

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 a Learning Specialist, will demonstrate the ability to:

1. ***Provide a brief explanation of the process of communication as well as a basic description of the significance of effective interpersonal communication as it relates to the development of “self-concept” and interpersonal perception skills***

Potential Elements of the Performance:

- Describe the key components of the communication process. .
- Identify strategies that can improve your communication effectiveness
- Define, compare, and contrast the meanings of “self-concept” and “self-esteem”.
- Identify factors that shape the development of self-concept
- Describe the relationship between interpersonal perception and interpersonal communication

2. **Identify and demonstrate basic strategies for the following skills: listening and responding, verbal communication, non-verbal communication and conflict management skills**

Potential Elements of the Performance

- Understand why we listen and list several important barriers to effective listening.
- Identify responding skills and understand strategies for improving them
- Discuss how the words we use affect our relationships with others
- Describe the functions of non-verbal communication in interpersonal relationships
- Identify and use conflict management skills to help manage emotions, information, goals, and problems when attempting to resolve interpersonal differences

3. **Provide a basic evaluation of the relational dynamics and determine methods of decreasing interpersonal conflict.**

Potential Elements of the Performance

- Compare and contrast three types of interpersonal conflict.
- List and describe five stages of conflict.
- Describe five conflict management styles.
- Identify and describe six win-lose and six win-win negotiation strategies.

4. **Develop and maintain social relationships, which respect cultural contexts.**

Potential Elements of the Performance

- Discuss barriers that inhibit effective intercultural communication.
- Identify strategies to improve intercultural competence
- Describe the dimensions of relationships in terms of a system and process.
- Identify and describe effective interpersonal communication skills and strategies for escalating and maintaining relationships
- Identify practical strategies for maintaining open communication with co-workers

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Beebe, Steven A, Beebe, Susan J, Redmond, Mark V, Geernick, Terri M. (2007) Interpersonal Communication: Relating to Others 5th Canadian Edition Toronto: Pearson Education Canada

Access to LMS Course Content

V. EVALUATION PROCESS/GRADING SYSTEM:**In-Class assignments / activities 30%**

Some of the activity types will include group discussions, role play scenarios, and problem solving activities, as well as written and verbal responses, team work, meetings, and other group activities as assigned. Details of the various in class activities will be discussed in class.

Criteria for participating during scheduled in or out of class activities.

- These activities must be completed during the scheduled time, therefore students who choose not participate, arrive late or leave early, or are absent for the entire class and consequently miss these in-class components will be given a "0" for the identified activity. These activities will not be rescheduled for students.
- Students are expected to be prepared each day with all assigned work due completed in order to participate in scheduled activities.
- Students are expected to consistently make productive contributions to all class activities.
- Students are expected to respond to others in an appropriate manner maintaining a sense of professionalism using effective communication skills.

Assignments 30%

Details of each assignment and due date will be given to students in class and posted on LMS

Tests 40%

Details of the test will be discussed in class.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session

1. Students are responsible for work assigned during absences.
2. 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. To protect students, assignments must be delivered by the student/author to the professor.
3. 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 exist and student's require an extension. Extensions are up to the discretion of the instructor.
4. 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.
5. Students are responsible for retaining a file of all drafts and returned assignments.

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.

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

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.