*