



# CAMOSUN COLLEGE

School of Health and Human Services (HHS)

Department: Continuing Care



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

## HCA 130 Interpersonal Communications

Fall 2019

### COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/hca.html#hca130T>

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.

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#### 1. Instructor Information

- (a) **Instructor** Heather Frame
- (b) **Office hours** To be communicated through D2L. Please e-mail to set up appointments as required.
- (c) **Location**
- (d) **Phone** 250 – 370 - 4754 **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** [frameh@camosun.bc.ca](mailto:frameh@camosun.bc.ca)
- (f) **Website** [www.camosun.ca](http://www.camosun.ca)

#### 2. Course Description & Intended Learning Outcomes

This course focuses on the development of self-awareness, understanding of others and effective interpersonal communication skills. Students will be encouraged to become more aware of the impact of their own communication choices and patterns.

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

- identify the characteristics and qualities of effective interpersonal communications.
- discuss the interrelationship between self-awareness, self-esteem, and perception as these relate to communication choices and patterns.
- demonstrate effective, caring interpersonal communications with clients/residents, colleagues, and others.
- apply self-reflection, and self-appraisal processes in order to increase own effectiveness in interpersonal contexts.

#### 3. Required Materials

- **Mosby's Canadian Textbook for the Support Worker**, 4<sup>th</sup> Canadian Edition (2018) by Sorrentino, Remmert & Wilk. Elsevier
- **Professionalism in Health Care: A Primer for Career Success**, 5<sup>th</sup> Edition (2017) by Makely, Austin & Kester. Pearson

#### 4. Course Content and Schedule

*Please see Semester Calendar for specific dates*

- Unit 1 – The Communication Process
- Unit 2 – Caring and Support
- Unit 3 – Non-Verbal Communication
- Unit 4 – Perception
- Unit 5 – Feedback
- Unit 6 – Active Listening
- Unit 7 – Clarification
- Unit 8 – Paraphrasing
- Unit 9 – Empathy
- Unit 10 – Expression of Feelings
- Unit 11 – Self Disclosure and Professional Boundaries
- Unit 12 – Communication Styles: Assertive, Non-Assertive, Aggressive
- Unit 13 – Conflict Resolution
- Unit 14 – Communicating with Oriented Older Adults
- Unit 15 – Integration and Skills Review

#### 5. Basis of Student Assessment (Weighting)

**Evaluation Criteria:**

<b>Assignment/Percentage</b>	<b>Details</b>
<b>Exam 1 20%</b>	Will include all content from Units 1-4
<b>Exam 2 20%</b>	Will include all content from Units 5-9
<b>Exam 3 25%</b>	Will include all content from Units 10-15
<b>Verbal and Non-Verbal Communication Assignment 10%</b>	Demonstrate understanding of verbal and non-verbal communication.
<b>Perception Checking Assignment 5%</b>	Demonstrate ability to use the skill of perception checking.
<b>Paraphrasing Assignment 5%</b>	Demonstrate ability to use the skill of paraphrasing.

<b>Empathic Responding Assignment</b> 5%	Demonstrate ability to use the skill of empathic responding.
<b>Assertive Communication Assignment</b> 5%	Demonstrate ability to use the skill of assertive communication.
<b>Communication Skills Review</b> 5%	In class demonstration of the many communication skill taught throughout the course.

**Students must achieve a minimum of 70% to pass HCA 130 Introduction to Practice.**

### **WRITTEN ASSIGNMENTS**

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, 12 font, Times New Roman font, with a title page and a reference list.

Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.

## **6. Grading System**

- Standard Grading System (GPA)
- Competency Based Grading System

## **7. Recommended Materials to Assist Students to Succeed Throughout the Course**

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## **8. College Supports, Services and Policies**

### **Immediate, Urgent, or Emergency Support**



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or  
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### **College Services**

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

### **College Policies**

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

### 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 website.

## A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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.