



**COLLEGE**  
**College**

**COURSE GUIDELINES**

A. Division: Instruction Effective Date: 01 September 2002

B. Department / Program Area: Faculty of Child, Family and Community Studies  
CCSD, INTR

Revision  New Course

If Revision Section(s): R D E F G H I M N O  
Revised: P, Q, R  
Date of Previous Revision: 08 August 2002  
Date of Current Revision: 06 February 2003

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Date of Current Revision: 06 February 2003

C: CFCS 220 D: Working with Others

E: 3

Subject & Course No Descriptive Title Semester Credits

F: Calendar Description:  
This includes course content that the development of communication versus an working with others.  
Students will explore and apply interpersonal and facilitation skills such as information gathering, perception checking, goal setting, active listening, assertiveness and conflict resolution. Modules that promote empowerment and awareness of self and others will be presented for examination and application to practice.

G: Allocation of Contact Hours to Type of Instruction H: Course Prerequisites

/ Learning Settings

CFCS 120 or CFCS 121

Primary Methods of Instructional Delivery and/or Learning Settings:

I: Course Corequisites: None

Lecture

Nil

Number of Contact Hours: (per semester for each descriptor)

J: Courses for which this Course is a Prerequisite:

60 hours

CFCS 320, CCSD, 420, CFCS 460, CFCS 463

Number of Weeks per Semester:

K: Maximum Class Size:

Flexible delivery ranging over 2 to 15 weeks

24

PLEASE PRINT THE NAME OF THE COURSE OFFICER FOR SIGNATURE IN CURRICULUM UNIT OF UNIVERSITY OF  
Colony University College of Malacca

Non-Credit  
 College Credit Non-Transfer



# Douglas College

A. Division: Instruction Effective Date: 01 September 2002

B. Department / Program Area: Faculty of Child, Family and Community Studies Revision  New Course

If Revision, Section(s): B.D.F.G.J.L.M.N.O.  
 Revised: P.O.R.  
 Date of Previous Revision: 27 November 2000  
 Date of Current Revision: 06 February 2003

Calendar Description:  
 This mermaid course emphasizes the development of communication versatility in working with people.

Learning Settings: CECS 120 or CECS 121  
 Primary Methods of Instructional Delivery and/or Learning Settings:

I: Course Corequisites: None  
 Lecture  
 Nil

Number of Contact Hours: (per semester for each descriptor)  
 60 hours  
 Course for which this Course is a Prerequisite  
 CECS 320, CCSD 420, CECS 460, CECS 463

Number of weeks per semester: Flexible delivery ranging over 2 to 15 weeks  
 R: Maximum Class Size: 24

Non-Credit  
 College Credit Non-Transfer  
 College Credit Transfer

**M: Course Objectives / Learning Outcomes**

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

- 1. Describe essential elements of effective communication
  - a) Listens actively to colleagues in a classroom context
  - b) Accurately reflects content and relational messages
  - c) Maintains the impact of relationship and context in communication
  - d) Considers the significance of culture in interpersonal communication
- 2. Examine interpersonal communication style
  - a) Assesses own communication style using a variety of methods
  - b) Considers on one of own communication style development in an area of communication
  - c) Implements a plan to address this in a professional context
- 3. Consider assertiveness and conflict resolution as significant elements of communication.
  - a) Writes an analysis of the plan and its outcome
  - b) Interprets the significance of own culture and communication style
  - c) Describes elements of assertiveness
  - d) Explains typical barriers to assertive communication
  - e) Describes at least one model of conflict resolution
  - f) Analyzes the relationship between assertiveness and conflict resolution
- 4. Apply basic principles of feedback in several communication contexts.
  - a) Explains at least one model for offering feedback
  - b) Provides feedback to colleagues
  - c) Considers feedback from colleagues, instructors and field experience
  - d) Integrates feedback and experience into practice
  - e) Incorporates feedback in self assessment

**N: Course Content: The following global ideas guide the design and delivery of this course:**

1. Working relationships are effective when
  - a) stakeholders are involved
  - b) practitioners develop and maintain caring and respectful relationships based on non-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
2. Individuals reach adulthood with communication styles which have effectively served them. It is important to examine some communication style and skills for effectiveness in developing satisfying interpersonal and working relationships.
3. Conflict is a natural part of interpersonal relationships. It provides an opportunity for self-discovery, creative communication, increased intimacy, problem resolution and personal growth.
 

When working with others, it is necessary to have effective communication skills, appropriate style, develop appropriate and effective skills for communicating with others in the workplace. This requires a healthy flexibility and adaptability.
4. When working with others, it is necessary to have effective communication skills, appropriate assertiveness skills and respect for the rights of self and others. This includes the ability to reflect on events, to talk about feelings, to set boundaries and to advocate for self and others.

**O: Methods of Instruction**

- Lecture
- Group work
- Student Presentations
- Guest Speakers
- Audio-visual Presentations

<b>P:</b> Textbooks and Materials to be Purchased by Students T.B.A.
<b>O:</b> Means of Assessment. This course will conform to Douglas College policy regarding the number and weighting of evaluations. <ol style="list-style-type: none"><li>1. Written research papers</li><li>2. Group Presentations</li><li>3. Demonstration of Skills</li><li>4. Participation</li><li>5. Self &amp; Peer Assessment</li><li>6. Other</li></ol>
<b>D:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale. <b>This course is available for PLAR</b>

*Richard M...*

*Chris H...*

*Ann O...*

*P.H. D...*

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