

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1302
Short Title:	Building Your Communication Toolbox
Long Title:	Building Your Communication Toolbox
Prerequisites:	None
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR102 – Building Your Communication Toolbox
Course First Offered:	June 1, 2008

Credits:	1.0
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Course Description

If you have not had previous training in interpersonal communication skills, this elective course is strongly recommended. In this course, you will focus on communication skills that are the building blocks of mediating, negotiating and resolving interpersonal conflict. Skills are demonstrated. Following, you will have the opportunity to practice short exercises involving conflict situations. Specific skills include non-defensive listening, reframing and assertive speaking.

Course Goals

At the completion of this 2-day (14-hour) course, the learner will be able to:

- Listen non-defensively in conflict situations.
- Speak assertively in conflict situations.

Learning Outcomes

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

1. Describe the basic principles of communication.
2. Describe barriers to communication and identify qualities of effective communication.
3. Describe non-verbal communication messages.
4. Differentiate between constructive and destructive, supportive and defensive communications in conflict situations.
5. Paraphrase, summarize, reflect feelings and respond empathically.
6. Ask open questions.

7. Reframe messages to promote the resolution of the conflict.
8. Differentiate between assertive and aggressive statements/responses.
9. Speak using “I” messages and behaviour description.
10. Use communication skills to respond to defensiveness.

Course Topics/Content

1. About Communication
 - Assumptions and Meaning
 - The Johari Window Theory
 - Communication and Conflict
 - Conflict-Escalating Communication Styles
 - Communicating to Resolve Conflict
2. Communication Skills
 - Non-verbal communication
 - Listening Skills
 - Assertion
 - Reframing
3. Integration Exercises
 - Role-plays

Text & Resource Materials

Required:

This manual and any other course material will be provided to you on the first day of class.

Centre for Conflict Resolution. (2002) *Building your Communication Tool Box, Sixth Edition*. New Westminster: Justice Institute of BC

Recommended:

Faber, A. & Mazlish, E. (1991). *How to Talk So Kids Will Listen & Listen So Kids Will Talk*. New York: Avon Books.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

Griffin, E. (2008). *A First Look At Communication Theory, 7th Edition*. Toronto: McGraw Hill.

Harper, G. (2004). *The Joy of Conflict*. Gabriola Island, BC: New Society Publishers.

McKay, M. and, Davis, M. (2009). *Messages: The Communication Skills Book*. Oakland: New Harbinger Publications.

Rosenburg, M.B. (2003). *Nonviolent Communication: A Language of Life*. Encinitas, CA: Puddle Dancer.

Steward, J. ed. (2001). *Bridges Not Walls: A Book About Interpersonal Communication*, 9th Edition. Toronto: McGraw Hill.

Tannen, D. (2001). *You Just Don't Understand: Women and Men in Conversation*. Harper Paperbacks.

Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

- JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

Learners must attend the full course to receive credit.

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.