



**EFFECTIVE: SEPTEMBER 2010**  
**CURRICULUM GUIDELINES**

A. Division: Education Effective Date: September 2010

B. Department / Program Area: Health Sciences/ Health Care Support Worker  
Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

C: **HCSW 1103** D: **Interpersonal Communications** E: **3.0**

Subject & Course No.	Descriptive Title	Semester Credits						
<p><b>F:</b> Calendar Description:</p> <p>This course focuses on the development of self-awareness, increased understanding of others and development of effective interpersonal communication skills that can be used in a variety of care-giving contexts. Students will be encouraged to become more aware of the impact of their own communication choices and patterns. They will have opportunity to develop and use communication techniques that demonstrate personal awareness, respect, and active listening skills. Students are also introduced to, and encouraged to explore, concepts of culture and diversity as they relate to interpersonal communications and care-giving interactions.</p>								
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture/Practice</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>60 hrs per semester</b></p> <p>Number of Weeks per Semester:</p> <p><b>15</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p><b>None</b></p>							
	<p><b>I:</b> Course Corequisites:</p> <p><b>HCSW 1101 + HCSW 1102 + HCSW 1104 + HCSW 1105</b></p>							
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p><b>HCSW 1106, HCSW 1107, HCSW 1108, HCSW 1109, HCSW 1170, HCSW 1180, HCSW 1190, HCSW 1200</b></p>							
	<p><b>K:</b> Maximum Class Size:</p> <p><b>32</b></p>							
<p><b>L:</b> PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
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**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.

- Culture and family.
- Culture and religion.
- Appreciating diversity of backgrounds: generational differences.
- Culturally sensitive communication.

**O:** Methods of Instruction:

Lecture  
 Group discussion/group activities  
 Audio-visual materials  
 Case studies  
 May include other methods (e.g. guest speakers, role play, etc.)

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

A list of recommended textbooks and materials is provided to students at the beginning of the semester.

**Q:** Means of Assessment:

Course evaluation is consistent with Douglas College course evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course. A minimum mark of 65% is necessary to be successful in the course.

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

No

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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