



EFFECTIVE: SEPTEMBER 2010
CURRICULUM GUIDELINES

- A.** Division: Education Effective Date: September 2010
- B.** Department / Health Sciences/
Program Area: Health Care Support Worker

M: Course Objectives / Learning Outcomes:

Upon successful completion of this course, students will be able to :

1. Identify the characteristics and qualities of effective interpersonal communications.
2. Discuss the interrelationship between self-awareness, self-esteem, and perception as these relate to communication choices and patterns.
3. Demonstrate effective, caring interpersonal communications with client/residents, colleagues and others.
4. Apply self-reflections and self-appraisal processes in order to increase own effectiveness in interpersonal contexts.
5. Identify the role of culture and diversity in interpersonal communications and care giving interactions.

N: Course Content:

Introduction to Interpersonal Communication

Elements of interpersonal communication processes – sender, receiver, message, feedback.

Barriers to communication.

Characteristics of effective communication: open, supportive, positive, understanding.

Importance of common courtesies.

Warmth, respect, empathy.

Appropriate use of humour.

Communicating with people who speak a different language from yours.

What a caring response looks like.

Differentiating between caring and non-caring communications in a variety of job related situations.

Knowledge of Self

Interrelationship between self-concept, self-esteem and interpersonal communications.

Recognizing how perception influences one's reality and experience of situations.

Societal, cultural and experiential influences on perceptions and self-concept.

Using self-reflection to determine one's choices and patterns of communications.

Non-Verbal Communication

Gestures, postures, facial expressions.

Use of space.

Use of objects.

Positioning of self in relation to the other person.

Tone and volume of speech.

Non-language sounds.

Personal choices and what these communicate.

Appropriate and caring use of touch.

Reflecting on one's own non-verbal communications.

Being attuned to the non-verbal communications of clients/residents and others.

Responding to Others

Non-verbal listening skills.

Using open-ended questions.

Using paraphrasing/perception checking.

Listening & responding empathically.

Conflict Management and Resolution

Value of conflict in interpersonal relations.

Applying skills (e.g. listening and responding skills) to defuse anger and conflict.

Assertive communications: assertive vs. aggressive responses.

How and when to say "no".

Factors that signal it's time to remove self from a situation.

Multiculturalism and Diversity

Race, ethnicity and culture.

Diversity of backgrounds.

Generational differences.

Prejudice and discrimination.

Effects of culture.

	<p>Culture and family. Culture and religion. Appreciating diversity of backgrounds: generational differences. Culturally sensitive communication.</p>
O:	<p>Methods of Instruction:</p> <p>Lecture Group discussion/group activities Audio-visual materials Case studies May include other methods (e.g. guest speakers, role play, etc.)</p>
P:	<p>Textbooks and Materials to be Purchased by Students:</p> <p>A list of recommended textbooks and materials is provided to students at the beginning of the semester.</p>
Q:	<p>Means of Assessment:</p> <p>Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.</p> <p>This is a graded course. A minimum mark of 65% is necessary to be successful in the course.</p>
R:	<p>Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>

Course Designer(s)

Education