



**EFFECTIVE: SEPTEMBER 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **September 27, 2001**  
**B:** Department/ Program Area: **LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS** New Course  Revision   
 If Revision, Section(s) Revised: **D, P, R**  
 Date Last Revised: **July 7, 1994**

**C: CMNS 215 D: INTERPERSONAL COMMUNICATION FOR DENTAL ASSISTING STUDENTS E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description: What do I need to know and do to accomplish the human side of my job? How do I work effectively with my co-workers? These questions often go unspoken by dental auxiliary students, yet feedback from the dentistry field indicates that effective communication skills are essential to office functioning. This course provides opportunities to investigate the communication process, phases of the helping relationship, facilitative verbal and non verbal skills, and the problem solving process. The characteristics of effective teamwork will also be examined.		
<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Clinical Experience/Other</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>4</b>  Number of Weeks per Semester: <b>14</b>	<b>H:</b> Course Prerequisites:  <b>NONE</b>	
	<b>I:</b> Course Corequisites:  <b>NONE</b>	
	<b>J:</b> Course for which this Course is a Prerequisite:  <b>NONE</b>	
	<b>K:</b> Maximum Class Size:  <b>25</b>	
<b>L: PLEASE INDICATE:</b> <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input type="checkbox"/> SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

**M:** Course Objectives/Learning Outcomes

By the end of the course, students will have gained an appreciation of:

1. the stages of team development
2. functional roles of team members
3. the characteristics of an effective team
4. the connection between perception and personal values
5. differences between a social and a helping relationship
6. the dynamics of interpersonal communication
7. differences between facilitative and non-facilitative communication
8. phases of the helping relationship: involving, exploring, understanding, acting

By the end of the course, students will demonstrate increased abilities to:

1. develop strategies for managing personal performance anxiety
2. identify strategies for building an effective team
3. identify the specific skills and skill sets in each of the phases of a helping relationship:
  - a) involving -- attending, observing, listening
  - b) exploring -- empathy, warmth, respect
  - c) understanding -- assertiveness, facilitative feedback
  - d) acting -- problem solving, goal setting
4. identify effective clarifying responses in the helping relationship
5. identify and demonstrate appropriate assertive behaviours in clinical settings
6. apply specific communication skills to patient groups including children, elderly, anxious, angry, depressed and disabled patients

**N:** Course Content

- I. Performance Anxiety
  - A. Definition
  - B. Causes
    1. Psychological
    2. Psycho-social
  - C. Techniques for management
- II. Stages of team development
  - A. Formation
  - B. Storm
  - C. Development of norms
  - D. Performance
- III. Functional roles of team members
  - A. Task functions
  - B. Maintenance functions
  - C. Individual hindering behaviours
- IV. Characteristics of an effective team
  - A. Individual needs
  - B. Relationship needs
  - C. Goal accomplishment

- V. Building an effective team
  - A. Identifying expectations
  - B. Setting goals
  - C. Analyzing process
  
- VI. Perception
  - A. Definition
  - B. Selection, organization and interpretation of stimuli
  - C. Observation and inference
  
- VII. Values
  - A. Definition
  - B. How values grow and change
  
- VIII. Social and helping relationships
  - A. General characteristics
  - B. Overlap
  
- IX. Dynamics Of Interpersonal Communication
  - A. Communication Process
  - B. Principles of Communication
  
- X. Non-Facilitative Communication
  - A. Advising
  - B. Judging and evaluating
  - C. Minimizing and false reassurance
  - D. Non-facilitative questions
  - E. Effects of non-facilitative communication
  
- XI. Non Verbal Behaviour
  - A. Attending
  - B. Listening
  - C. Use of touch
  - D. Use of silence
  
- XII. Empathy
  - A. Definition
  - B. Empathy vs sympathy
  - C. Formulating empathic responses
  - D. Effects of empathic responses
  
- XIII. Warmth
  - A. Definition
  - B. Helper behaviours that improve the ability to communicate warmth
  - C. Effects of warmth
  
- XIV. Respect
  - A. Definition
  - B. Helper behaviours that improve the ability to communicate respect
  - C. Effects of respect

- XV. Clarifying Responses
  - A. Purposes and effects
  - B. Facilitative questions
    - 1. Open-ended
    - 2. Closed
  - C. Summarizing
    - 1. Definition
    - 2. Purposes
  
- XVI. Feedback
  - A. Definition
  - B. Guidelines for effective use of feedback
  - C. Helper's role as a genuine individual
  - D. Cautions
  
- XVII. Assertiveness
  - A. Definition
  - B. Assertiveness vs acquiescence and aggression
  - C. Criteria and conditions for determining appropriate assertive behaviour
  - D. Delivering clear assertive messages
  
- XVIII. Action
  - A. Developing the relationship
  - B. Identifying the problem
  - C. Setting a goal
  - D. Assessing resources and obstacles
  - E. Developing and implementing an action plan
  - F. Evaluating outcomes

**O:** Methods of Instruction

Classes will be a combination of experiential activities, lectures, discussions, demonstrations and role playing. Students will work in the total class and in small groups. They will participate in structured exercises designed to focus on specific aspects of interpersonal communication skills and then use these experiences as agenda for discussion, learning and self evaluations. Students will practice application of their interpersonal communication skills using audio and/or video tape for simulations. They will also demonstrate their interpersonal communication skills with professional actors.

**P:** Textbooks and Materials to be Purchased by Students

**Textbooks and materials to be purchased by students**

Adler, R.B., Towne, N., and Rolls, J.A. Looking Out/Looking In (1<sup>st</sup> Canadian ed.). Orlando, Florida: Harcourt, 2001.

**Q:** Means of Assessment

1. Group analysis	20%
2. Audio or video tape of a simulated clinical situation demonstrating designated communication skills	20%
3. Demonstration of designated communication skills in a simulated clinical setting (live role play with professional actors)	10%
4. Student analysis and self-evaluation of demonstrated skills	30%
a) Audiotape recording	(10)
b) Role playing with professional actors	(10)
c) Final self-evaluation	(10)
5. Final examination	<u>20%</u>
TOTAL	100%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not open for PLAR at this time.

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 Course Designer(s)

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 Education Council/Curriculum Committee Representative

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 Dean/Director

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 Registrar