



**UNIVERSITY OF  
CALGARY**

CUMMING SCHOOL OF MEDICINE  
Department of Community Health Sciences

*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 interpersonal, 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                      | 15% |
| 2. Reflective Journals                   | 15% |
| 3. In Class Exam (Lecture and Book)      | 35% |
| 4. Summative Video: Skills Demonstration | 35% |

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

## Resources

### Required Text:

Chang, V., Scott, S., & Decker, C. (2009). *Developing helping skills: A step-by-step approach*. Belmont, CA: Brooks/Cole. (Includes DVD). Available as hard copy or an e-book through the University of Calgary Bookstore.

Additional course materials, readings, and handouts will be made available in class and/or will be posted on D2L. Video assignment will be emailed using YouTube link, instructions available on D2L under course content.

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

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

## Instructor and Course Information

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| <b>COURSE:</b> CORE 321  | <b>INSTRUCTOR:</b> E.A. Hughson  |
| <b>TERM:</b> Winter 2017   | <b>TELEPHONE:</b> 403-220-6273   |
| <b>SECTION:</b> L01, B01   |  |
| <b>TIME/DATE:</b> Lecture: Wed 3:00 PM to 4:50 PM.<br>Lab: Wed 5:00 PM to 5:50 PM. | <b>EMAIL:</b> <a href="mailto:hughson@ucalgary.ca">hughson@ucalgary.ca</a> |
| <b>LOCATION:</b> HSC 1500  | <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; Attitudes, approaches and context in communication; Perspectives and ways of knowing; The construction of reality;   | Chang; Scott: Decker Chapter 2 & Handouts                                   |
| 3  | Jan 26 | Common mistakes and barriers to communication and learning; Technology and communication; Professional relationships and ethics  | Chang; Scott: Decker Chapter 3  |
| 4  | Feb 1  | 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<br><b>Reflection Paper Due</b> |
| 5  | Feb 8  | Opening and closing; Reflecting, paraphrasing; Exploring meaning and feeling   | Chang; Scott: Decker Chapters 6 & 7   |
| 6  | Feb 15 | Exploring and assessing skills – Using questions, prompts and probes to explore  | Chang; Scott: Decker Chapter: 8   |
|    | Feb 22 | Reading Week – No Class  |   |
| 7  | Mar 1  | 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<br><b>Reflective Journals Due</b>           |
| 8  | Mar 8  | 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  |
| 9  | Mar 15 | Identifying and establishing effective and realistic goals; agreements/commitments for work  | Chang; Scott: Decker Chapter 12   |
| 10 | Mar 22 | In-class Exam  |   |
| 11 | Mar 29 | 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   |
| 12 | Apr 5  | Evaluating and supporting progress; Using evaluation to create better awareness; Closing relationships   | Chang; Scott: Decker Chapter 14   |
| 13 | Apr 12 | Skill analysis; Self-assessment & Professional development   | <b>Reflective Journals Due</b><br><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) 15%** **Due: February 1, 2017**

**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 differentiating 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)

15%

**Due: March 1 & Apr 12, 2017**

**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 1-2 double-spaced pages in length! As there are 11 weeks of classes that will require 11 journal entries (i.e. no entry required for the midterm exam), you will be required to **submit 11 one-two page journal entries (6 entries on MAR. 1 for classes 1-6 AND 5 entries on APRIL 12 for classes 7,8,9, 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/relationships.**

**\*\*NOTE:** The listener feedback form (Appendix D posted in course content on D2L) 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 (1-2 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:

35%

**Due on or before: April 12, 2017**

**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 (no more than 15 mins maximum) and demonstrate your 'best' work (variety, intentionality, genuineness, empathy, etc).
- Upload your video to YouTube. Instructions on how to upload a video to YouTube is under course content in D2L.
- Email the YouTube link to the instructor. The instructor will not accept any other form of video submission as this is the most private and safe method. Email with following Subject Heading: **CORE 321 Video Submission.**
- Ensure the privacy settings are set to **PRIVATE**. Instructions on how to set privacy settings on YouTube can be found

in course content on D2L.

- Submit the 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

#### Marking Scheme

|          |    |         |    |         |    |          |    |
|----------|----|---------|----|---------|----|----------|----|
| 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 2017

Last day to drop a class without financial penalty – **January 20, 2017**

Last day to add a course – **January 23, 2017**

Last day to withdraw from a course – **April 12, 2017**

Tuition and Fee Payment Deadline – **January 27, 2017**

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

#### Conduct During Lectures

Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

**Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.**

#### Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. Their use in the classroom is **strongly discouraged** and may be prohibited by instructors except in circumstances related to course content. Should laptops be permitted, their use is limited to taking notes and **NOT to surf the web, check email or do other unrelated work.** Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Repeat offences may be considered non-academic misconduct and disciplined accordingly.

Cell phones and similar devices **must be turned off** (not merely silent) during class time. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

#### Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students

([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

### **A Note Regarding Instructor Intellectual Property**

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

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 Accommodations Based on Disability**

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary](mailto:jljlogan@ucalgary)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **Academic Misconduct**

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.

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

### **Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **Other Important Information**

#### **Freedom of Information and Protection of Privacy Act**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

## Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

## Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>  
Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>  
Distress Centre <http://www.distresscentre.com/>

## Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep@su.ucalgary.ca](mailto:medrep@su.ucalgary.ca).

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for the Health Science Centre is the Health Research Innovation Centre (HRIC) Atrium. The alternate assembly point is Parking Lot 6.

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

## 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