

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Titles Human Relations II

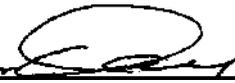
Course No.: MST200 Semester Four

Programs •Massage Therapy

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Dates Jan 98 Previous Outline Dates NA

Approved:


D. Tremblay, Dean
Health, Human Sciences and Teacher Ed.

Date:

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Total Credits 3

Prerequisite(s) IMST100

Length of Course: 45 hrs

Total Credit Hours 3

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences
and Teacher Education, (705) 759-2554, Ext. 690.

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1. COURSE DESCRIPTION

This course continues to build on the essentials of communication required of the health care professional. Students will examine and practice communication skills for managing difficult moments with clients, for working in team/group environments, and will advance their communication competencies in providing environments conducive to wellness and healing. Students will also study leadership, assertiveness and advocacy skills.

2. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will have demonstrated the ability to:

Outcome #1: Communicate and collaborate in an effective professional manner.

Performance elements:

- employ varied communication models and strategies
- obtain information
- clarify information to promote understanding
- deliver clear instructions
- give and receive feedback

Outcome #2: Participate with empathy in therapeutic relationships that support client health and well-being.

Performance elements:

- employ client-centred approach to the helping relationship
- identify the components of dual relationships
- identify and demonstrate strategies and skills for managing dual relationships
- identify and demonstrate strategies and skills for managing professional boundaries with clients
- identify and manage power differential, transference and countertransference issues in relationships with clients
- demonstrate awareness of personal history/experiences as factors in the therapeutic relationship
- demonstrate skills for effectively starting client relationships
- demonstrate skills for effectively closing client relationships, in planned and unplanned situations
- demonstrate a confrontation management technique and effective methods of responding to confrontation and other difficult moments with clients (non-crisis)
- articulate the basic steps of crisis response
- demonstrate centering skills

Outcome #3: Maintain professional practices as required of the health care professional.

Performance elements:

- perform self-progress assessment and peer-progress assessment - individual and group
- maintain confidentiality of in-class practica/role-play (within professional/legal limits of confidentiality)
- participate in team approaches to learning and practice, including team building, maintenance and managing team conflict
- demonstrate leadership and advocacy styles/practices
- explain diversity issues and their impact on the therapeutic relationship (including but not limited to issues of colour, religion, gender, sexual orientation, age, and physical functioning)
- clarify importance of and demonstrate ability to seek "debriefing" and self-care

3. REQUIRED RESOURCES

Each student must obtain a copy of the following:

- Ford, L. (1997) "Game Plan". Toronto: Prentice-Hall.

This book must be brought to each class unless the course professor indicates otherwise.

Additional readings may be assigned.

4. EVALUATION PROCESS/GRADING SUMMARY

- A. Term assignment/team project
outlined on separate sheet..... 25%
- B. Mid-Term test..... 20%
- C. End-of-term test..... 25%
- D. Reaction reports (from textbook
exercises - 4 x 5%)..... 20%
- E. Class participation 10%

Available for participation in discussion and other contributory behaviours including prep. for class (readings and brief assignments). For this portion students will self-evaluate, and the professor will determine the accuracy and validity of the self-evaluation. Attendance will affect this grade proportionately, since contributions cannot be made when absent!!

NOTE: The passing grade for this course is 60% overall, plus 60% in the two tests combined. The College grading policy applies.

Students will receive due notification in the event of a change to any aspect of this course outline or class schedule.

Test dates and assignment submission dates will be confirmed in class.

College Grading System

The following letter grades will be assigned in accordance with the College Guidelines:

A+	Consistently Outstanding	90 - 100%
A	Outstanding Achievement	80 - 89%
B	Consistently Above Average Achievement	70 - 79%
C	Satisfactory or Acceptable Achievement	60 - 69%
R	Repeat - Student has not achieved the objectives of the course and the course must be repeated	Less than 60%
CR	Credit Exemption	
X	A temporary grade, limited to situations with extenuating circumstances giving a student additional time to complete course requirements	

Note: Students may be assigned an "R" grade at \fidtenn for unsatisfactory performance.

SPECIAL NOTES:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 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 gaining advanced standing at other post-secondary institutions.

PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit should consult the professor.

MST 200 - JANUARY-APRIL 1998

PROFESSOR: JEFF ARBUS, OFFICE E3205; EXT. 546;
EMAIL: JEFF.ARBUS@SAULTC.ON.CA

ASSIGNMENT: PROBLEM SOLVING IN A TEAM ENVIRONMENT - AN ANALYSIS
AND PLAN PRESENTED IN TWO (OR MORE) MEDIA.

TASKS: a. STUDENTS ARE TO IDENTIFY A "PROBLEM" AND PROPOSE A PLAN
FOR REMEDIATION,
b. STUDENTS ARE TO EVALUATE THE TEAM PROCESS USED TO
ACCOMPLISH TASK "A".

PROCESS: ASSIGNMENT WILL BE DISCUSSED IN CLASS. STUDENTS WILL BE
DIVIDED INTO TEAMS (3-4 per) BY A PROCESS OF RANDOM
SELECTION. TEAMS WILL SUBMIT A TOPIC OUTLINE FOR
APPROVAL, AND WILL COMMENCE THEIR RESEARCH UPON
RECEIVING TOPIC APPROVAL. TEAMS WILL BE RESPONSIBLE FOR
COMMUNICATION WITH THE PROFESSOR REGARDING THE PROGRESS
OF THE ASSIGNMENT. IT IS EXPECTED THAT STUDENTS WILL
VIEW THIS AS AN OPPORTUNITY TO APPLY SKILLS LEARNED IN
CLASS.

DEFINITIONS: FOR THE PURPOSES OF THIS ASSIGNMENT, "PROBLEM" WILL
REFER TO ANY ASPECT OF THE MASSAGE THERAPY PROGRAM,
OR THE MASSAGE THERAPY FIELD, OR THE PRACTICE OF
MASSAGE THERAPY, WHICH THE TEAM FINDS CONFUSING OR
WHICH COULD BE IMPROVED OR INVESTIGATED FOR DEEPENED
UNDERSTANDING. THE WORD "PROBLEM" IS THUS
NOT LIMITED TO A NEGATIVE OCCURRENCE, BUT INSTEAD IS
USED TO IDENTIFY THE ISSUE TO WHICH THE TEAM IS
RESPONDING. GENERAL ISSUES, RATHER THAN SPECIFIC
INCIDENTS, WILL BE THE FOCUS OF TOPICS.

LIMITATIONS: ALL TOPICS MUST BE PRE-APPROVED BY THE COURSE
PROFESSOR. THE PROFESSOR WILL SCREEN BASED ON ACCURACY
OF PROBLEM IDENTIFICATION, APPLICABILITY TO THE TASK
AT HAND, AND PROTECTION OF INTEGRITY OF PROGRAMS OR
REPUTATION OF INDIVIDUALS. AT ALL TIMES
CONFIDENTIALITY MUST BE PRESERVED. THIS IS INTENDED TO
BE A CONSTRUCTIVE ASSIGNMENT, AND BEHAVIOUR WHICH
DETRACTS FROM THIS WILL NOT BE TOLERATED.

TOPIC PROPOSALS WHICH ARE REJECTED WILL NOT BE
ELIGIBLE FOR APPEAL.

FURTHER TO THIS, IT IS EXPECTED THAT THE INDIVIDUAL STUDENTS WILL RECOGNIZE THEIR RESPONSIBILITY TO THE TEAM'S DEVELOPMENT, MAINTENANCE AND TASK COMPLETION. THE COURSE PROFESSOR WILL BE LOOKING FOR TANGIBLE EXAMPLES OF TEAM-ORIENTED BEHAVIOURS, DURING THE TIME OF THIS ASSIGNMENT.

STUDENT TEAM MEMBERS MUST CHECK WITH THE PROFESSOR TO ENSURE THE COMPATIBILITY OF MEDIA SYSTEMS (e.g. the professor may not have access to the computer packages which the students have - such a circumstance would render the students' product ineligible for grading! don't let this happen!!)

DEBRIEFING: OCCASIONALLY CLASS TIME WILL BE USED TO DISCUSS THE PROCESS OF DEVELOPMENT OF THIS ASSIGNMENT. EXAMPLES ENCOUNTERED BY THE STUDENTS WILL BE CROSS-REFERENCED TO MATERIAL DISCUSSED IN THE COURSE. IN THIS RESPECT, DISCUSSIONS COULD FOCUS BROADLY ON A NUMBER OF EXAMPLES, OR INTENSIVELY ON A SINGLE EXAMPLE.

FINISHED PRODUCT: EACH TEAM WILL SUBMIT ONE PACKAGE, CONSISTING OF MATERIAL PRESENTED IN A MINIMUM OF TWO MEDIA (e.g. print-based, video, audio, computer-imaging...). EXTRA GRADING IS NOT AUTOMATIC FOR USE OF MORE THAN TWO MEDIA. THE PACKAGE MUST INCORPORATE A "PROBLEM-SOLVING" PARADIGM (e.g. what is the problem, who is involved, what is the outcome expected, what do we need to get to the outcome, when will we want to achieve it, what steps must occur, who must do each step, how will the plan be evaluated,...etc.). PROBLEM SOLVING PARADIGMS ARE NUMEROUS, AND PART OF THE RESEARCH SHOULD IDENTIFY A SOURCE FOR THE PARADIGM USED.

AS WELL, THE PACKAGE WILL NEED TO INCORPORATE A "PLAN, DO, CHECK, ACT" REFERENCE (to be discussed in class). STUDENTS ARE ADVISED TO CONSULT MATERIAL ON "CONTINUOUS QUALITY IMPROVEMENT" (CQI).

THE PACKAGE MUST CONTAIN A TITLE "PAGE" WHICH IDENTIFIES THE PROJECT AND THE TEAM MEMBERS, AND THE DATE OF SUBMISSION. THERE MUST BE A TABLE OF CONTENTS AND AN INDEX OF KEY TOPICS (for quick and easy reference). THERE MUST BE A REFERENCE PAGE WITH A MINIMUM OF FIVE REFERENCES (NOT INCLUDING THE COURSE TEXT). REFERENCING STYLE MUST BE APA-FORMAT OR ANOTHER FORMAT APPROVED BY THE PROFESSOR (E.G. A FORMAT USED IN THE MST LITERATURE). AS WELL, IT MUST BE CLEAR HOW THE TWO MEDIA FIT TOGETHER IN THIS ASSIGNMENT (e.g. including a video simply for interest would be rejected). WRITTEN MATERIAL MUST BE TYPED'!

THE LENGTH OF THE ASSIGNMENT/SIZE OF THE PACKAGE WILL BE SUITABLE TO THE TASK. DEAL WITH THE ASSIGNMENT FULLY, BUT DO NOT "PAD" THE PACKAGE SINCE EXTRANEIOUS/UNRELATED MATERIAL WILL BE REJECTED.

FINALLY, THE PACKAGE MUST INCLUDE A BRIEF (1-2 TYPED PAGES) ANALYSIS OF THE TEAM PROCESS - WHAT YOU WENT THROUGH, WHAT THE HIGH POINTS WERE IN WORKING TOGETHER, PROBLEMS ENCOUNTERED AND HOW THEY WERE RESOLVED. ALL TEAM MEMBERS MUST SIGN AND DATE THIS ANALYSIS.

REFERENCES: OF THE "MINIMUM FIVE" REFERENCES, THESE MUST BE FROM PROFESSIONAL LITERATURE. SOURCES EXCLUDED INCLUDE POP/NEWS MAGAZINES (with few exceptions), TV SHOWS, POPULAR FILMS, NEWSPAPERS, TABLOIDS, AND OTHER SOURCES WHOSE EDITORIAL POLICIES ARE GEARED TOWARD POPULAR APPEAL AS OPPOSED TO SCIENTIFIC/VALIDATED ACCURACY. STUDENTS UNSURE ABOUT THE ACCEPTABILITY OF A REFERENCE ARE ADVISED TO CONTACT THE PROFESSOR PRIOR TO INCLUSION OF THE PARTICULAR REFERENCE. INTERNET INFORMATION IS OFTEN UNVALIDATED AND UNSOURCED - CAUTION AND CRITICAL ANALYSIS IS URGED WHEN USING INTERNET SOURCES - THE PROFESSOR WILL VERIFY THESE,

GRADING: UNLESS THERE ARE SPECIFIC CIRCUMSTANCES IDENTIFIED AND DISCUSSED WITH THE PROFESSOR IN ADVANCE OF THE DEADLINE DATE, ALL TEAM MEMBERS WILL RECEIVE THE SAME GRADE FOR THIS ASSIGNMENT.

FAIRNESS IS PLEDGED, WITHIN THE LIMITS OF THE RESOURCES AVAILABLE TO THE PROFESSOR (note that fairness does not necessarily equate with equality).

SPELLING, GRAMMAR, APPEARANCE AND LAYOUT COUNT! AS WELL AS CREATIVITY, ACCURACY AND QUALITY OF RESEARCH.

KEY DATES: TO BE PROVIDED IN CLASS.

MST 200 - JANUARY-APRIL 1998

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ASSIGNMENT: REACTION PAPERS

TASK: STUDENTS ARE TO SUBMIT FOUR (4) REACTION PAPERS. THE
OUTLINE FOR THESE IS FOUND AT THE END OF EACH CHAPTER OF
THE TEXT.

PROCESS: STUDENTS ARE TO SUBMIT TWO "ABOUT YOU" PAPERS^ AND TWO
"ABOUT OTHERS" PAPERS. THESE CAN BE SELECTED FROM ANY CHAPTER IN
THE BOOK, AND MUST ALL BE FROM DIFFERENT CHAPTERS. THESE REPORTS
MUST BE TYPED. TITLE PAGES ARE NOT NECESSARY. THE STUDENT'S NAME
AND THE DATE OF SUBMISSION MUST BE AT THE START OF THE REPORT.
ALTERNATIVELY, STUDENTS MAY SUBSTITUTE TWO "LEVEL II" ASSIGNMENT
QUESTIONS PROVIDED THIS IS FIRST APPROVED BY THE PROFESSOR.

WARNING!: NOTE THAT THE "ABOUT OTHER" ASSIGNMENTS CANNOT BE DONE
IN ADVANCE OF THE CHAPTER BEING DISCUSSED IN CLASS.

NOTE ALSO THAT SOME CHAPTERS WILL RECEIVE LESS ATTENTION IN
CLASS THAN OTHERS.

DEADLINES: TWO MUST BE SUBMITTED BY THE DATE OF THE MID-TERM
TEST, AND TWO MUST BE SUBMITTED IN THE LAST CLASS MEETING PRIOR
TO THE FINAL TEST, EARLY SUBMISSIONS WILL BE ACCEPTED PROVIDED
THAT THE "2-2" RATIO IS MAINTAINED.

LENGTH: REPORTS SHOULD NOT EXCEED TWO PAGES TYPED/DOUBLE-SPACED.

GRADING: EACH REPORT IS GRADED OUT OF A POSSIBLE 5 MARKS. GRADING
WILL BE BASED ON (among other things) CLARITY OF RESPONSE (is it
logical? is it understandable?), SUCCINCTNESS (leave out
repetition!), SPELLING, GRAMMAR, AND DEPTH OF ANALYSIS (e.g.
cliche comments like "I liked the chapter" will be rejected.)