

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> HSER 120		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> Interpersonal Communications for Human Services <b>Course Short Title:</b> Interpersonal Communications <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> Faculty of Professional Studies		<b>Department (or program if no department):</b> School of Social Work and Human Services															
<b>Calendar Description:</b> Introduces students to effective interpersonal communications for human services. Topics include active listening, building rapport, conflict resolution, cultural humility, emotional intelligence, empathy, Indigenous cultural safety, personal and professional values, use of self, verbal and non-verbal communications, paraphrasing, questioning, and worldview.																	
<b>Prerequisites (or NONE):</b>		NONE															
<b>Corequisites (if applicable, or NONE):</b>		NONE															
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>SSSW 120</b> Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Special Topics</b> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i> If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>(The specific topic will be recorded when offered.)</i>															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: Skills Practice</td> <td>15</td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar hours	30	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours: Skills Practice	15	<b>Total hours</b>	<b>45</b>	<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Submit revised outline for rearticulation: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Expected Frequency of Course Offerings:</b> Annually <i>(Every semester, Fall only, annually, every other Fall, etc.)</i>															
<b>Department / Program Head or Director:</b> Margaret Coombes, Director		<b>Date approved:</b> October 26, 2018															
<b>Faculty Council approval</b>		<b>Date approved:</b> January 18, 2019															
<b>Dean/Associate VP:</b> Tracy Ryder-Glass, Dean		<b>Date approved:</b> January 18, 2019															
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> February 22, 2019															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 1, 2019															

**Learning Outcomes:**

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

1. Acknowledge the influence of personal worldview on communications
2. Distinguish between personal values and professional duties and obligations (e.g., confidentiality)
3. Demonstrate cultural humility when communicating with diverse populations (e.g., Indigenous cultural safety)
4. Demonstrate active listening skills (physical and psychological attending, minimal encouragers)
5. Demonstrate Rogers' Core Conditions (empathy, congruence, unconditional positive regard)
6. Engage in the effective use of self (concept, awareness, esteem, disclosure)
7. Articulate the difference between academic, social, and emotional intelligence
8. Recognize the importance of nonverbal communications
9. Distinguish between a variety of interpersonal communication responding styles
10. Demonstrate engagement skills (rapport building)
11. Reflect, summarize, and paraphrase to understand and empathize
12. Ask relevant, appropriate, and timely questions
13. Identify different conflict styles and demonstrate conflict resolution skills

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

The course will be conducted in lecture/discussion style with experiential learning activities, demonstrations of skills, skills practice, role plays, videos, guest lectures, and group discussions.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Harms, L. & Pierce, J.	Working with people: Communication skills for reflective practice (Canadian edition)	<input checked="" type="checkbox"/>	Oxford University Press	
2. School of Social Work & Human Services	HSER 120: Interpersonal communications skills pack	<input checked="" type="checkbox"/>	UFV	
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	30%	Field experience:	%	Portfolio:	%
Midterm exam:	25%	Project: Demonstration of Skills Video	20%	Practicum:	%	Project:	
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

1. Physical and psychological attending, core conditions
2. Influence of personal values on worldview, professional values, ethics, and responsibilities
3. Active listening skills (listening to understand and respond, responding styles)
4. Paraphrasing to confirm understanding of meaning
5. Cross-cultural and anti-racist communications
6. Paraphrasing to demonstrate empathy
7. Nonverbal communication (minimal encouragers, use of physical self)
8. Effective use of self (self-concept, self-esteem, self-disclosure)
9. Academic, emotional, and social intelligence
10. Indigenous ways of communication, including the impact of colonization on Indigenous people and communities
11. Effective, appropriate, and timely use of questions
12. Conflict styles and conflict resolution strategies