

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:

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
Involving:
 - 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
involving:
 - 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 (4th 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. (4th 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.

Assignment #1-Interview	20%
Assignment #2	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.