



**Douglas
College**

CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **01 September 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies
CCSD, INTR** Revision New Course

If Revision, Section(s) Revised: **B,D,F,G,J,L,M,N,O,
P,Q,R**

Date of Previous Revision: **08 August 2002**

Date of Current Revision: **06 February 2003**

C: **CFCS 220** D: **Working with Others** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F:	Calendar Description: This methods course emphasizes the development of communication versatility in working with people. Students will explore and apply interpersonal and facilitation skills such as information gathering, perception checking, goal setting, active listening, assertiveness and conflict resolution. Models that promote empowerment and awareness of self and others will be presented for examination and application to practice.	
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings	H: Course Prerequisites: CFCS 120 or CFCS 121
	Primary Methods of Instructional Delivery and/or Learning Settings: Lecture	I: Course Corequisites: None Nil
	Number of Contact Hours: (per semester for each descriptor) 60 hours	J: Course for which this Course is a Prerequisite CFCS 320, CCSD 420, CFCS 460, CFCS 463
	Number of Weeks per Semester: Flexible delivery ranging over 2 to 15 weeks	K: Maximum Class Size: 24
L:	PLEASE INDICATE: Part of block transfer for diploma graduates to UVIC, UCFV, University of Calgary, University College of Malaspina	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		



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Date of Previous Revision: **27 November 2000**

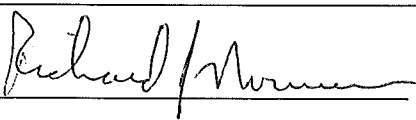
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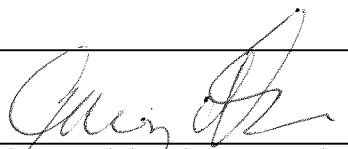
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M:	<p>Course Objectives / Learning Outcomes Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply theories of effective interpersonal communication across a variety of contexts. <ul style="list-style-type: none"> ▪ Describes essential elements of effective communication ▪ Listens actively to colleagues in a classroom context ▪ Accurately reflects content and relational messages ▪ Explains the impact of relationship and context on communication ▪ Considers the significance of culture in interpersonal communication 2. Examine interpersonal communication style. <ul style="list-style-type: none"> ▪ Assesses own communication style using a variety of methods ▪ Considers an area of own communication for development designs a plan to address this area of communication ▪ Implements a plan to address this area of communication ▪ Writes an analysis of the plan and its outcome ▪ Interprets the significance of own culture and communication style 3. Consider assertiveness and conflict resolution as significant elements of communication. <ul style="list-style-type: none"> ▪ Describes elements of assertiveness ▪ Explains typical barriers to assertive communication ▪ Describes at least one model of conflict resolution ▪ Analyzes the relationship between assertiveness and conflict resolution ▪ Explores cultural implications in understanding assertiveness and addressing conflict 4. Apply basic principles of feedback in several communication contexts. <ul style="list-style-type: none"> ▪ Explains at least one model for offering feedback ▪ Provides feedback to colleagues ▪ Considers feedback from colleagues, instructors and field experience ▪ Integrates feedback and experience into practice ▪ Incorporates feedback in self assessment
N:	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> 1. Working relationships are effective when <ol style="list-style-type: none"> a) stakeholders are involved b) practitioners develop and maintain caring and respectful relationships based on non judgmental listening, reflection and effective feedback c) clear boundaries are maintained d) there is a climate of trust and safety e) there is clarity regarding the role and purpose of the relationship 2. Individuals reach adulthood with communication styles which have effectively served them. It is important to examine communication style and skills for effectiveness in developing satisfying interpersonal and working relationships. 3. Conflict is a natural part of interpersonal relationships. It provides an opportunity for self-discovery, creative communication, increased intimacy, problem resolution and personal growth. 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, sound judgement, and sensitivity. 5. 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.
O:	<p>Methods of Instruction</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Group work ▪ Student Presentations ▪ Guest Speakers ▪ Audio-visual Presentations

P:	Textbooks and Materials to be Purchased by Students T.B.A.
Q:	Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ol style="list-style-type: none"> 1. Written research papers 2. Group Presentations 3. Demonstration of Skills 4. Participation 5. Self & Peer Assessment 6. Other
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale. This course is available for PLAR



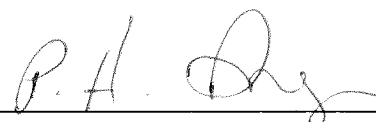
 Course Designer(s)



 Education Council / Curriculum Committee Representative



 Dean: Jan Lindsay



 Registrar