

#922 HSTE.002

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

COURSE OUTLINE



Course Name: INTRODUCTION TO HUMAN RELATIONS  
\_\_\_\_\_  
Course No.: HSC103  
\_\_\_\_\_  
Program: DEVELOPMENTAL SERVICES WORKER  
\_\_\_\_\_  
Semester: ONE  
\_\_\_\_\_  
Date: SEPTEMBER 1994  
\_\_\_\_\_  
Instructor: B. BRADY PREVIOUS OUTLINE DATED: SEPT./93  
\_\_\_\_\_

New: \_\_\_\_\_ Revision:   X  

APPROVED: *Kitty DeRosario* DATE: *Aug. 4/94*  
Kitty DeRosario, Dean  
Human Sciences and Teacher Ed.

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Introduction to Human Relations (HSC103)  
Instructor: B. Brady

Total Credit Hours: 45 hours

### PHILOSOPHY/GOALS

This course will introduce students to the principles and practices of effective human relations. These foundation skills should enable the successful student to develop and improve interpersonal relationships in both the personal and professional spheres.

### STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, the student will:

1. have demonstrated familiarity with the various process of communication, including linear, interactive and transactional;
2. have explained and demonstrated effective and ineffective communication, both verbal and non-verbal;
3. be able to explain and re-route common barriers to effective listening and communication;
4. have demonstrated an understanding of internal (ie within oneself) and external (ie outside of oneself) factors affecting communication;
5. recognize and be able to explain the issues surrounding feeling, thinking and acting;
6. have increased and improved her/his own skills in interpersonal communication, particularly in giving and taking feedback; active listening; asking effective and appropriate questions; communicating empathy; communicating respect; recognizing and defusing conflict; recognizing, labelling and responding effectively to defence mechanisms;
7. be able to apply basic theoretical constructs in interpersonal communication.

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**LEARNING ACTIVITIES**

**REQUIRED RESOURCES**

**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

Textbook  
pages 3-37

Workbook  
pages 1-24

**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

Textbook  
pages 40-76

Workbook  
pages 25-49

**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

Textbook  
pages 81-118

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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 | Workbook<br>pages 50-83   |
| 4.0 | <b>Emotions: Thinking, Feeling, Acting</b><br>Upon successful completion of this unit, the student will be able to:                                                                                             | Textbook<br>pages 122-152 |
| 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                              | Workbook<br>pages 84-109  |
| 5.0 | <b>Listening: More Than Meets the Ear</b><br>Upon successful completion of this unit, the student will be able to:                                                                                              | Textbook<br>pages 246-280 |
| 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<br>pages 173-200 |

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**6.0 Intimacy and Distance in Relationships**  
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

Upon successful completion

Textbook  
pages 286-324

Workbook  
pages 201-228

**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

Textbook  
pages 328-356

Workbook  
pages 229-248

**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

Textbook  
pages 360-408

Workbook  
pages 249-270

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### METHOD OF EVALUATION

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

Participation	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. Exceptional reasons for absences will be reviewed on an individual basis. One half mark will be deducted to a maximum of 15 marks.

Students must complete and submit one (1) self-inventory for each chapter covered. The self-inventories are due the first class after completion of each chapter.

A final grade will be issued in alpha grades.

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, 7th Edition

Activities Manual to Accompany Looking Out/Looking In, Ronald B. Adler, Neil Towne and Mary O. Wiemann, 7th Edition

### ADDITIONAL NOTES

1. All assignments must be completed by the due date.
2. If a student misses a test for an **important** reason, the student must notify this instructor before or on the day of the test. Failure to notify will result in a zero grade. Furthermore, the student must make arrangements with this instructor within seven (7) days for a make-up test.

### 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.