

I. COURSE DESCRIPTION:

This course will introduce Child and Youth Worker students to principles and practices of effective human relations. Students will have opportunities to integrate theory and skill development using activities which are relevant to their particular career and practicum experiences. They will experience hands on experience in areas such as conflict resolution, perception checking, problem-solving, paraphrasing and others. This course provides foundation skills for students preparing for further study of counseling skills, group dynamics, and practicum. It also promotes personal development and skills in handling social relationships.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, **the** CICE student, with the help of a Learning Specialist will demonstrate a basic ability to:

1. **Develop and maintain relationships, which promote growth and development.**

Potential Elements of the performance:

On written tests and assignments, and in class demonstrations, and discussions, the student will:

- a.** demonstrate familiarity with a model of communication
- b.** explain and demonstrate effective and ineffective communication (verbal and non-verbal)
- c.** explain and re-direct common barriers to effective listening and communication
- d.** demonstrate and discuss specific interpersonal skills, such as (and not limited to) giving and taking feedback; active communicating respect; recognizing and defusing conflict; recognizing, labeling and responding effectively to common defense mechanisms

2. **Develop and maintain social relationships, which respect cultural contexts.**

Potential Elements of the performance:

On written tests and assignments, and in class demonstrations and discussions, the student will:

- a. express understanding of the importance of cultural/historical/environmental/religious/gender-based contexts
 - b. recognize common cultural dimensions in communication
 - c. demonstrate an understanding of internal and external factors affecting communication
 - d. express the distinctions and linkages between the “four parts of the self” i.e. emotional, physical, cognitive, spiritual
3. **Identify and promote their personal growth as an element in human relations work:**

Potential Elements of the performance:

On written tests and assignments, and in class demonstrations and discussions, the student will:

- a. **demonstrate a commitment to personal wellness**
- b. identify various elements of their personal motivations
- c. identify various elements of their social interaction style and behavior
- d. identify the factors which affect personal disclosure
- e. celebrate the differences between people
- f. discuss the origins and effects of stress, the effect of stress on interpersonal relations, and demonstrate common stress management strategies

III. TOPICS:

May be adjusted or added to as course develops. Also, the order will vary to correspond with the textbook.

1.0 Self-diagnostic Skills and Perception

- 1.1 Perception Error
- 1.2 How to reduce Perception Errors in Perception
- 1.3 Perceptual Influences on Interpersonal Attraction

2.0 Who Am I?

- Personality Types
- 2.1 Recognizable Patterns of Diversity
- 2.2 Type classification
- 2.3 Guidelines for the Proper Application of Psychological Type

3.0 Psych-Smart Communications:

- 3.1 The importance of Communication
- 3.2 The Process of Communication

- 3.3 Influence of Type on Communication
- 3.4 Preferred Types of Communication
- 3.5 Extraverted and Introverted Communication Styles
- 3.6 Sensing and Intuitive Communication Styles
- 3.7 Thinking and Feeling Communication Styles
- 3.8 Judging and Perceiving Communication Styles

- 4.0 **Psycho-Logical Defensiveness:**
- 4.1 Psycho-Logical Defensiveness Can Be Offensive to Others
- 4.2 Unconscious and Irrational Defensiveness
- 4.3 PSYCHO-logical Defence Mechanisms
- 4.4 Defence Mechanisms in Summary
- 4.5 Thinking Straight Can Help You Relate
- 4.6 Fallacies and Psycho-logical Defensiveness

- 5.0 **Motivation and Emotion in Human Relations**

- 5.1 Motivational Mysteries
- 5.2 The Nature of Motivation
- 5.3 Theories of Motivation: What Makes Me Tick?
- 5.4 Emotions and Emotional Intelligence

- 6.0 **Stress and Lifestyle Management:**
- 6.1 Stressed Out About School
- 6.2 The Nature of Stress
- 6.3 Understanding Stress in Terms of Stressors
- 6.4 Stress As a Response: General Adaptation Syndrome
- 6.5 Stress as an Interaction

- 7.0 **Cultivating Character, Meaning and Purpose in Life...**
- 7.1 The Self-and Self-Transcendence
- 7.2 The Enneagram: A Path to Personal Liberation
- 7.3 Life... and May I Ask, What's the Meaning of This?
- 7.4 The Heroic Journey: Living Based on Archetypal Psychology

- 8.0 **Games People Play:**
- 8.1 Transactional Analysis
- 8.2 Types of Transactions
- 8.3 Strokes, Life Positions, Games
- 8.4 Roles Played in Psychological Games
- 8.5 How to Break Up Psychological Games

- 9.0 **Gender, Culture and Nonverbal Cues in Communication**
- 9.1 Gender Communications
- 9.2 Culture and Communications
- 9.3 Nonverbal Communication

10.0 How to Resolve Conflict**10.1** The Experience of Conflict**10.2** Types of Conflict**10.3** Benefits of Conflict**10.4** Psychological Orientations**10.5** Win-Win Conflict Resolution**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Falikowski, A. (2007) *Mastering Human Relations*, 4th edition). Toronto: Pearson/Prentice Hall

V. EVALUATION PROCESS/GRADING SYSTEM:

1. **Tests:** There will be three “tests”, one after chapter three, one after chapter 7, and one after chapter 10.. “Tests” involve some of the elements of quizzes, plus questions which require application of the course material, e.g. in short essay format or case analysis format.
2. **Completion and submission** of exercises as assigned. Each student will complete five. Late assignments will be deducted 5% per day.
3. **Class Involvement:** This course depends upon students being punctual, present and involved. Learning for everyone is enhanced when the students contribute, question, challenge, share, risk and support. At the end of the term each student will be asked to comment on the quality of their involvement, including but not limited to: attendance, punctuality, constructive contribution, demonstration of respect, demonstration of skills learned, and preparedness for class.

People who are present in class can only make contributions. Therefore, the grading for this section will be scaled to the attendance statistic for each student. If the overall attendance falls below 80% of the class time, the grade for this section will be “0”. Students who find it difficult to attend classes are invited to discuss this with the professor. Such discussion does not change the requirements of this section.

4. Students are required to notify faculty the day of a test in cases of severe illness and they are unable to attend. Faculty’s number is 759-2554, ext. 2564. Students may need to provide a doctor’s note in certain circumstances.

GRADING SUMMARY:

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| 1. Assignments: | |
| 5 assignments, total worth | 30% |
| 2. Three tests: Test 1 | 15% |
| Test 2 | 20% |
| Test 3 | 20% |
| 3. In class activities and skills development | 15% |

SPECIAL NOTES:

1. The nature of this experience:

This course is set up to be an educational experience. The premise of the course is that a person can only integrate and apply Human Relations concepts and skills when they have applied them personally. Anything less may be viewed as not genuine. To this end, a degree of personal disclosure will be encouraged and expected. Students will learn how to create an “atmosphere of safety and encouragement” which invites personal disclosure and improves Human Relations.

This course is not intended to be a therapy session. The professor will be vigilant in this regard. It is asked that any disclosures refer to the ‘here and now’ experience of the student. If students realise that they would like more in-depth counselling the professor would be happy to assist you in getting connected with appropriate services either within Sault College or at an appropriate community agency.

The Sault College Student Code of Conduct describes a number of expectations regarding behaviour and expectations at the College. Of particular importance vocationally is that students demonstrate/model respect for others and treat people with dignity. Our professional Code of Ethics prescribe that we remain non-judgmental and respectful in our interactions with others. Additionally, students are to maintain the privacy of discussions within the classroom and respect and uphold confidentiality where this applies.

As self-disclosure is a requirement of this course it is expected that all students adhere to the CYW professional code of ethics especially as it pertains to confidentiality.

Please note that use of cell phones for any purpose including phone calls, texting or using the internet is prohibited during class time. It is asked that student’s cell phone remain off during class. If, for a legitimate reason or

emergency, you are required to leave your phone on during class time please discuss this with your professor before class has begun.

2. METHOD OF ASSESSMENT

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order graduating from a Sault College program remains 2.0.

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum are located on the portal and form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.