

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Introduction to Human Relations		
<b>CODE NO. :</b>	CYW105	<b>SEMESTER:</b>	1
<b>PROGRAM:</b>	Child and Youth Worker		
<b>AUTHOR:</b>	CYW Faculty		
<b>DATE:</b>	May 2013	<b>PREVIOUS OUTLINE DATED:</b>	June/2012
<b>APPROVED:</b>	"Angelique Lemay"		May, 2013
	_____		_____
	<b>DEAN</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	3		

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 For additional information, please contact Angelique Lemay, Dean  
 School of Community Services and Interdisciplinary Studies  
 (705) 759-2554, Ext. 2603

**I. COURSE DESCRIPTION:**

This course will introduce students to principles and practices of effective human relations with particular emphasis on professional applications in Child & Youth Work. Students will have opportunities to integrate theory and skill development in interpersonal communications and self-understanding. The course is designed to be foundational to further study in the areas of counselling and group dynamics and includes extensive practice and review of listening skills, perception checking, empathic understanding, social awareness and management of interpersonal conflicts.

**II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will have demonstrated the ability to:

**1. Utilize communication and interpersonal skills to develop and maintain relationships which promote growth and development.*****Potential Elements of the performance:***

On written tests and assignments, in classroom demonstrations, and in discussions and practice, 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 express an understanding of the impact of cultural/historical/environmental/religious and gender based contexts on social relationships.*****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 utilize strategies for personal growth and well-being and recognize the significance of self-awareness/self-care on one's own capacity to relate to others in meaningful ways**

***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:**

**Communication and the Self  
Perceptions and Emotions  
Language Barriers and Bridges  
Non-verbal Communication  
Listening  
Intimacy and Distance in Relationships  
Improving Communication Climates  
Managing Interpersonal Conflicts**

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Adler, R. et al, (2012) Look: Looking Out/Looking In, (Canadian edition). Thomson Nelson.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- 1. **Tests:** based on text material and classroom discussions.
- 2. **Completion and submission** of assigned exercises/reflections
- 3. **Class Participation/skill development:** 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.

\*\* Dates and specific guidelines for tests and assignments will be provided in class and posted on D2L well in advance of due dates (minimum of three weeks prior)

**GRADING SUMMARY:**

- |   |            |
|---|------------|
| <b>1. Tests:</b>                                | <b>40%</b> |
| <b>2. Assignments/Reflections:</b>              | <b>40%</b> |
| <b>3. Class participation/skill development</b> | <b>20%</b> |

**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.

**COURSE OUTLINE ADDENDUM:**

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