



## Justice Institute of British Columbia COURSE OUTLINE

**Course Code:** ACO113

**Course Title:** Communication Skills

**Prerequisite Courses:** N/A

**Sponsoring Division:** Corrections and Community Justice Division

**Previous Course Code & Title:**

**Course Effective Date:** April 01, 2009

<b># of Credits:</b>	<b>No credit</b>
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### **Course Description:**

The first of three skill-building modules for interpersonal communication skills. It has been designed to measure the student's ability to communicate effectively. Corrections professionals come into contact with a wide variety of inmates on a daily basis, and most of this contact comes in the way of one-to-one conversation. Officers who develop good rapport with inmates and treat them fairly at all times will most likely gain the respect of the inmate population.

An officer who is respected by inmates will function more efficiently than an officer who is not respected. Developing good communication skills will go a long way toward achieving this goal.

The second of three skill-building modules for interpersonal communication skills. This module has been designed to provide students with an opportunity to understand and demonstrate effective conflict resolution skills. Particularly, students will be able to apply the conflict resolution model skill set and demonstrate appropriate skills when dealing with adult offenders.

The third of three skill-building modules for interpersonal communication skills.

*Crisis, what crisis?* If you are unable to recognize the potential for crisis, or when you are in crisis, it will be very difficult to keep yourself and others safe. Inmates who have poor impulse control and have poor coping skills will need you to think for them. This becomes more difficult the more "heated" the situation gets. Your ability to process information and their ability to hear diminishes the greater the crisis. This module will review some of the skills you have been given in the previous two skill building modules. Also included will be the Crisis Cycle, Setting Limits and Safety Tips.

### **Course Goal(s):**

(See below)

### **Course Learning Objectives:**

At the end of this unit you will be able to effectively demonstrate the appropriate use of the following communication skills:

1. Active Listening,
2. Using open, closed and clarifying questions,
3. Identifying and responding to non-verbal communication,
4. Responding to content and feeling,
5. Clarifying, paraphrasing and summarizing, and
6. Giving and receiving feedback.
7. Identify personal “triggers” that impact on communication style.
8. Describe the conflict resolution cycle.
9. Describe the major parts to the conflict resolution model.
10. Demonstrate effective information gathering skills using basic communication skills.
11. Able to identify the problem using basic communication skills.
12. Demonstrate the ability to explore workable solutions.
13. Demonstrate flexibility by cooperatively deciding on a course of action and follow up.
14. Identify conflict situations that may arise in dealing with outside professionals.
15. Identify means to address conflict between Corrections Branch personnel.
16. Demonstrate effective conflict resolution skills in role-play simulations.
17. Describe the crisis cycle.
18. Identify “risk” factors when dealing with hostile and aggressive individuals.
19. Identify personal safety strategies when dealing with difficult individuals.
20. Describe the verbal continuum.
21. Demonstrate how the environment can play a role in handling difficult individuals.
22. Explain the appropriate personnel that should be notified after a difficult individual has been dealt with.
23. Identify the various places that corrections branch personnel would “log” difficult situations.
24. Describe effective strategies for dealing with post crisis intervention techniques both for offender and staff.
25. Demonstrate effective crisis intervention skills in role-play.

### **Course Topics/Content:**

- Verbal communications
- Non-verbal communications
- Perceptions
- Assumptions
- Values
- Proxemics

- The conflict resolution cycle
- The crisis cycle
- Risk” factors when dealing with hostile and aggressive individuals
- The verbal continuum

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:**

Interpersonal Communication Skills (BSO) student manual

**Recommended:**

N/A

**Course Level:**

x	First Year		Second Year		Third Year		Fourth Year
Other (describe):							

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	35.0			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>				

**Comments on Delivery Methods:**

**Related Program(s):** (where applicable)

**Credit Transfer exists at:** (List Institutions with official transfer agreements and name equivalent courses)

**Course Grading System:**

Check the system that applies to this course:

Letter Grades	Percentage	x	Pass/Fail	Credit/No Credit
Complete/Incomplete	Attendance Only		Not Applicable	

<b>Passing Grade:</b>	
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

**Evaluation Activities and Weighing:** (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	100%	Practicum	%	TOTAL	100%

**Comments on Evaluation:**

- Student will need to demonstrate competency in role-play scenarios

**Other Course Guidelines, Procedures and Comments:**

**View the Justice Institute of BC Policies listed below at:**

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy  
Harassment Policy  
Prior Learning Assessment Policy  
Student Code of Conduct

Academic Appeals Policy  
Intellectual Property Rights Policy  
Research on Human Subjects: Ethics  
Student Records