



**I. 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.

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

Upon successful completion of this course, the student will demonstrate 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

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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

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#### I TOPICS:

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- I This course will be topic focused and will also take a case study approach.
- . There will be special emphasis on managing conflict and confrontation, as well as on articulating the impact of personal style on the helping relationship. Teamwork and leadership represents another topic area.

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

There is no text for this course. Considerable reading and literature researching will be done by the students. Students are expected to be familiar with library resources and have access to the Internet. Video feedback and in-class demonstration/skill development will be featured.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- A. Term assignment/team project  
outlined on separate sheet.....15%
- B. Analysis of team.....15%
- C. Mid-Term test.....15%
- D. End-of-term test.....20%
- E. Reaction reports/presentations- 2 x 10%)-20%
- F. Class participation.\*.....15%

\*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!!

The professor will make the final determination of the grading.

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.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	

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NR requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).  
 Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

#### 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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 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, as may be decided by the professor. 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.

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.

<include any other special notes appropriate to your course>

#### 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 the following:

#### 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.

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MST 200 - JANUARY-APRIL 2001

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 HUMAN RELATIONS ISSUE AS IT AFFECTS MASSAGE THERAPY, AND PROPOSE A PLAN FOR REMEDIATION (see below).

b. STUDENTS ARE TO EVALUATE THE TEAM PROCESS USED TO ACCOMPLISH TASK "A".

*Purposes: To work in a team context to complete a complex project; to communicate an analysis of human relations as they affect the project development.*

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, "ISSUE" WILL REFER TO ANY ASPECT OF HUMAN RELATIONS AS IT MIGHT DIRECTLY AFFECT THE PRACTICE OF MASSAGE THERAPY. THIS IS NOT LIMITED TO NEGATIVE OCCURRENCES. 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 ISSUE IDENTIFICATION, APPLICABILITY TO THE TASK AT HAND, AND PROTECTION OF INTEGRITY OR REPUTATION OF INDIVIDUALS. AT ALL TIMES CONFIDENTIALITY MUST BE PRESERVED. THIS IS INTENDED TO BE

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A CONSTRUCTIVE ASSIGNMENT, AND BEHAVIOUR THAT DETRACTS FROM THIS WILL NOT BE TOLERATED.

REJECTED TOPIC PROPOSALS WILL NOT BE ELIGIBLE FOR APPEAL. TOPIC EXAMPLES MAY INCLUDE: *reaching consensus among competing professionals; managing conflict; managing boundaries; impact of personality styles on practice; group roles and group leadership; transference/countertransference as it affects practice; diversity issues as they affect human relations and practice; or other topics reviewed in class or in the course text.*

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 that 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. These discussions will impact on the "class participation" grade.

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/issue, 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, what material/resources will we need and how will we use them, how will the approach be evaluated,...etc.). PROBLEM SOLVING PARADIGMS ARE NUMEROUS, AND PART OF THE RESEARCH SHOULD IDENTIFY A SOURCE FOR THE FORMAT USED.

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 FOUR 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). THERE MUST BE A CLEAR IDENTIFICATION OF HOW EACH REFERENCE ITEM WAS USED IN THE FINISHED PACKAGE. 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 DETAILED ANALYSIS OF THE TEAM PROCESS - WHAT YOU WENT THROUGH, ROLES PLAYED BY TEAM MEMBERS, WHAT THE HIGH POINTS WERE IN WORKING TOGETHER, PROBLEMS ENCOUNTERED AND HOW THEY WERE RESOLVED. ALL TEAM MEMBERS MUST SIGN AND DATE THIS ANALYSIS. IT IS EXPECTED THAT STUDENTS WILL USE TERMS AND CONCEPTS FROM THE COURSE, IN THIS REPORT. THERE MUST BE REFERENCES TO SUPPORT THE CONCEPTS PRESENTED IN THIS REPORT. KEEP IN MIND THAT THIS ANALYSIS IS BEING GRADED SEPARATELY FROM THE REPORT, AND IS WORTH 15% OF YOUR GRADE.

REFERENCES: ALL REFERENCES MUST BE FROM PROFESSIONAL LITERATURE. SOURCES EXCLUDED INCLUDE POP/NEWS MAGAZINES, 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

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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. LATE ASSIGNMENTS WILL NOT BE GRADED.

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PROFESSOR: JEFF ARBUS, OFFICE E3205; EXT. 546;

EMAIL: JEFF.ARBUS@SAULTC.ON.CA

ASSIGNMENT: REACTION PAPERS

TASK: STUDENTS ARE TO SUBMIT TWO (2) REACTION PAPERS. A REACTION PAPER IS A SUBMISSION WHEREIN STUDENTS 'REACT' TO MATERIAL DISCUSSED/PRESENTED IN CLASS. STUDENTS WILL ALSO BE EXPECTED TO VERBALLY SUMMARIZE THEIR PAPERS FOR THE BENEFIT OF THE CLASS.

OUTLINE: EACH REACTION PAPER WILL ANSWER THE FOLLOWING QUESTIONS:

- ❖ WHAT IS THE TOPIC (FULLY EXPLAINED);
- ❖ WHAT ARE YOUR OPINIONS/REACTIONS;
- ❖ WHAT DID YOU LEARN OR REDISCOVER;
- ❖ IN YOUR WORK AS A MASSAGE THERAPIST, HOW ARE YOU GOING TO APPLY WHAT YOU LEARNED;
- ❖ HOW DID OTHERS SEEM TO REACT – HOW DO YOU KNOW;
- ❖ FIND A REFERENCE IN LITERATURE/INTERNET THAT ADDRESSES THIS ISSUE, AND COMPARE IT WITH YOUR OWN VIEWS.
- ❖ GIVE A SPECIFIC EXAMPLE OF HOW A DIVERSITY ISSUE COULD AFFECT THIS APPLICATION OF HUMAN RELATIONS

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.

IN-CLASS PRESENTATION: STUDENTS WILL BE CALLED UPON TO PRESENT A BRIEF SUMMARY OF THEIR REPORTS, FOR THE CLASS TO DISCUSS.

DEADLINES: DATES OF SUBMISSION WILL BE OUTLINED IN THE FIRST CLASS MEETING, AND REPEATED PERIODICALLY THROUGH THE COURSE. STUDENTS ARE RESPONSIBLE TO KNOW THE DEADLINE DATES. LATE REPORTS WILL NOT BE ACCEPTED UNLESS A DOCUMENTED, VERIFIED MEDICAL EMERGENCY HAS OCCURRED. NOTE THAT WITH THIS ADVANCED NOTICE, THESE EXCEPTIONS TO THE DEADLINE WILL BE

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RARELY APPLIED, SINCE GOOD HUMAN RELATIONS PRACTITIONERS DO NOT PROCRASTINATE ON THEIR RESPONSIBILITIES TO THEMSELVES OR TO OTHERS!

LENGTH: REPORTS WILL BE JUDGED ON DEPTH OF TOPIC COVERAGE. REPETITION ('PADDING'), VAGUE COMMENTS AND CLICHÉ'S WILL RESULT IN A LOSS OF MARKS. ACCURACY OF RESPONSE COUNTS AS DOES CLEAR COMMUNICATION (i.e. grammar and spelling).

GRADING: EACH REPORT IS GRADED OUT OF A POSSIBLE 10 MARKS.