

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Introduction to Human Relations

CODE NO. : HSC103

SEMESTER: One

MODIFIED CODE: HUM098

PROGRAM: Early Childhood Education

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MODIFIED BY: Shirley Timmerman, Learning Specialist CICE Program

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APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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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 student with the assistance of a Learning Specialist will demonstrate the ability to:

1. ***Compare and evaluate methods of effective and ineffective methods of interpersonal communication.***
(Reflection of CSAC. Vocational #6 and CSAC. Generic #1, GenED #5)
Potential Elements of Performance:
 1. Compare and contrast definitions of communication, human communication, and interpersonal communication.
 2. Explain why it is useful to study interpersonal communication.
 3. Compare and contrast communication as action, interaction, and transaction.
 4. Describe the key components of the communication process.
 5. Discuss five principles of interpersonal communication.
 6. Describe four interpersonal communication myths.
 7. Identify strategies that can improve your communication effectiveness.

2. ***Describe the role of “self-concept” within Interpersonal Communication******(Reflection of CSAC. Vocational #6 and CSAC. Generic #1 and “GenEd #4)***
Potential Elements of Performance
 1. Define, compare, and contrast the meanings of “self-concept” and “self-esteem”.
 2. Identify factors that shape the development of self-concept.
 3. List and describe strategies for improving your self esteem.
 4. Describe how your self-concept affects your relationships with others.
 5. Describe the process of appropriate self disclosure, including two models of self disclosure.

3. ***Assess how perception and interpersonal perception influence attitudes and behavior******(Reflection of CSAC Generic #2 and #5)***
Potential Elements of Performance
 1. Define “perception” and “interpersonal perception”.
 2. Identify and explain the three stages of interpersonal perception.
 3. Describe the relationship between interpersonal perception and interpersonal communication.
 4. Explain how we form impressions of others, describe others, and interpret others’ behaviour.
 5. Identify the eight factors that distort the accuracy of interpersonal perceptions.
 6. Offer five suggestions for improving interpersonal perceptions.

4. ***Distinguish common barriers to effective listening and identify strategies to improve listening and communication. (Reflection of CSAC Generic #6 #11 and CSAC Gen. Ed. #4)***
Potential Elements of Performance
 1. Describe five elements of the listening process.
 2. Identify characteristics of four listening styles.
 3. Understand why we listen and list several important barriers to effective listening.
 4. Identify ways to improve your other-orientation and listening skills.
 5. Identify responding skills and understand strategies for improving them.

5. ***Identify how verbal communication impact upon interpersonal communication. (Reflection of CSAC Vocational #4,#6Generic #1,#5)***
Potential Elements of Performance
 1. Describe the relationship between words and meaning.
 2. Understand how words influence us and our culture.
 3. Identify word barriers and know how to manage them.
 4. Discuss how the words we use affect our relationships with others.
 5. Understand supportive approaches to relating to others.

6. ***Describe functions and strategies of non verbal communication (Reflection of CSAC Vocational #4,#6Generic #1,#5)***
Potential Elements of Performance
 1. Explain why non-verbal communication is an important and challenging area of study.
 2. Describe the functions of non-verbal communication in interpersonal relationships.
 3. Summarize research findings that describe codes of non-verbal communication behaviour.
 4. Describe three bases for interpreting non-verbal behaviour.
 5. Formulate a strategy for improving ability to interpret non-verbal messages accurately

7. ***Evaluate relational dynamics and determine methods of decreasing interpersonal conflict. . (Reflection of CSAC Vocational # 4,#6, Generic #5 and General Ed. #4)***
Potential Elements of Performance.
 1. Define conflict.
 2. Compare and contrast three types of interpersonal conflict.
 3. Identify commonly held myths about interpersonal conflict.
 4. Describe differences between destructive and constructive approaches to managing conflict.
 5. List and describe five stages of conflict.
 6. Describe five conflict management styles.
 7. Identify and describe six win-lose and six win-win negotiation strategies.
 8. Identify and use conflict management skills to help manage emotions, information, goals, and problems when attempting to resolve interpersonal differences.

8. **Examine how cultural differences affect interpersonal relationships.** (Reflection of CSAC Vocational#4,#9 GenEd #3,#5)

Potential Elements of Performance

1. Define "culture".
2. Identify four values that differentiate culture.
3. Discuss barriers that inhibit effective intercultural communication.
4. Identify strategies to improve intercultural competence.

9. **Analyze the nature of interpersonal relationships and the principles of how relationships work**(Reflection of CSAC Generic ##1,#5,#11 GenEd#5)

Potential Elements of Performance

1. Explain how relationships are systems and processes.
2. Differentiate between relationships of circumstance and relationships of choice.
3. Describe three dimensions of interpersonal relationships.
4. Explain what it means to have an intimate relationship.
5. Describe the elements that contribute to interpersonal attraction.
6. Identify the principles of interpersonal power.
7. Describe the types of power and how to negotiate power in a relationship.
8. Describe two theories that explain how relationships develop.

10. **Outline how interpersonal relationships progress** (Reflection of CSAC Vocational#4,#9 GenEd #3,#5)

Potential Elements of Performance

1. Explain the model of the stages of relational development.
2. Discuss the skills for starting relationships.
3. Identify and describe effective interpersonal communication skills and strategies for escalating and maintaining relationships.
4. Discuss the potential responses to relational problems.
5. Identify some of the causes for relational de-escalation and termination.
6. Describe a model of how relationships end.
7. Discuss strategies for ending relationships.
8. Describe some steps to promote post-dissolution recovery.

11. **Outline the Components of an effective team and how to establish good working relationships.** (Reflection of CSAC Vocation #6, Generic # 1, #5 and Gen. Ed. #4)

Potential Elements of Performance

1. Identify practical strategies for maintaining open communication with co-workers
2. Describe the elements of successful teams
3. Gain greater self-awareness, intellectual growth, well-being, and understanding of others.
4. Suggest methods of team problem-solving

III. TOPICS:

1. Introduction to Interpersonal Communication
2. Interpersonal Communication and the Self
3. Perception
4. Listening and Responding
5. Verbal Communication Skills
6. Non Verbal Communication Skills
7. Conflict Management Skills
8. Cultural Diversity
9. Understanding Interpersonal Relationships
10. Developing, Maintaining, Ending Interpersonal Relationships
11. Team Building Skills

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

Beebe, Steven A, Beebe, Susan J, Redmond, Mark V, Geernick, Terri M. (2007) **Interpersonal Communication: Relating to Others** 4th Canadian Edition Toronto: Pearson Education Canada
ISBN 0-205-45992-7

RESOURCES

Access to WEBCT Course Content

V. EVALUATION PROCESS/GRADING SYSTEM:**1. Tests:****40%**

Achievement of learning outcomes will be measured by mandatory testing as follows:

Test #1	10%
Test #2	10%
Test #3	10%
Chapter Quizzes (webct) (throughout the course)	10%

V. EVALUATION PROCESS/GRADING SYSTEM:**2. Assignments:****30%**

Details of the assignments will be discussed in class and posted on WEBCT

3. In-Class Activities**30%**

It is up to the student to complete the assigned reading and come prepared to each class in order to participate fully in the in-class activities.

Each class will incorporate an activity or discussion whereby the content of the topic being discussed is further developed through various hands on learning activities/discussions/sharing/. Therefore, students must be in attendance and participate in these activities in order to receive credit as part of their course evaluation.

Students who choose not to participate, are absent, late arriving or leave class early and consequently miss these in-class activity components will be given a "0" for the identified activity. These activities will not be rescheduled for students.

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%	
A	80 – 89%	4.00
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.

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 2703 so that support services can be arranged for you.

Important Notes to Students:

Class Activities:

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend. Failure to attend may have an impact on your In-class activity participation mark.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Student Code of Conduct" in the Sault College Handbook.

Assignments:

1. All assignments must be submitted on the **due date at the beginning of the class period** unless otherwise specified by the professor.
2. All assignments must be **typed and stapled** or they will be returned to the student un marked.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions **will be deducted 5% per day** starting at the end of the class in which the assignment was due. Assignments will **not be accepted by the instructor after 1 week from the due date** or when 20% deduction has been reached. The student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and student's require an extension. Extensions are up to the discretion of the instructor.
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests/Quizzes:

Tests/Quizzes must be completed on the date scheduled.

If unable to attend due to illness or extenuating circumstances, **contact the professor at least one hour prior** to the start of the test. **If advance notice is not given to the professor, the student will receive a mark of "0"**. It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Students will be permitted into the class to write the test until students have finished the test and left the room. At that point, students will not be able to complete the test and will receive a mark of "0".

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these two expectations;

Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material.

Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.

Students are to keep private conversations and other distracting behaviour out of the classroom. Should this behavior be apparent during the class, the instructor will ask the student to leave.

Missed Classes

If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters

Having guest speakers is a privilege. Showing respect for them, includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks). Leaving the room should be for emergency reasons only.

Food and Drink

Students may eat and drink in class, however eating large "meals" during class will be discouraged and students will be asked to consume their meal elsewhere and may return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow

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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.