

## CYFS 101: Inclusive Interpersonal Communications

### Course Description

Inclusive Interpersonal Communications enables the student to develop interpersonal communication skills to enhance their work and personal relationships. We also expect students to clearly evaluate their own values, beliefs and attitudes that influence their interpersonal communication.

**Course Hours:** 45

**Course Credits:** 3

**Course Prerequisites:** Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

**Co-requisites:** None

### Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated CYFS Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

### **What You Need To Do**

Document your knowledge and implementation of each learning outcome for CYFS 101 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

### **Additional Flexible Assessment Criteria**

**AFAC 1.** Provide evidence of your understanding and use of the following listening responses.

#### Ineffective Listening:

1. pseudo listening;
2. stage hogging;
3. selective listening;
4. insulated listening;
5. ambushing;
6. defensive listening;
7. insensitive listening.

#### Listening Responses:

8. questioning;
9. paraphrasing;
10. advising;
11. judging;
12. analyzing;
13. supporting/prompting.

## CYFS 101: Inclusive Interpersonal Communications

### Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Identify personal and environmental factors that impede effective communication.				
Evaluate personal listening styles and develop strategies to engage in active listening; express thoughts and feelings appropriately.	AFAC 1			
Interpret others verbal and non verbal communication.				
Work effectively as a member of a team.				
Evaluate own communication styles.				
Demonstrate an understanding of the importance of confidentiality in a professional setting; adapt to other individuals' levels of communication.				

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Demonstrate knowledge and respect cultural, socio-economic, and family diversity.				
Demonstrate knowledge of augmentative and alternate communication tools.				
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		