



# COURSE OUTLINE

## PFP202

Prepared: Alan R. Montgomery Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	PFP202: INTERPERSONAL AND GROUP DYNAMICS
<b>Program Number: Name</b>	1202: POLICE FOUNDATIONS
<b>Department:</b>	CRIMINAL JUSTICE
<b>Semester/Term:</b>	17F
<b>Course Description:</b>	This is an introductory course in group behaviour and interpersonal relations theories. The aim is to develop interpersonal effectiveness in teams and as individual team members through the use of effective communication skills. Emphasis is placed on cohesive group decision-making through a democratic problem-solving process. The course focuses on establishing group cohesiveness among divergent individual communities.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	3
<b>Vocational Learning Outcomes (VLO's):</b>  Please refer to program web page for a complete listing of program outcomes where applicable.	<p>#4. Develop and implement ongoing effective strategies for personal and professional development.</p> <p>#5. Ensure the respect of human rights and freedoms in all interactions.</p> <p>#6. Work co-operatively in multidisciplinary teams to achieve mutual goals.</p> <p>#9. Mitigate risks and maintain order by applying effective strategies in crisis, conflict and emergency situations.</p> <p>#10. Take positive actions to help crime victims.</p>
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>
<b>General Education Themes:</b>	Civic Life



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Social and Cultural Understanding

Personal Understanding

**Course Evaluation:**

Passing Grade: 60%, C

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignment 1	5%
Assignment 2	5%
Examination 2	30%
Examination 3	30%
Examinations 1	30%

**Course Outcomes and Learning Objectives:**

### Course Outcome 1.

Explore and describe interpersonal communication.

#### Learning Objectives 1.

Describe the components of the communication process.

Define interpersonal communication.

Identify various levels of intimacy and self-disclosure using the continuum of Interpersonal Communication.

List the six principles of interpersonal communication.

Identify reasons why knowledge of interpersonal and group dynamics is important for personal and career success.

Identify strategies that will improve your ability to communicate more effectively.

### Course Outcome 2.

Explore, define and describe the concept of self.

#### Learning Objectives 2.



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Outline contemporary policing.  
Define self-concept, self-esteem and self-presentation and discuss how each relates to communication.  
Apply Maslow's hierarchy of needs to communication.  
Explain the additions of diversity and managing technology as human needs.  
Describe five strategies to improve self-concept and self-esteem.

### **Course Outcome 3.**

Explore and describe the effects of perception on communication

### **Learning Objectives 3.**

Define perception and interpersonal perception.  
List and explain three stages of perception.  
Explain the impact of perception on interpersonal communication.  
Explain attribution theory.  
Describe errors, barriers and biases in interpersonal perception and attribution.  
Identify and give examples of five strategies to improve interpersonal perception.

### **Course Outcome 4.**

Explore and describe the skills needed for effective interpretation of non-verbal communication.

### **Learning Objectives 4.**

Define and explain the five functions of non-verbal communication.  
List and explain the six types of non-verbal communication.  
Explain four strategies to improve your interpretation of non-verbal communication.  
Define listening.  
Discuss five major barriers to effective listening.  
Explain six strategies to improve listening.

### **Course Outcome 5.**

Explore and describe the skills needed for effective verbal communication.



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### **Learning Objectives 5.**

Describe four major characteristics of verbal communication.  
Identify barriers to effective verbal communication.  
Explain and differentiate between the two types of communication climate.  
Apply several of the ten common strategies used to improve interpersonal communication.

### **Course Outcome 6.**

Explore and describe work groups and teams.

### **Learning Objectives 6.**

Define groups and teams and note differences between them.  
Explain how groups and teams meet members' personal and professional needs.  
List the various types of teams and groups.  
Explain the stages of group development according to Tuckman's model.  
List the common characteristics of groups and teams.  
Discuss conformity, compliance and obedience as related to groups and behaviour within teams.  
Identify the characteristics of an effective group and differentiate an effective group from an ineffective group.  
Identify the skills required for effective performance in teams and groups.

### **Course Outcome 7.**

Explore and describe factors involved in designing effective teams.

### **Learning Objectives 7.**

Explain why we are attracted to some people.  
Identify and explain several factors that influence team design and composition.  
Explain several factors that influence team success.  
Identify barriers to effective teamwork.  
Explain several factors and steps that must be considered when building a team.



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Use a variety of skills to enhance personal performance on a team.

### **Course Outcome 8.**

Explore and describe various effective problem solving and decision making models.

### **Learning Objectives 8.**

Differentiate between the two processes of problem solving and decision making.

Set effective goals to assist in problem solving and decision making.

List the ways that groups make decisions.

Explain barriers to effective decision making and problem solving in groups and teams.

Use two models for improving problem solving and decision making in a group.

Explain three variations of group decision making.

Explain various ways to improve decision making and problem solving in a group or a team.

### **Course Outcome 9.**

Explore and describe various effective leadership skills.

### **Learning Objectives 9.**

Define leadership and differentiate leadership from management.

Explain three approaches to leadership.

List and explain the sources of power.

Explain various styles of leadership.

Explain effective leadership skills and behaviours.

Demonstrate effective skills for dealing with superiors.

Discuss the issue of leadership from a policing perspective.

### **Course Outcome 10.**

Explore and describe various effective methods of dealing with change.

### **Learning Objectives 10.**

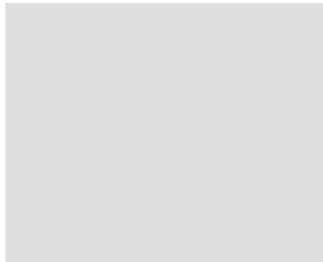


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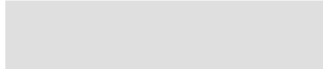
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Define change and the various types of change.  
Explain how organizations react to change.  
List the various ways that people react to change and the various reasons that people may resist change.  
Use force-field analysis to explain the process of change.  
List the organizational and personal methods that can be used to overcome resistance to change.  
Discuss areas of change occurring in policing today including changes in officer training and recruitment.

**Date:**

Wednesday, August 30, 2017



Please refer to the course outline addendum on the Learning Management System for further information.