# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## SAULT STE. MARIE, ON

## COURSE OUTLINE

**COURSE TITLE:** INTRO TO HUMAN RELATIONS

**COURSE CODE:** HSC103      **SEMESTER:** ONE

**PROGRAM:** EARLY CHILDHOOD EDUCATION

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**PROFESSOR:** JAYE BENNETT

**DATE:** SEPTEMBER 1997

**PREVIOUS OUTLINE DATED:** SEPTEMBER 1996

**APPROVED:** _____ July 7/97

     D. Tremblay, Dean             DATE
     Health, Human Sciences and
     Teacher Education Programs

**TOTAL CREDITS:** 3

**PREREQUISITES:** None

**LENGTH OF COURSE:** 17 weeks

## I.    COURSE DESCRIPTION:

This course will introduce students to principles and practices of effective human relations.  Students will have opportunities to integrate theory and skill development as they begin to recognize the process of human interaction.  Students will experience personal growth as well as social skills development.  This course provides foundation skills for students preparing for further study of counseling skills, or further skill development in human  or health sciences, teaching, and generally in social relationships.

## II.    LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:
Upon successful completion of this course, the student will have demonstrated the ability to:

**Learning Outcomes:**

**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    A First Look at Interpersonal Relationships**
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

**2.0    Communication and the Self**
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

**3.0    Perception:  What You See is What You Get.**
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
**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: Thinking, Feeling, Acting**
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 debilitative 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 debilitative emotional states

**5.0**     **Listening: More Than Meets the Ear**
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**     complete self-inventories that identify personal ineffective and effective listening behaviour, practice paraphrasing, content, feeling and meaning messages

**6.0**     **Intimacy and Distance in Relationships**
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

**7.0    Improving 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

**8.0    Managing 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

## I.    REQUIRED RESOURCES:

1.    Adler, R. and Towne, N. (1996) <u>Looking Out/Looking In</u>, (8th edition) Toronto:  Harcourt/Brace

2.    Adler, R. and Towne, N. (1996) Activities Manual/Study Guide to accompany Looking Out/Looking In.  Toronto:  Harcourt/Brace

## II. EVALUATION PROCESS/GRADING SYSTEM:

A schedule for assignments and tests and the grading thereof will be distributed separately by the instructor.

### METHOD OF ASSESSMENT

The following letter grades will be assigned in accordance with the College Guidelines:

| | | |
|---|---|---|
| A+ | Consistently Outstanding | 90 - 100% |
| A | Outstanding Achievement | 80 - 89% |
| B | Consistently Above Average Achievement | 70 - 79% |
| C | Satisfactory or Acceptable Achievement | 60 - 69% |
| R | Repeat - Student has not achieved the objectives of the course and the course must be repeated | Less than 60% |
| | | |
| CR | Credit Exemption | |
| X | A temporary grade, limited to situations with extenuating circumstances giving a student additional time to complete course requirements | |

## VI. SPECIAL NOTES:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

### Retention of Course Outlines
It is the responsibility of the student to retain all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.