

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Name: INTRODUCTION TO HUMAN RELATIONS

Course No.: CCW 127

Program: DEVELOPMENTAL SERVICES WORKER

Semester: ONE

Date: SEPTEMBER 1991 Previous Date: SEPTEMBER 1990

Author: SANDY MACDONALD

New: Revision:

APPROVED:

X. DiRosario

DATE:

aug. 29/91

Introduction to Human Relations (CCW 127)
Instructor: S. MacDonald

Total Credit Hours: 45 hours

PHILOSOPHY/GOALS

This course will assist the learner to become more skillful in his/her ability to communicate with colleagues and clients in the Developmental Services Worker field. As a professional, it is imperative that one is able to relate and communicate with others in an effective manner.

The art of communication is a skill and the student will practice, as well as explore all facets of communications needed to be a professional in the DSW field. Self-exploration is critical to the learner as he/she can only discover their strengths and areas for improvement by critical self-appraisal of the experiential exercises. The process allows students to look inward as well as outward for the personal experiences that affect their communications with others.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. explore internal factors that affect their interpersonal relationships with others
2. explore external factors that affect their interpersonal relationships with others
3. explore relationships as part of their interpersonal communications with others

TOPICS TO BE COVERED

1. Elements and process of interpersonal communications
2. Self-concept
3. Perception
4. Emotions
5. The art of listening and hearing
6. Distance and intimacy
7. Communication climates
8. Interpersonal Conflict

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LEARNING ACTIVITIES

REQUIRED RESOURCES

1.0 Elements and Process of Interpersonal Communications

Upon successful completion of this unit, the student will be able to:

- 1.1 describe the type of needs that communications can satisfy
- 1.2 describe the elements and characteristics of three communication models
- 1.3 differentiate between interpersonal and impersonal communications
- 1.4 discuss the principles and misconceptions of communications
- 1.5 list and discuss the content and relational dimensions of communications
- 1.6 define the term "metacommunication" and give examples
- 1.7 outline the characteristics of effective communicators in relation to themselves
- 1.8 complete self-inventories that identify their communication skill level and personal relational messages sent to others

Textbook
pages 1-34

Workbook
pages 1-23

2.0 Self-Concept

Upon successful completion of this unit, the student will be able to:

- 2.1 define the term "self-concept"
- 2.2 explain how the self-concept develops in human beings
- 2.3 explain the characteristics of self-concept
- 2.4 define the term "self-fulfilling prophecy"
- 2.5 outline and discuss the requirements to change the self-concept
- 2.6 complete self-inventories that identify their self-concept, their perceived self, their desired self, their presenting self, how others affect their self-concept and identify their own imposed and other imposed self-fulfilling prophecies

Textbook
pages 37-71

Workbook
pages 24-50

3.0 Perceptions

Upon successful completion of this unit, the student will be able to:

- 3.1 define and explain the perception process
- 3.2 identify and discuss the variables that influence the perception process

Textbook
pages 75-112

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- 3.3 discuss the factors that affect perceptual accuracy/inaccuracy
- 3.4 discuss the use of empathy versus sympathy
- 3.5 complete self-inventories that identify their own perceptual errors, cultural, subcultural, sex and occupational factors that affect their perception and describe personal perception checking behaviours used
- 4.0 **Emotions**
Upon successful completion of this unit, the student will be able to:
- 4.1 describe the components of emotion
- 4.2 provide reasons why emotions are not expressed
- 4.3 describe the characteristics of debilitating and facilitative emotions
- 4.4 outline the relationship between activating events, thoughts and emotion
- 4.5 list and discuss the emotional fallacies
- 4.6 outline the steps in the rational-emotive approach
- 4.7 outline the guidelines for expressing emotions
- 4.8 complete self-inventories that identify components of emotional events in their lives, increase their ability to express emotions and minimize their debilitating emotional states
- 5.0 **The Art of Listening and Hearing**
Upon successful completion of this unit, the student will be able to:
- 5.1 outline and discuss the types of non-listening
- 5.2 discuss the reasons for non-listening
- 5.3 outline and discuss the characteristics of informal listening
- 5.4 outline and discuss the pros/cons of listening
- 5.5 complete self-inventories that identify personal ineffective and effective listening behaviour, practice paraphrasing, content, feeling and meaning messages
- Workbook
pages 51-84
- Textbook
pages 117-148
- Workbook
pages 107-146
- Textbook
pages 250-276
- Workbook
pages 147-167

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6.0 Distance and Intimacy

Upon successful completion of this unit, the student will be able to:

- 6.1 describe the Altman-Taylor model of social penetration
- 6.2 outline the variables affecting interpersonal attraction
- 6.3 outline the stages of interpersonal relations
- 6.4 define the term "self-disclosure"
- 6.5 outline and discuss the levels of self-disclosure
- 6.6 outline and discuss the guidelines for self-disclosure
- 6.7 discuss the alternatives to self-disclosure
- 6.8 complete self-inventories that identify their personal types of self-disclosure used, identify stages in their personal relationships and complete a diary of personal self-disclosures

Textbook
pages 281-313

Workbook
pages 168-194

7.0 Communication Climates

Upon successful completion of this unit, the student will be able to:

- 7.1 outline and discuss how positive and negative communication climates are created
- 7.2 outline the relationship between self-concept as a defense reaction to communications
- 7.3 outline and discuss defense mechanisms
- 7.4 describe the Gibb's defense and supportive behaviours that minimize responses to messages
- 7.5 complete self-inventories that identify their personal defense arousing and defense reducing behaviours and conduct a communication climate interview

Textbook
pages 317-350

Workbook
pages 195-221

8.0 Interpersonal Climate

Upon successful completion of this unit, the student will be able to:

- 8.1 describe the processes to resolve interpersonal conflict
- 8.2 describe the five personal styles of conflict
- 8.3 describe the characteristics of conflict resolution
- 8.4 complete self-inventories that identify their own personal conflict styles, personal assertive statements, and apply one type of conflict resolution to a personal conflict

Textbook
pages 355-392

Workbook
pages 242-270

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METHOD OF EVALUATION

A final mark will be derived from the results of attendance, tests and self-inventories.

Attendance	15 marks
Tests (3)	45 marks (15 marks each)
Self-Inventories (8)	40 marks (5 marks each)

Attendance at 80% of the classes is a requirement to successfully pass the course. Attendance at less than 80% of the classes without an exceptional reason will result in a failing grade. One half mark will be credited for each class attended to a maximum of 15 marks.

After every three chapters a test will be administered. The tests will be comprised of multiple choice, true/false, fill in the blanks and matching questions.

Students must complete and turn in for marking, one (1) self-inventory for each chapter covered. Each inventory will be worth 5 marks.

A final grade will be converted from numerical marks to alpha grades based on College policy.

A+	= 90-100%
A	= 80- 89%
B	= 70- 79%
C	= 60- 69%
R	= Less than 60% (repeat course)

REQUIRED STUDENT RESOURCES

Looking Out/Looking In, Ronald B. Adler and Neil Towne, 6th Edition

Activities Manual to Accompany Looking Out/Looking In, Ronald B. Adler, Neil Towne and Mary O. Wiemann, 6th Edition

ADDITIONAL RESOURCE MATERIAL

Additional resource books on the topic of Human Relations are available in the College library. Students will be given a practice test after each chapter. This test is not graded and is to be used by the student as personal feedback on their performance.

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SPECIAL NOTES

I am available for individual discussion and assistance with the course material. Please feel free to contact me to set up at time. Course material is designed to be experiential and may "open personal issues" that cause discomfort for the student. If this is the case, you should see me as soon as possible to discuss ways or means of overcoming the problems created.

Tutoring is available from the Learning Assistance Centre. Please contact staff in this area if you need the assistance of a peer tutor.

Other services are available and you should read your College calendar for more information.

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.