SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: HUMAN RELATIONS II

CODE NO.: GER 123   SEMESTER: 2

PROGRAM: COMMUNITY GERONTOLOGY

AUTHOR: NANCY MCCLELLAND   INSTRUCTOR: G. LAFRENIERE

DATE: JAN/95   PREVIOUS OUTLINE DATED: N/A

APPROVED: _____   _____
                    DEAN   DATE
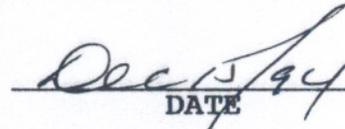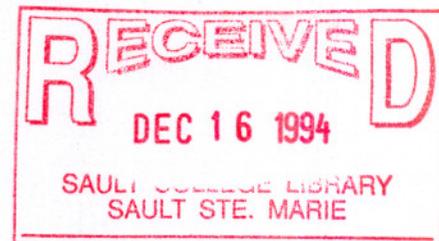
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TOTAL CREDITS: _____

PREREQUISITE(S):   N/A

I. PHILOSOPHY/GOALS:

This course will examine Group Dynamics and Group Processes.
Theoretical models applied in groups will be examined as well as
the essentials of Leadership Styles in Groups. Emphasis will be
placed on Group Facilitating Techniques for group
decision-making skills using an experiential approach.
Interventions will be explored in relation to problem behaviours
in groups. Students will be encouraged to use Written and Oral
Reporting Skills in group simulations.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will:

1) examine how our own values, attitudes and behaviours affect
   individuals and group process.

2) identify roles of members within groups and recognize role
   changes.

3) develop abilities to read moods and tones within groups and
   label feelings and attitudes.

4) develop skills in providing leadership in groups, work on
   styles of leadership appropriate to the group.

5) demonstrate assertiveness skills.

6) demonstrate active listening skills, responding with
   appropriate feedback, awareness, sensitivity and mutual
   respect with individuals, families and small groups.

7) assemble, organize and direct group activities.

8) identify ways to share decision-making and problem-solving
   in small groups.

9) identify problem behaviour in groups and ways to resolve.

10) practise conflict resolution skills

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II. **STUDENT PERFORMANCE OBJECTIVES** (OUTCOMES) Continued . . .

   11) give well-organized, coherent, effective oral presentation, using visual aids where appropriate.

   12) locate, gather and apply information during the preparation of written and oral reports.

   13) demonstrate, in written assignments, ability to produce clear, accurate, well-organized text in a variety of formats.

III. **TOPICS TO BE COVERED:** (Approximate Time Frames Optional)

   1) How personal values, attitudes, behaviours affect individuals
   2) How personal values, attitudes, behaviours affect group process
   3) Roles of members within groups
   4) How to recognize role changes of members in a group
   5) Identify and validate moods and tones within groups
   6) Label attitudes and feelings
   7) Styles of leadership
   8) Skills in providing leadership in groups
   9) Assertiveness skills
  10) Therapeutic communication skills
  11) How to assemble, organize and direct group activities
  12) Ways to share decision-making and problem-solving
  13) Problem behaviour in groups and ways to resolve
  14) Conflict resolution skills
  15) Written and oral reporting skills

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:

Topic/Unit - Interpersonal Communication

Learning Activities:

1. Review the process of communication
   a) sender/message/receiver
   b) verbal/non-verbal communication

Resources:

Review HSC 103 texts, notes

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Topic/Unit - What is Communicated & How

Learning Activities:

1. Discuss how your values, attitudes and behaviours are communicated and how this affects individuals and groups/group processes.
2. Describe the necessity of validating ones perception of a message sent or received.
   a) responsibility of sender and receiver
3. Demonstrate effective ways to validate messages

Resources:

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Topic/Unit - Roles of Members within Groups

Learning Activities:

1. Identify roles of members within groups
2. Define what constitutes a group (size/goals/activities)
3. Compare how various groups are formed and how members are selected.
4. Recognize how and when roles change within a group.
5. Develop ability to read moods and tones within groups and label feelings and attitudes expressed in group behaviours.
6. Explore the dynamics and processes of groups.

Resources:
Edward de Bono
Coloured Hats

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IV. <u>LEARNING</u> <u>ACTIVITIES/REQUIRED</u> <u>RESOURCES</u> Continued . . .

<u>Topic/Unit</u> - Oral/Written Communication Skills

<u>Learning Activities</u>:

1. a) Demonstrate active listening skills, responding with
      appropriate feedback, awareness and sensitivity and
      mutual respect with individuals, families and small
      groups.
   b) Demonstrate, in written form, ability to produce clear,
      accurate, well organized, written reports.
      eg: - client assessment reports as per agency policy
          - internal office memos of information between staff,
            employer and employee
          - business correspondence (letter of request for
            information, letter requesting service for client,
            summary of group meeting)

<u>Resources</u>:

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<u>Topic/Unit</u> - Styles of Leadership

<u>Learning Activities</u>:

1. Identify leadership styles and determine personal leadership
   styles used.
2. Develop skills in providing leadership in groups, work on
   styles of leadership appropriate to the group.

<u>Resources</u>:

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<u>Topic/Unit</u> - Assertiveness Skills

<u>Learning Activities</u>:

1. Identify assertiveness skills.
2. Contrast aggressive communication with effective
   assertiveness skills.
3. Demonstrate assertiveness skills in possible situations
   dealing with groups and older adults.

<u>Resources</u>:

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IV. **LEARNING ACTIVITIES/REQUIRED RESOURCES** Continued . . .

Topic/Unit - Group Communications - Oral/Written Skills

Learning Activities:

1. a) Assemble, organize and direct group activities utilizing
      communication skills, verbal and non-verbal, written and
      oral skills, leadership style, group dynamics and
      process.
   b) Demonstrate ability to chair a meeting using
      parliamentary procedures.
   c) Present a well organized, coherent, effective oral
      presentation using visual aids where appropriate.
   d) Demonstrate oral communication skills with verbal
      reports.
      - include accurate observational reports
      - respond to requests for information
2. Identify ways for groups to make decisions.
3. Practice situations of small groups problem-solving.
4. Identify problem behaviour in group functioning.
   a) manipulation
   b) dissention
   c) monopolization
   d) immaturity

Resources:

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Topic/Unit - Conflict Resolution

Learning Activities:

1. Describe how to bring about resolution to problem behaviour
   in a group.
2. Demonstrate handling a group situation with an individual
   presenting with problem behaviour.
3. Practise conflict resolution skills for groups/individuals
   within groups with differing opinions.

Resources:

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V. **EVALUATION METHODS:** (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

A combination of tests and assignments will be used to evaluate student achievement of course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

VI. **PRIOR LEARNING ASSESSMENT (where developed and appropriate):**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

VII. **REQUIRED STUDENT RESOURCES:**

Wilson, G.L. and Hanna, M.S., Groups in Context, 3rd ed., McGraw-Hill Inc., 1993

VIII. **ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:**

Book Section (TITLE, PUBLISHER, EDITION, DATE, LIBRARY CALL NUMBER IF APPLICABLE - SEE ATTACHED EXAMPLE)

Periodical Section (MAGAZINES, ARTICLES)

Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)

IX. **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.