

Course Description

Title of the Course: Field-Specific Communicational Skills Training

Aim of the course

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The course has multiple aims: socialization for collective work through communication skills practices; enhancing self-awareness and self-reflection and preparation for the field-specific communicational requirements. Different specializations have different focuses, based on the most important requirements of the field (improving nonverbal communicational skills, practicing the most challenging characteristics of the helping relations, practicing mediation, assertivity, group-leading...). The aim of this course is to teach methods and techniques of effective communication in therapeutic and other settings and to provide participants opportunity to learn about themselves, to experiment with communication skills in a safe environment and to set and follow their own personal development plan.

Learning outcome, competences

knowledge:

- More detailed knowledge and understanding of the specific communicational processes
- Basic knowledge about core conditions of therapy

attitude:

- Intentions on expressing themselves according to the norms in their professional communication
- Intentions to learn about their own communication and its effects on others
- Being open to feed-back from others
- Intentions to be self-reflective

skills:

- Being able and ready to provide and receive feed-back
- Being able to apply open-ended questions, affirmations reflections and summaries in communication with clients, partners
- Being able to provide core conditions of therapy
- Being able to understand communication partner's nonverbal communication
- Improving self-reflection, verbalization

Content of the course

Topics of the course

- introduction
- communication styles, non-verbal communication
- OARS skills
- necessary and sufficient conditions of therapy
- intercultural communication
- practicing field-specific communicational skills
- ending, discussion

Learning activities, learning methods

interactive work, cooperative learning, individual, pair and group work, role plays, demonstrations and assessments

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- active participation on the classes (max. 10% of cases of non-attendance)
- completing short homework from class to class
- writing a communication skills case study

mode of evaluation: practice mark (5 grade)

criteria of evaluation:

- Presentation of the communication skills case study.

Reading list

Compulsory reading list

Argelander, H. (1976). *The initial interview in psychotherapy*. New York: Human Science Press.

Recommended reading list

Argelander, H. (1976). *The initial interview in psychotherapy*. New York: Human Science Press.

Mehrabian, A. (1972). *Nonverbal communication*. Transaction Publishers

Miller, W.R., Rollnick, S. (2002). *Motivational Interviewing*. 2nd edition. The Guilford Press, New York.

Peavy, R.V., Li, H.Z. (2003). Social and Cultural Context of Intercultural Counselling. In: *Canadian Journal of Counselling / Revue Canadienne de Counselling*, Vol 37(3). Available online: <http://files.eric.ed.gov/fulltext/EJ672650.pdf>

Rogers, C. (1957) 'The necessary and sufficient conditions of therapeutic personality change', *Journal of Consulting Psychology*, 21 (2): 95-103