



**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 skill development. This course provides foundation skills for students preparing for further study of counseling skills, or further skill development in human or health sciences, teaching, and generally in social relationships.

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

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will have demonstrated the ability to:

**1. Develop and maintain relationships, which promote growth and development.*****Potential Elements of the performance:***

On written tests and assignments, and in class demonstrations, and discussions, 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 maintain social relationships, which respect cultural contexts.*****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 promote their personal growth as an element in human relations work:**

*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:**

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** 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

**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

**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
- 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

**4.0 Emotions: Thinking, Feeling, Acting**

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

- 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

**5.0 Language, Barrier and Bridge**

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

- 5.1 discuss the rules of language
- 5.2 identify the areas of impact of language on identity, attraction, power
- 5.3 practice behavioural descriptions and “I” language
- 5.4 examine “we” language and disruptive language

**6.0 Nonverbal Communication**

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

- 6.1 examine the various functions of nonverbal communications
- 6.2 discuss the types of nonverbal communication and their definitions
- 6.3 examine victim's nonverbal behaviour
- 6.4 analyze a movie for all types of nonverbal communication

**7.0 Listening: More Than Meets the Ear**

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

- 7.1 outline and discuss the types of non-listening
- 7.2 discuss the reasons for non-listening
- 7.3 outline and discuss the characteristics of informal listening
- 7.4 complete self-inventories that identify personal ineffective and effective listening behaviour, practice paraphrasing, content, feeling and meaning

**8.0 Intimacy and Distance in Relationships**

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

- 8.1 describe the Altman-Taylor model of social penetration
- 8.2 outline the variable affecting interpersonal attraction
- 8.3 outline the stages of interpersonal relations
- 8.4 define the term "self-disclosure"
- 8.5 outline and discuss the levels of self-disclosure
- 8.6 outline and discuss the guidelines for self-disclosure
- 8.7 discuss the alternatives to self-disclosure
- 8.8 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

**9.0 Improving Communication Climates**

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

- 9.1 outline and discuss how positive and negative communication climates are created
- 9.2 outline the relationship between self-concept as a defense reaction to communications
- 9.3 outline and discuss defense mechanisms
- 9.4 describe the Gibb's defense and supportive behaviours that minimize responses to messages
- 9.5 complete self-inventories that identify their personal defense arousing and defense reducing behaviours and conduct a communication climate interview

**10.0 Managing Interpersonal Conflict**

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

- 10.1** describe the processes to resolve interpersonal conflict
- 10.2** describe the five personal styles of conflict
- 10.3** describe the characteristics of conflict resolution
- 10.4** complete self-inventories that identify their own personal conflict styles, personal assertive statements, and apply one type of conflict resolution to a personal conflict

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

1. Adler, R. and Towne, N. (1996) Looking Out/Looking In, (2<sup>nd</sup> Canadian edition). Toronto: Harcourt/Brace.
2. Adler, R. and Towne, N. (2<sup>nd</sup> Canadian edition). Activities Manual/Study Guide to accompany Looking Out/Looking In. Toronto: Harcourt/Brace.

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

1. **Tests:** There will be three “tests”, one after chapter three and one after chapter 6 and one after chapter 10. “Tests” involve multiple choice, true/false, plus questions which require application of the course material, e.g. in short essay format or case analysis format.
2. **Completion and submission** of exercises from the “Activities manual” or other sources as assigned. Each student will complete six.
3. **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, demonstration of skills learned, preparedness for class.

People who are present in class can only make contributions. Therefore, the grading for this section will be scaled to the attendance statistic for each student. If the overall attendance falls below 70% 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.

**GRADING SUMMARY:****1. 3 Tests:**

Test #1 –15%	
Test #2 – 15%	55%
Test #3 – 25%	

**2. Assignments:**

6 assignments, each out of 5; total worth	30%
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**3. Involvement**

15%

**SPECIAL NOTES:**

1. Regarding the definitions used in this outline, such as “test” and “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.

The professor, within legal and professional limits observes confidentiality. 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 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 semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**NOTE:** Students may be assigned an “F” grade at Midterm for unsatisfactory performance

**VI. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:****Preparation 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 (i.e. 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 he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

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 CICE office 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.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.