

## College

В.	Department /	Faculty of Child, Family and	Revision	X New Course
		CCSD, INTR	If Revision Section(s)	RDFCIIMNO
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ic of Canton Rev C:		D: Working wi	Data of Current Positions ith Others	E: 3
	Subject & Cou	se No	tive Title	Semester Credits
	se eTibiaanotk the i Students will o	tevenomedr of continuluration vi explore, and, apply, internersonal	and facilitation skills suc	ch as information catherino
	ment and awaren application to p	olve ustemlig, 'tisser aveness' and 'ess' of self and others will be ractice.		
	/ Learning Settir	The production of the contract of the state	<u> </u>	
	/ Loaining botti	rgo	CFCS 120 or CFC	'S 121
رىچىلىپىپىيىت سىي	Primary Method	sof Instructional Delivery and/or		<del>nininki</del> isa (
arniña Sattinga	Lecture		I: Course Corequisites Nil	s: None
min or assumes	Number of Cont	act Hours (ner semester, for each	<u></u>	· · · · · · · · · · · · · · · · · · ·
OLIDEN'S	descriptor)		udos a Gasera fer which th	de Course la a Brancovialta
	60 hours		L., LLCECS, 320 CCSD,	420_CECS 460. CECS 463
Number of V	Veeks per Semester:	K: Maximu	ım Class Size:	
VIIIE SEESTE WIL	ram <u>Elavible delire:</u>	yuanging over 2.5015 media	24	- <u></u>
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## College

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If Revision, Section(s) Revised: Date of Previous Revision: Date of Current Revision:	P.O.R 27 November	er 2000	appoint. Values at least species			
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F: Calendar Description	u					<u> </u>
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	THE RESERVE TO SERVE THE RESERVE THE RESER					
i parimie serimes				CFCS 120 or C	· · · · · · · · · · · · · · · · · · ·	
Primary Methods of Instruct Learning Settings:		1/or 1				
I: Course Corequisites Lecture Nil	: None	1				1
Number of Contact Hours: (1	oer semester for e	ach I			e de la companya de l	· P
descriptor)		Cm	use for which	othis Course is a Pre	remisite .	1.
60 hours,	,, .	CF	CS 320. CCS	SD 420. CFCS 460.0	CECS 463	_ <b>I</b>
Number vidibler by weeks pe	M'Demesier:	K:	<u> Maxiboo</u>	ช์ Ciass Size:	-	
Flexible delivery ran	nging over 2 to 1	5 weeks	24			
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Tassaca sinsubuta sic	work to ki achimic	antin	· · · · · · · · · · · · · · · · · · ·			
Non-Credit	7 - 7 - 7					
College Credit	Non-Transfer					
X College Credit			.—		.4:	

	M: Course Objectives / Learning Outcomes
The service of the se	Unon measuriful completion of this course the study of th
	and the second second second process continues to the second second second second second second second second
	larcribas assential elements of attractive communication
	Listific activate to salicagings in a discovery contact
	A convertity ratioate contant and relational massages
	* Kynlaine the impact of veletionship and sentest on accommodation
	According to the first the
AND THE RESIDENCE OF THE PERSONNELS AND	Assesses own communication style using a variety of methods  Consider the communication of the control of
	area of communication
le comment	month of communication
	Writes an analysis of the plan and its outcome
	Interprets the significance of own culture and communication style
Phesical equation of the expense	3. Consider assertiveness and conflict resolution as significant elements of communication.
	<ul> <li>Describes elements of assertiveness</li> </ul>
	Explains typical barriers to assertive communication
	Dosonihos et leset and model of anglist analytical property and any anglist an
The same of the sa	Analyzes the relationship between assertiveness and conflict resolution
Lines OVER THE TOP	Anno 19 maria de la como de la co
	4 Apply basic principles of feedback in several communication contexts.
Fest - Aug	Explains at least one model for offering feedback
are in II	Provides feedback to colleagues
MARK PROPERTY INC.	Cancidana faadhaab fuam aallaamaa instrumtura and Cald ann arismaa
	<ul> <li>Integrates feedback and experience into practice</li> </ul>
	Incorporates feedback in self assessment
i	N: Course Content: The following global ideas guide the design and delivery of this course:
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Hillings and international and and	zerzene zezeka zerzetitionens douelon and maintain arring and gromestful relationshing based on non
United Transcriptors	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
<u> </u>	annymalar rear Andividuala reach adulthand with governoisation et lea which have affectively conved tham It is
	examme and important de december some arrivation of the and akilly for offertiveness in developing satisfying
::	interpersonal and working relationships.
) 3. <del>5 :</del>	3. Conflict is a natural part of interpersonal relationships. It provides an opportunity for self-
B 15583.43 8.55	ระบาลมายนะรากากเป็นเปอร์มัญ, มีรักษ์เรียงอังกับกับกับกับกับกับกับกับกับกับกับกับกับก
	growth.
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handari — jilanik vetabbara	style, develop appropriate and effective shill for communicating with others in the workplace.
	s recomes versathic marinogy modility floribility nor selikulouv 1 1 1 1 1 1 1
(	assertiveness skills and respect for the rights of self and others. This includes the ability to
harman de Maria de VI	O: Methods of Instruction
	• Lecture
	Group work
[]	Student Presentations
	■ Guest Speakers
	Audio-visual Presentations
I'	

:::	P: Textbooks and Materials to be Purchased by Students T.B.A.						
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	Weighting of evaluations						
J∰r Schwerterer	<u></u>	1. Written research naners					
		2. Group Presentations					
		3. Demonstration of Skills					
		4. Participation					
		5. Self & Peer Assessment 6. Other					
1800 - Allegaria (1888 - 1884) ar ann an Aireann an Air	D.	Prior Learning Assessment and Personations, marify whether source is over few D. A.D. I feet available for					
		PI AR nlesse provide rationale					
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