



COURSE OUTLINE		
TERM: Fall 2024	COURSE NO: HCA 102	
INSTRUCTOR:	COURSE TITLE: Interpersonal Communications	
OFFICE: LOCAL: EMAIL: @capilanou.ca	SECTION NO:	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), x^wməθk^wəyám (Musqueam), shíshálh (Sechelt), Sk̓wx̓wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) people on whose territories our campuses are located.

COURSE FORMAT

8 x 6.5 instructional hours, in-person and/or online, see elearn, and HCA Student Manual for details. Minimum 50 instructional hours.

COURSE PREREQUISITES/CO-REQUISITES

None

CALENDAR DESCRIPTION

This course focuses on the development of self-awareness, increased understanding of others and development of effective interpersonal communication skills that can be used in a variety of care giving contexts. Students will be encouraged to become more aware of the impact of their own communication choices and patterns. They will have opportunity to develop and use communication techniques that demonstrate personal awareness, respect and active listening skills.

REQUIRED TEXTS AND/OR RESOURCES

Wilk, M. J., (2022) *Sorrentino's Canadian Textbook for the Support Worker* (5th ed.). Elsevier: Toronto, Ontario. This is bundled with a workbook.

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Textbook] (2nd ed.). Life and Death Matters: Victoria, BC

Murray, K. (2020) *Integrating a Palliative Approach: Essentials for Personal Support Workers* [Workbook] (2nd ed.). Life and Death Matters: Victoria, BC

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Identify the characteristics and qualities of effective interpersonal communications:
 - Discuss the basic elements of any interpersonal communication processes — sender, receiver, message, feedback.
 - Describe common barriers to communication.
 - Describe the characteristics of effective communication.
 - Discuss characteristics of culturally sensitive communication.
 - Differentiate between caring and non-caring communications in a variety of job-related situations.
2. Discuss the interrelationship between self-awareness, self-esteem, and perception as these relate to communication choices and patterns:
 - Discuss the interrelationship between self-concept, self-esteem, and interpersonal communications.
 - Describe how perception influences one's reality and experience of situations.
3. Demonstrate effective, caring interpersonal communications with clients, colleagues, and others:
 - Use effective non-verbal communication, including non-verbal listening skills.
 - Describe the characteristics of effective use of touch.
 - Display an ability to be attuned to the non-verbal communications of clients and others.
 - Use open-ended questions.
 - Use active listening responses including paraphrasing and perception checking.
 - Display an ability to listen and respond empathically.
 - Use listening and responding skills to defuse anger and conflict.
 - Use assertive communications appropriately.
 - Determine when a situation is unsafe, and when it is important to leave.
4. Apply self-reflection and self-appraisal processes in order to increase own effectiveness in interpersonal contexts:
 - Reflect on how one's personal beliefs and values influence perceptions, self-concept, and behaviours.
 - Use self-reflection to determine one's choices and patterns of communication.
 - Reflect on interpersonal interactions in order to increase own effectiveness.
 - Invite feedback and suggestions from others in order to increase own effectiveness.

COURSE CONTENT**Introduction to Interpersonal Communications**

- Elements of interpersonal communication processes — sender, receiver, message, feedback.
- Barriers to communication.
- Characteristics of effective communication: open, supportive, positive, understanding.
- Importance of common courtesies.

- Warmth, respect, empathy.
- Appropriate use of humour.
- Appreciating diversity of backgrounds.
- Culturally sensitive communication.
- Communicating with people who speak a different language from yours.
- What a caring response looks like.
- Differentiating between caring and non-caring communications in a variety of job-related situations.
- Recognize how different health care settings or health concerns may impact communication with the client (e.g., complex care, community care, or acute care settings).

Knowledge of Self

- Interrelationship between self-concept, self-esteem, and interpersonal communications.
- Recognizing how perception influences one's reality and experience of situations.
- Societal, cultural, and experiential influences on perceptions and self-concept.
- Using self-reflection to determine one's choices and patterns of communication.

Non-Verbal Communication

- Gestures, postures, facial expressions.
- Use of space.
- Use of objects.
- Positioning of self in relation to the other person.
- Tone and volume of speech.
- Non-language sounds.
- Personal choices and what these communicate.
- Appropriate and caring use of touch.
- Reflecting on one's own non-verbal communications.
- Being attuned to the non-verbal communications of clients and others.

Responding to Others

- Non-verbal listening skills.
- Using open-ended questions.
- Using paraphrasing and perception checking.
- Listening and responding empathically.
- Respond non-defensively to feedback, even when provided in a critical or confrontational manner.

Conflict Management and Resolution

- Value of conflict in interpersonal relations.
- Conflict management strategies.
- Applying skills (e.g., listening and responding skills) to defuse anger and conflict.
- Assertive communications: assertive vs. aggressive responses.
- How and when to say "no."
- Factors that signal it's time to remove self from a situation.

Electronic Communication

- Appropriate email communication, online etiquette (netiquette).
- Appropriate use of mobile devices in the workplace.

EVALUATION PROFILE

Quiz 1	15%
Quiz 2	15%
Quiz 3	15%
Assignments	45%
Participation*	10%
TOTAL	100%

*Participation

This mark is based on both the frequency and quality of the student's comments, questions, observations, and involvement, with the emphasis on quality. The quality is determined by among other things, the relevance, insight and clarity of remarks. Reading the required readings in advance will support a student's ability to participate. Not attending, being late to class or being late returning from breaks, will impact the overall participation grade.

ASSIGNMENT DESCRIPTIONS

All assessments will be completed and/or submitted online.

- Exams/quizzes – via eLearn
- Written submissions – via eLearn

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Marks will be deducted for the late submission of assignments. The penalty for a late submission is 10% for each day. All assignments must be submitted in order to receive credit for the course.

Missed Exams/Quizzes/Labs etc

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor. Accommodations can be made to honour community needs or traditional practices.

Attendance

Students are expected to attend all classes and associated activities. A student who misses 10% of classes will be placed on Program Probation pending a faculty review, and may not receive credit for this course. If you are ill or caring for someone who is ill and/or need to self-isolate, please contact the instructor so that we can ensure that you are able to complete the course. See also the student manual regarding attendance, which applies to all courses in the HCA program.

English Usage

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission.

Electronic Devices

Cell phones must be turned to vibrate or silent mode during class sessions unless being used as part of an in-class activity. Students that use their phones to call or text in class will be given one warning. If this behaviour continues, instructors may ask the student to leave the class. Students will receive a written warning that will go on their file. Use of cell phones during tests could be construed as cheating and the student may receive a score of zero. For privacy issues, no photographs can be taken in class, lab or clinical without the instructor's permission.

On-line Communication

Students in the HCA program are expected to check their Cap email at least once per day. Instructors will use this email address for important program and course related communications. Students must respond to the instructors using **only** their Cap email. Emails from personal email addresses will not be accepted.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;

- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Vision Statement

Graduates of the Health Care Assistant program achieve a competent level of practice as an entry-level care provider. Graduates use a caring, problem-solving approach to provide care giving assistance that promotes the physical, psychological, social and spiritual well-being of the client and resident. The graduates are able to communicate effectively with clients, residents, family members and the health team.

AI Use in the HCA Department

- The use of generative artificial intelligence tools is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other artificial intelligence tools and programs. .
- Students are permitted to use artificial intelligence tools, including generative AI, to gather information, or review concepts. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately. Please speak with your instructor if you are unsure about AI use in your coursework.
- Students are permitted to use AI tools for formative work such as gathering information or brainstorming but may not use it on any assessed work or final submissions.
- ***Use of AI tools is not permitted during midterm exams and final exams in this course.***

Punctuality

Punctuality is essential in both classroom courses and practicum given the professional nature of the program. Please see the Punctuality and Attendance Policy in the HCA Student Manual.

Professionalism

All students are expected to maintain the program's standards of academic achievement and professional behaviour as described in the HCA Student Manual.