

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: Intro to Human Relations

Code No.: HSC103 Modified No: HUM098 Semester: One

Program: Child and Youth Worker

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Professor: Betty Brady, Hon.B.A. (Psy), M.A., I.C.A.D.C.

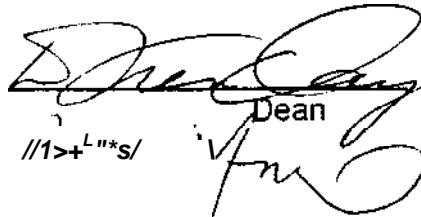
Modified By: Nancy Leishman

Modifications Approved By Author/Professor: D

Date: September 1997

Previous Outline Date: September 1996

Approved:


Dean

Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 17

Total Credit Hours: 48 Hours

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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, or further skill development in human or sciences and generally in social relationships.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will have gained a basic knowledge to assist in:

Learning Outcomes:**1. Understanding relationships which promote growth and development.*****Potential Elements of the performance:***

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

- a. demonstrate familiarity with a model of communication
- b. acquire a basic understanding of effective and ineffective communication (verbal and non-verbal)
- c. understand common barriers to effective listening and communication
- </. discuss specific interpersonal skills, such as (and not limited to) giving and taking feedback; active communicating respect; recognizing conflict; recognizing, labeling and developing an understanding of responding effectively to common defense mechanisms

2. Understanding social relationships which respect cultural contexts.

Potential Elements of the performance:

On modified tests and assignments, and in class activities and discussions, the student will:

- «. gain an understanding of the importance of cultural/historical/environmental/religious/gender-based contexts
- b. become aware of 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 modified tests and assignments, and in class activities 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
- <. identify the factors which affect personal disclosure
- e. celebrate the differences between people
- / discuss the origins and effects of stress, the effect of stress on interpersonal relations, and gain a basic knowledge of common stress management strategies

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111. 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 gain an understanding of the difference between interpersonal and impersonal communications
- 1.4 discuss the principles and misconceptions of communications
- 1.5 discuss the content and relational dimensions of communications
- 1.6 develop an understanding of the term "metacommunication"
- 1.7 understand the characteristics of effective communicators in relation to themselves
- 1.8 with support, complete self-inventories that identify their communication skill level and personal relational messages sent to others

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

- 2.1 have a basic understanding of the term "self-concept"
- 2.2 discuss how the self-concept develops in human beings
- 2.3 discuss the characteristics of self-concept
- 2.4 understand the term "self-fulfilling prophecy"
- 2.5 discuss the requirements to change the self-concept
- 2.6 with support, 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 have an understanding of:

- 3.1 the perception process
- 3.2 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 with support, 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

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4.0 Emotions: Thinking, Feeling, Acting

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

- 4.1 understand the components of emotion
- 4.2 discuss reasons why emotions are not expressed
- 4.3 gain an understanding of the characteristics of debilitating and facilitative emotions
- 4.4 become aware of the relationship between activating events, thoughts and emotion
- 4.5 discuss the emotional fallacies
- 4.6 gain a basic understanding of the steps in the rational-emotive approach
- 4.7 develop a basic understanding of the guidelines for expressing emotions
- 4.8 with support, 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 Listening: More Than Meets the Ear

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

- 5.1 discuss the types of non-listening
- 5.2 discuss the reasons for non-listening
- 5.3 discuss the characteristics of informal listening
- 5.4 with support, 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 develop a basic understanding of the Altman-Taylor model of social penetration
- 6.2 understand elements that affect interpersonal attraction
- 6.3 discuss the stages of interpersonal relations
- 6.4 understand the term "self-disclosure"
- 6.5 discuss the levels of self-disclosure
- 6.6 discuss the guidelines for self-disclosure
- 6.7 discuss the alternatives to self-disclosure
- 6.8 with support, 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

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7.0 Improving Communication Climates

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

- 7.1 discuss how positive and negative communication climates are created
- 7.2 discuss the relationship between self-concept as a defense reaction to communications
- 7.3 discuss defense mechanisms
- 7.4 gain a basic understanding of the Gibb's defense and supportive behaviours that minimize responses to messages
- 7.5 with support, 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 with support, complete self-inventories that identify their own personal conflict styles, personal assertive statements, and apply one type of conflict resolution to a personal conflict

REQUIRED RESOURCES:

1. Adler, R. and Towne, N. (1996) Looking Out/Looking In. (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

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II. EVALUATION PROCESS/GRADING SYSTEM:

1. **Quizzes:** There will be three modified "quizzes", scheduled evenly throughout the term. A one week notice will be provided for each quiz. A "quiz" will consist of multiple-choice and/pr true/false questions. It is intended to provide feedback to the students regarding their understanding of text material.
2. **Tests:** There will be two modified "tests", one at mid-term and one at the end of the term. "Tests" involve some of the elements of quizzes.
3. **Completion and submission** of exercises from the "Activities manual" as assigned. The student will complete four modified assignments.
4. **Completion and submission** of a "Personal Reflections" journal with concluding discussion. This will be described more fully in class. In brief, it involves a reflection on the personal impact of each chapter of the text. It is completed upon completion of review of each chapter. It is to be submitted to the professor upon request throughout the term (the value is lost if it is not done after each chapter but is left entirely to the end - this assignment is designed to help the student to "track" their learning progress). At the end of the semester, the entire journal is submitted, together with a concluding discussion on the personal impact of the course overall, including a description of the growth which occurred personally, the Human Relations skills learned and how they are being used, and the relevance of this journal assignment.
5. **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, understanding of skills learned, preparedness for class.

Contributions can only be made by people who are present in class. Therefore, the grading for this section will be scaled to the attendance statistic for each student. If the overall attendance falls below 60% 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.

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GRADING SUMMARY:

1. Quizzes:
3 quizzes each one out of 20; total out of 60; worth 15%
2. Tests:
2 tests, each one worth 20%; total worth 40%
3. **Assignments:**
4 assignments, each out of 5; total worth 20%
4. Personal **Reflection** Journal 10%
5. **Involvement** 15%

SPECIAL NOTES:

1. Regarding the definitions used in this outline, such as modified "test" and modified "quiz": the application is "course specific". The applications here should not be assumed to be relevant to any other course. Students are reminded to check course requirements with the professor of the particular course.

2. 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. Excessive or dominating personal disclosure will be redirected, respectfully, in the direction of the course objectives. Students are reminded of the services of the College, including Counseling, to assist with personal matters. The professor can explain and assist further.

Confidentiality is observed by the professor, within legal and professional limits. This applies to all course discussions and assignments. Students are required to observe confidentiality in the same fashion. If a student believes there to be a need to discuss another student's actions or personal disclosures which occur in this course, this must be done first with the

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course professor. Any "breach" of confidentiality will be investigated as a possible violation of Child and Youth Worker professional ethics, and as a possible violation of Sault College's Student Rights and Responsibilities.

Students are expected to be familiar with the Child and Youth Worker Code of Ethics, and/or with the Code of Ethics relevant to their profession if it is not CYW. As well, students are expected to be familiar with Sault College's Student Rights and Responsibilities (contained in the Student Handbook).

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	

Note: Students may be assigned an "R" grade at Midterm for unsatisfactory performance.

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.

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VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

CICE Modifications:

- A. Tests may **be modified in the following way:**
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 the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

The Integrative Educational Assistant 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.

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CICE Modifications:

^reparation and Participation

1. An Integrative Educational Assistant 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 (ie. 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes they will remain as inconspicuous as possible.