

I. COURSE DESCRIPTION:

In this introductory level course, students learn to apply knowledge from interpersonal relations and group dynamics to working in a team. Emphasis will be placed in utilizing effective communications skills with individuals and groups. Group cohesiveness and group decision making will be discussed.

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 a basic ability to:

1. Explore and discuss interpersonal communications

Potential Elements of the Performance:

- Discuss the components of the communication process
- Discuss interpersonal communications
- Recognize various levels of intimacy and self-disclosure using the continuum of interpersonal communication
- List and discuss the six principles of interpersonal communications
- Identify reasons why knowledge of interpersonal and group dynamics is important for personal and career success
- Recognize strategies that will improve your ability to communicate more effectively

2. Explore, discuss and recognize the concept of self.

Potential Elements of the Performance:

- outline the contemporary police practices
- define self-concept, self esteem and self presentation and discuss how each relates to communications
- Be familiar with Maslow's hierarch of need to communications
- Explain the additions of diversity and managing human technologies as human needs
- Describe five strategies to improve self-concept and self esteem

3. Explore and discuss the effects of perception on communications

Potential Elements of the Performance:

- Discuss perception and interpersonal perception
- List and explain the stages of perception
- Explain the impact of perception in interpersonal communications
- Explain attribution theory
- Discuss errors, barriers, and biases in interpersonal [perceptions and attribution.
- Recognize and give examples of five strategies to improve interpersonal perception

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

Potential Elements of the Performance:

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

5. Explore and discuss the skills needed for effective verbal communication

Potential Elements of the Performance:

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

6. Explore and discuss work groups and teams

Potential Elements of the Performance:

- Define groups and teams and explain the difference between both
- 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 the Tuckman model
- List the common characteristics of groups and teams
- Discuss the conformity, compliance and obedience as related to groups and teams.
- Identify the characteristics of an effective group and differentiate between an effective and ineffective group.
- Identify the skills required for effective performance in a group and a team.

7. Explore and discuss factors involved in designing effective teams

Potential Elements of the Performance:

- Explain why we are attracted to some people
- Explain and identify factors that influence team design and composition
- Explain the factors that influence team success
- Identify barriers to effective team work
- Explain the steps and factors for building teams
- Use a variety of skills to enhance personal performance on a team

8. Explore and discuss various leadership skills

Potential Elements of the Performance:

- 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 supervisors
- List and discuss the chain of command and rank structure used in policing.

9. Explore and discuss various problem solving and decision making models

Potential Elements of the Performance:

- differentiate between problem solving and decision making
- set effective goals to assist in decision making and problem solving
- list and explain the ways groups make decisions
- explain the barriers to effective decision making and problem solving in groups or teams
- use two models for improving problem solving and decision making in group
- Explain three variations of group decision making and explain methods used to improve problem solving and decision making in groups and teams

10. Explore and discuss various effective methods of managing change

Potential Elements of the Performance:

- 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 supervisors
- List and discuss the chain of command and rank structure used in policing.

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%	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.

Students enrolled in Police Foundations or Law and Security Administration programs will require a minimum of 60% (C) as a passing grade in each course

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), visit the Special Needs office, Room E1101 or call extension 2703 as soon as possible so that support services can be arranged for you. Subsequently you are encouraged to discuss, with your professor, accommodations required to enable you to meet the course competencies.

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.