



**A:** Division: **Instruction**

Date: **27 November 2000**

**B:** Department/  
Program Area: **Faculty of Child, Family and  
Community Studies: Community  
Support Worker, Sign Language  
Interpretation**

New Course

Revision

If Revision, Section(s) Revised: **B**

Date Last Revised: **10 December 1993**

**C:** **CFCS 220**

**D:**

**Working with Others I**

**E:** **3**

Subject & Course No.

Descriptive Title

Semester Credits

**F:** Calendar Description: **This methods course emphasizes the development of versatility in working with individuals. Students will explore and apply interpersonal and facilitation skills such as information gathering, goal setting active listening and conflict resolution. Models that promote empowerment and self-awareness will be presented for examination and application to practice with individuals.**

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture            50 hours**  
**Practicum        20 hours**

Number of Contact Hours: (per semester for each descriptor)

**70 hours total**

Number of Weeks per Semester: **15**

**H:** Course Prerequisites:  
**CFCS 120**

**I:** Course Corequisites:  
**Nil**

**J:** Course for which this Course is a Prerequisite:  
**CFCS 240**

**K:** Maximum Class Size:  
**24**

**L:** PLEASE INDICATE: Part of Block Transfer to UVIC, UCFV, Malaspina College

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M:** Course Objectives/Learning Outcomes

**N:** Course Content

1. When working with others, it is necessary to have effective communication skills, appropriate assertiveness skills, and respect for the rights of self and others. This includes the ability to reflect on events, to talk about feelings, to set boundaries and to advocate for self and others.
2. Individuals reach adulthood with copy mechanisms which effectively served them as children and youth. These behaviours need to be examined for their effectiveness in adult interactions and in the development of functional, satisfying interpersonal relationships.
3. Conflict is a natural part of interpersonal relationships, providing an opportunity for self discovery, creative communication strategies, increased intimacy, problem resolution and personal growth. It is critical that community members develop effective conflict resolution skills.
4. Practitioners must recognize their personal style of interacting with others and, building on that style, develop appropriate and effective skills for communicating with others in the workplace. This requires versatility, flexibility, good judgement, and sensitivity.
5. Ethical practitioners know the limits of their own knowledge, abilities and professional role and they provide support to others within those limits. Effective practitioners are familiar with community resources and appropriately refer others to those resources.
6. Working relationships are effective when (a) key stakeholders are involved in planning and decision making; (b) practitioners develop and maintain caring relationships based on non-judgmental listening, reflection and effective feedback; (c) there is a climate of trust and safety to take risks; and (d) there is clarity regarding the role and purpose of the relationship.

**O:** Methods of Instruction

<p><b>P:</b> Textbooks and Materials to be Purchased by Students:</p> <p>T.B.A.</p>
<p><b>Q:</b> Means of Assessment</p> <p>Selection of evaluation and assessment tools for this course will be based on:</p> <ol style="list-style-type: none"><li>1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.</li><li>2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.</li><li>3. A developmental approach to evaluation that is sequenced and progressive.</li><li>4. Evaluation being used as a teaching and learning tool for both students and instructors.</li><li>5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.</li></ol>
<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>T.B.A.</p>

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(Vickie Cammack/Jan Humphrey) Course Designer(s)

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Education Council/Curriculum Committee Representative

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Registrar