

CHILD CARE AND ADOLESCENT WORKER PROGRAM

COMMUNICATIONS

COURSE DESCRIPTION

CCW 119-3 COMMUNICATIONS MONDAY 7-10 p.m. SEPTEMBER 12 - DECEMBER 19 77

Communications and interactional skills will be developed and communication theory explored. The student will have the opportunity to explore his relationship to himself and others, through developing an awareness of skills in the components of healthy intrapersonal and interpersonal relationships.

GOAL

The purpose of this course is to acquaint the students with notions of ineffective and effective communication (i.e. verbal and non-verbal), assess their present functioning in communicating with others and increasing their overall level of functioning through knowledge and skill training.

OBJECTIVES

- 1) To develop some awareness of ineffective and effective communication.
- 2) To establish a basic integrated approach to communication to which the students can add as they continue to expand their learning and experiences.
- 3) To develop the student's awareness of those characteristics of communications that produce positive change in others.
- 4) To assess and make them aware of their own initial levels of functioning on those characteristics.
- 5) To increase significantly their communication skills so that they are functioning at a level where they can promote healthy interpersonal relationships.

COURSE GUIDELINES

The guidelines for developing this course remain the same as the present course outline.

- 4.) Be open to sharing real problems with other students and the instructor when this is necessary to be able to acquire particular skills.
- 5.) Integrate all didactic material presented and demonstrate this mainly through increased skill in communicating.
- 6.) Complete all assigned readings, paper and pencil exercises and tapes as requested on a weekly basis. (Note: Students will be expected to spend at least one hour per week in practice tape sessions with a classmate.)
- 7.) Complete a written test demonstrating their communication skills at the beginning, middle and end of the course.
- 8.) Prepare an audio cassette tape for the middle (7th) and end (15th) of the course demonstrating their communication skills.

Grading System:

A.) Class participation	20%
B.) Completion of Assignments	20%
C.) Skill acquisition as indicated by:	
1.) Written Test	20%
2.) Audio Tapes	40%

Program Goals:

- 1.) The student will become familiar with a model of communication and from that formulate a personalized model of communication.
- 2.) The student will develop skills in:
 - a.) Attending
 - b.) Listening
 - c.) Responding - to behaviour
 - to feelings
 - to meaning
 - d.) Initiating - laying a base
 - additive understanding
 - confrontation
 - e.) Communicating - immediacy
 - (directionality)to a degree where they are able to be helpful to persons in need.
- 3.) The student will become aware of how communication is a part of the helping process.

Content:

As the rate and amount of content is very dependent on the number and initial level of functioning of the students, this lesson plan will not necessarily be adhered to strictly.

1.) Introduction:

Review of course content, expectations and problems. Presentation of the communication model that is the basis for this course and initial assessment of communication skills.

Assignment: The Art of Helping Pp. 1-11, 12-32.

- 2.) Discussion of the Model and Beginning Skill.
 Training - attending
 - further discussion and elaboration of the model.
 - videotape and/or instructor presentation of attending skills (1/2 hour)
 - skill practice by students
 - Assignment: The Art of Helping Pp. 33-45.
 Dyadic Practice Sessions
 Informal Practice Exercise
- 3.) Listening
 - review of attending - skills - group discussion - student tape presentation and discussion of need for, and steps involved in really listening to another person.
 - practice in listening.
 - discussion and instructional points of listening
 - Assignment: The Art of Helping Pp. 47-55
 Dyadic practice sessions
 Informal practice exercise
- 4.) Responding to Behaviour
 - review of listening skills - group discussion and student tapes
 - presentation of what is involved in responding to behaviour
 - practice in responding to behaviour
 - discussion and instructional points of responding
 - Assignment: The Art of Helping Pp 55-72
 Developing list of key words in responding
 Dyadic Practice Sessions
 Energy level, degree of congruence observations
- 5.) Responding to Feelings
 - review of responding to behaviour - group discussion and student tapes
 - presentation of what is involved in responding to feelings
 - practice in responding to feelings
 - discussion and instructional points in responding
 - Assignment: The Art of Helping Pp 73 - 83
 Written responses from reading
 Dyadic Practice Sessions
 Informal Practice-Observations
- 6.) Responding to Meaning
 - review of responding to feelings - group discussion and student tapes
 - presentation of what is involved in responding to meaning
 - practice in responding to meaning
 - discussion and instructional points of responding
 - Assignment: The Art of Helping Pp. 84-93
 Make personal copy of feeling word list
 Dyadic Practice Sessions.
 Informal Practice
- 7.) & 8.) Mid-Course Assessment
 These two sessions will be spent in assessing the rate of progress thus far for individual students and the group as a whole in order to determine the direction for the remaining sessions. It will consist of a paper and pencil exercise and a tape exercise for assessment purposes following by individual instructor - student feedback sessions and feedback from the group.
 - Assignment: Dyadic Practice Sessions
 Individual Recommendations

9.) Laying a Base for Initiating

- review of Responding to Meaning - group discussion and student tapes
- presentation of the how's and why's of laying a base for initiating
- practice in this skill
- discussion and instructional points of this skill
- Assignment: Art of Helping Pp. 94 - 111
 - List of steps
 - Dyadic practice sessions.
 - Informal practice

10.) Initiating Additive Understanding

- review of laying a base for initiating - group discussion and student tapes
- presentation of how and why to initiate additive understanding
- practice in initiating additive understanding
- discussion and instructional points of this skill
- Assignment: The Art of Helping Pp 112 - 123
 - Written responses
 - Dyadic practice sessions
 - Personalized self-dialogue
 - Informal practice

11.) Initiating Confrontation

Review of initiating additive understanding group discussion and student tapes.

- presentation of how and why to initiate confrontation
- practice in initiating confrontation
- discussion and instructional points of this skill
- Assignment: The Art of Helping Pp. 124 - 138
 - Optional { Parent Effectiveness Training
 - Liberated Parents, Liberated Children
 - Confrontation
 - List of when to use confrontation
 - Dyadic practice sessions
 - Personalized self-dialogue additions
 - Informal practice

12.) Communicating With Immediacy

- review of initiating confrontation - group discussion and student tapes
- presentation of how and why to communicate with immediacy
- practice in communicating with immediacy
- discussion and instructional points in this skill
- Assignment: The Art of Helping - finish
 - Check-list for immediacy
 - Dyadic practice sessions
 - Informal practice exercise

13.) & 14.) These two sessions will be used to:

- 1.) Discuss directionality in communicating (i.e. how these skills fit in with problem solving and program development skills).
- 2.) Putting all these skills together.
- 3.) Relating these skills to other "theoretical approaches" to communication.
- 4.) Reviewing further research and extensions of this model.
- 5.) Meeting and discussing with individuals or the group any specific problems they have in any of these skills.
- 6.) Tapes are due at the end of the 14th session.

15.) Assessment

This session will provide an opportunity to re-assess the students to determine what progress they have made in knowledge and skills of communication. This will be done through a written test and responses to tapes.