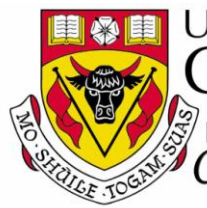


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Dec 22 '11



UNIVERSITY OF  
CALGARY

FACULTY OF MEDICINE  
*Community Rehabilitation  
and Disability Studies*

CORE 321

*Half (3-0)*

Communication Skills in Community  
Rehabilitation

## Calendar Description

A skills-based introduction to understanding and developing basic communication skills that facilitate helpful dialogue in inter-personal, counseling, guidance and community rehabilitation related contexts.

## Content/Objectives

- Understand, develop and apply specific listening, helping and communication skills for establishing relationships
- Participation in activities as listener, speaker and observer, while integrating feedback from group members, the course instructor, and personal reflection
- Actively participate in a cooperative and collaborative learning process
- Demonstrate professional and ethical conduct during skill acquisition sessions
- Understand the importance of communication skills in appreciating diversity and implementing inclusive practices in a community rehabilitation context
- Explore and implement the role interpersonal skills in the effective and competent delivery of inclusive helping services
- Understand the generative power of language and communication
- Demonstrate personal and professional awareness of self, others, and society
- Identify key problems and/or challenges often experienced by service-recipients and establish practical strategies to address and support client needs
- Promote and model active listening and other forms of interpersonal communications

## Outcomes/Competencies

- Through analyzing the effects of their communications on others, and through observational roles adopted in class, students will learn to distinguish facilitative and non-facilitative communications
- Through class discussions and personal reflection, students will understand and appreciate the importance of understanding the needs of diverse clients in order to practice effective and inclusive communication in various contexts
- Through participation in activities as listener, speaker and observer, students will learn to identify and demonstrate basic communication skills for interpersonal interactions
- Through skill development sessions and personal reflection, students will develop the ability to demonstrate an acceptable level of knowledge regarding the purposes, attitudes, and skills needed for accurate two-way communication
- Through regular practice, personal reflection, and a final video -taped skills demonstration students will demonstrate the ability to competently use effective interpersonal communication and helping skills in real world interactions

## Assignments

1. Reflective Paper	20%
2. Reflective Journal	20%
3. Exam	15%
4. Skills Identification Quiz	15%
5. Summative Video: Skills Demonstration	30%

## Resources

### Required Text:

Chang, V., Scott, S., & Decker, C. (2009). *Developing helping skills: A step-by-step approach*. Belmont, CA: Brooks/Cole. (Includes DVD).

Additional course materials, readings, and handouts will be made available in class and/or will be posted on blackboard.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> CORE 321	<b>INSTRUCTOR:</b> Joel Wilkinson
<b>TERM:</b> Winter 2012	<b>TELEPHONE:</b>
<b>SECTION:</b>	<b>FAX:</b>
<b>TIME/DATE:</b> Lecture/Lab Wednesday 3:00 to 5:50 p.m.	<b>EMAIL</b> <a href="mailto:joel.wilkinson@ucalgary.ca">joel.wilkinson@ucalgary.ca</a>
<b>LOCATION:</b> G384 Health Sciences, Foothills Campus	<b>OFFICE HOURS:</b> By appointment

## Course Content

This is an introductory communication and helping skills course designed to develop greater personal awareness and basic communication skills that facilitate helpful dialogue in inter-personal, counseling, guidance and community rehabilitation related contexts.

Students will participate in a weekly lecture and discussion session followed by applied skill development practice in small groups.

	Date	Lecture	Readings/Assignments
1	Jan 11	Introduction; course assignments; self and group work process guidelines; lab orientation; Reflection on present communication skills; Self-awareness discussion and exercises; Self-assessment; Identifying areas for development	Chang; Scott: Decker Chapter 1
2	Jan 18	Ways of understanding and perceiving self and others; the O-A-R model; Attitudes, approaches and context in communication; Perspectives and ways of knowing; The construction of reality; Common mistakes and barriers to communication and learning; Technology and communication; Professional relationships and ethics	Chang; Scott: Decker Chapter 2 & 3 Handouts
3	Jan 25	Interpersonal skills – observing, attending, listening; Non-verbal communication; the power of language; disability and power; the language of inclusiveness; language as a generative act	Chang; Scott: Decker Chapters 4 & 5 Handouts
4	Feb 1	Opening and closing; Reflecting, paraphrasing; Exploring meaning and feeling	Chang; Scott: Decker Chapters 6 & 7 <b>Reflection Paper Due</b>
5	Feb 8	Exploring and assessing skills – Using questions, prompts and probes to explore	Chang; Scott: Decker Chapter: 8
6	Feb 15	Clarifying and understanding clients and client challenges; Understanding the needs of diverse clients; Understanding power relationships and the needs/challenges of persons with disabilities; creating space for inclusiveness and change	Chang; Scott: Decker Chapter: 9 Handouts
	Feb 22	Reading Week	
7	Feb 29	Assessing readiness and motivation for change; Identifying key problems or challenges; dealing with crisis; overcoming resistance; identifying discrepancies, patterns and themes; supporting self-efficacy	Chang; Scott: Decker Chapter:10 & 11 <b>Reflective Journals Due</b>
8	Mar 7	<b>Exam</b>	<b>Exam</b>
9	Mar 14	Identifying and establishing effective and realistic goals; agreements/commitments for work	Chang; Scott: Decker Chapter 12
10	Mar 21	Taking action; Creating action plans and action steps; Evaluating, organizing and planning action steps; Enhancing achievement of action; Giving, soliciting and receiving feedback; Self-disclosure; Genuineness; Focus on improvement;	Chang; Scott: Decker Chapter 13
11	Mar 28	Evaluating and supporting progress; Using evaluation to create better awareness; Closing relationships	Chang; Scott: Decker Chapter 14
12	Apr 6	Skill analysis; Self-assessment & Professional development	<b>In-class quiz</b> - identifying skills
13	Apr 13	Applying communication skills	<b>Reflective Journals Due</b> <b>Final Video Due</b>

- All readings should be done prior to the class for which they are listed. Readings should be done with enough comprehension to enable students to discuss the concepts intelligently.
- Generally, each class/lab will consist of: (a) presentation, discussion, reflection and demonstrations of concepts, issues and skills to be learned, (b) in-class practice in assigned groups, and (c) lab time practice.
- There will also be classes where the whole group will be involved in practicing the skills.
- Instructor and peer feedback is something you are encouraged to request as you practice Get used to giving and getting lots of feedback, since this is an important element of skill development.
- You will be expected to participate in awareness building and skill development exercises in listener, speaker, and observer roles - and share your comments/feedback from each of these perspectives.

- The emphasis in your work is to develop your awareness and communication skills to an acceptable level of competency.
- As this is a skills based course, be prepared right from the start, to begin your skill development practice in earnest (this will mean practice during and after class).
- In-class informal consultations with the instructor will be offered by request for actual skill practice (i.e.: live).

### Details of Assignments

#### 1. **Communication Skills Reflective Paper (6-8 pages double spaced) 20%** **Due: Feb 1**

**Learning Objective:** This exercise is intended as an early reflection on your goals for the course, the natural communication skills you already bring to helping conversations and that are worth reflecting on as you develop the skills presented in this course, and areas for personal development.

**Instructions:**

Focus on the skills, level of awareness and habits you bring to helping conversations by identifying and differentiate those words, gestures, assumptions and language you use that facilitate or hinder helping conversations.

1. In order to start with a strong "Why" for your objectives in this course, begin by choosing one of the following options (1-2 pages)
  - a. Identify a relationship or a situation in your life that you would like to improve. (This could be a family relationship, a friendship, a work relationship, etc). Write about this relationship/situation and why you would like to improve it.
  - b. If you cannot think of a relationship or situation you would like to improve, consider and write about how developing more effective communication skills can be put to use to create a better future in your relationships, work/professional roles, family roles etc.
2. What are the particular new Results that you would like to see in your chosen relationship, situation or future? Write about these desired results. (For example: Better cooperation, fewer arguments, more enjoyable, mutually respectful relationship, ability to make a difference in the lives of others, etc.) (1-2 pages)
3. Identify 3 communication skills you already bring to conversations. These need not be skills you consider perfect. These are things you do that extend your conversations with people in ways they find satisfying. For each, recognize when you tend to use it and the effect it tends to have on others' communication, and explain how the competency is of use to you in helping conversations.
  - Please organize your discussion of each competency by the following headings:
    - (A) **My Competency** (Identify the competency you use)
    - (B) **Situations I most commonly use it and its impact** (When you use it and its impact on others' communication)
    - (C) **How this competency can be of use to me in helping conversations**
  - ½ - 1 page per competency
3. Reflecting on the O-A-R model (refer to class discussion and handouts) and the generative capacity of language, write about how you can use these understandings to develop better awareness of your areas of weakness and your limiting beliefs or "blind spots" in order to be more effective in interpersonal relationships and when working with diverse clients.
4. Conclude the paper with what you intend to learn in this course and how can use what you learn to create better relationships in your own life and in the lives of the people you aim to help. (1-2 pages)

#### 2. **Reflective Practice Journal (6-8 pages double spaced) 20%** **Due: Feb 29 & Apr 13**

**Learning Objective:** In this assignment you will demonstrate the skill of reflective practice by: a) keeping a weekly journal of your experiences as listener, speaker, and observer, b) summarizing focusing on key "learnings" pertaining to facilitating helpful conversations, and, c) document questions arising from your reflection which can be discussed in subsequent classes

**Instructions:**

1. Create and keep a weekly journal where you reflect and comment on what you have learned from your experiences

while being in the listener, speaker, and observer roles as you practice your skills. You are also invited to use new awareness developed through course discussions, reading and reflection, but it is your job to relate them to what makes conversation helpful. **In other words, you choose the learnings that matter to you.** Each journal entry should be no more than 1 double-spaced page in length!, As there are 11 weeks of classes that will 11 require journal entry (i.e. no entry required for the midterm exam), you will be required to submit 11 one-page journal entries (6 entries on Feb 29 for classes 1-6 and 5 entries on April 13 for classes 7,9,10,11, and 12).

2. Be sure to identify at least one key learning from reflections on being in each role (listener, speaker, observer) in your journal.

3. Each journal entry could be written in the following manner (and/or more creative ways of expressing your learning process).

(A) Succinctly **describe the learning** (in one sentence if possible and use it as the section heading)

(B) Indicate **how this learning developed for you, insights you developed**, etc.

(C) Describe **the learning's value to you for future helping and interpersonal conversations**.

**\*\*NOTE:** The listener feedback form (Appendix D) is to be completed at the end of each practice session, since it is designed to track skill development and assist with the reflective journal.

Grading: This assignment is marked out of 15 and is worth 15% of your final grade. Marked as follows:

1. Quantity of Reflection (7 marks):

- Writing reflections for every class, length of reflections (1 page double spaced maximum), presentation of critical reflection journal

2. Quality of Reflection (8 marks)

- Evidence of being actively engaged integration and synthesis of materials, expanding upon new concepts, linking concepts with other readings, creativity, critical self examination, description of how this learning development occurred, and the value to you for future conversations. Finally, at least one learning is drawn from each of the 3 roles you will play (listener, speaker, observer)

**3. Video Skill Demonstration:**

**30%**

**Due on or before: April 13**

**Learning Objective:** This course requires the ability to demonstrate basic communication skills to a level of competent, if not, flexible use of these skills. The instructor will be observing your skill practice throughout the lab sessions. Attention will be given to:

- Demonstration of skill development and growth.
- Ability to provide appropriate feedback to peers while in observer role.
- Overall competency in skill implementation.

The "competency" with which you used each skill will be evaluated on the following 3 point scale:

- 1 - Used awkwardly
- 2 - Used competently but inflexibly
- 3 - Used competently and flexibly

Your video assignment should:

- Demonstrate a short series of engagement, structuring and reacting skills on video with a partner.
- Your tape should be approximately 10 minutes in length and demonstrate your 'best' work (variety, intentionality, genuineness, empathy, etc).
- Hand in your tape, skills coding sheet where you accurately identify the skills you use (to be handed out in class) and a brief written (2-page double spaced maximum) component reflecting on, and critiquing your growth. This written reflection should:
  - a) provide a short paragraph of the **context of discussion**
  - b) identify and discuss **three areas of strength** that you demonstrate in the video
  - c) identify and discuss **three areas for improvement** that you demonstrate in the video **including the strategies you will employ to address these areas for improvement**.
  - d) conclude by placing the video in the **context of your learning** in this course and comment appropriately

**\*\*Note:** This course requires regular attendance and participation in order to achieve successful outcomes for each class participant. The more you practice and tape yourself throughout the course, the more likely you are to be successful in this final assignment

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**IMPORTANT DATES FOR WINTER 2012**

The last day to change or drop a course - **January 20, 2012**

The last day to pay balance of fees – **January 27, 2012**

The last day to withdraw – **April 13, 2012**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

**Purchasing a Textbook from the University of Calgary Bookstore:**

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4