



CAMOSUN COLLEGE
School of Health & Human Services
Continuing Care Department

Health Care Assistant
HCA 130 – Interpersonal Communications
Fall 2015

COURSE OUTLINE

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

The calendar description is available on the web @

<http://camosun.ca/learn/calendar/current/web/hca.html>

1. Course Description

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.

2. Instructor Information

- (a) Instructor _____
- (b) Office hours _____
- (c) Location _____
- (d) Phone _____ Alternative: _____
- (e) E-mail _____
- (f) Website _____

3. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

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

- 1. Identify the characteristics and qualities of effective interpersonal communications**
 - Discuss the basic elements of any interpersonal communication processes – sender, receiver, message, feedback
 - Describe common barriers to communication
 - Describe the characteristics of effective communication
 - Discuss characteristics of culturally sensitive communication
 - Differentiate between caring and non-caring communications in a variety of job related situations

- 2. Discuss the interrelationship between self-awareness, self-esteem, and perception as these relate to communication choices and patterns**

- Discuss the interrelationship between self-concept, self-esteem and interpersonal communications
- Describe how perception influences one's reality and experience of situations

3. Demonstrate effective, caring interpersonal communications with clients/residents, colleagues and others

- Utilize effective non-verbal communication, including non-verbal listening skills
- Describe the characteristics of effective use of touch
- Display an ability to be attuned to the non-verbal communications of clients/residents and others
- Use open-ended questions
- Utilize active listening responses including paraphrasing and perception checking
- Display an ability to listen & respond empathically
- Identify self-disclosing behaviour
- Formulate self-disclosing responses
- Demonstrate appropriate use of self-disclosure.
- Use listening and responding skills to defuse anger and conflict
- Utilize assertive communications appropriately
- Determine when a situation is unsafe and it is important to leave

4. Apply self-reflection, and self-appraisal processes in order to increase own effectiveness in interpersonal contexts

- Reflect on how one's personal beliefs and values influence perceptions, self-concept and behaviours
- Use self-reflection to determine one's choices and patterns of communications
- Reflect on interpersonal interactions in order to increase own effectiveness
- Invite feedback and suggestions from others in order to increase own effectiveness.

4. Required Materials

(a) Texts

HCA 110 STUDENT LEARNING GUIDE: Introduction to Practice
 Mosby's Canadian Textbook for Support Worker
 Integrating a Palliative Approach: Essentials for Personal Support Workers

5. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

50 hours

Introduction to Interpersonal Communication

- Elements of interpersonal communication processes – sender, receiver, message, feedback
- Characteristics of effective communication: open, supportive, positive, understanding
- Barriers to communication
- Importance of common courtesies
- Warmth, respect, empathy

- Appropriate use of humour
- Appreciating diversity of backgrounds: generational differences
- Culturally sensitive communication
- 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
- 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 and responding empathically
- Appropriate self-disclosure

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

6. Basis of Student Assessment (Weighting)

(Should be directly linked to learning outcomes.)

NOTE: As with all courses in the Health Care Assistant program, you are required to achieve a minimum grade of 70% (B-) in HCA 110 Health and Healing: Concepts for Practice in order to successfully pass the course.

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g. Project, Attendance, Group Work)

Verbal and Non-Verbal Communication Assignment (10%)

Perception Checking Assignment (5%)

Paraphrasing Assignment (5%)

Empathic Responding Assignment (5%)

Self - Disclosure Assignment - (5%)

Assertive Communication Assignment (5%)

Quiz #1 (20%)

Quiz #2 (20%)

Quiz #3 (20%)

Communication Skill Review (in class) (5%)

7. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)

Standard Grading System (GPA)

Competency Based Grading System

8. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Workbook "On Delivering Care"

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

<http://www.camosun.bc.ca/policies/policies.html>

A. GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.