

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 on utilizing effective communication skills with individuals and groups. Group cohesiveness and group decision-making will be discussed.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

In general, this course addresses generic outcomes in communication, analysis, interpersonal skills and accountability.

Upon successful completion of this course, the CICE student with the assistance of a Learning Specialist will demonstrate the ability to:

1. Explore and describe interpersonal communication.
Potential Elements of the Performance:
 - 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.
2. Explore, define and describe the concept of self.
Potential Elements of the Performance:
 - 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.
3. Explore and describe the effects of perception on communication.
Potential Elements of the Performance:
 - 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.
4. Explore and describe the skills needed for effective interpretation of non-verbal communication.
Potential Elements of the Performance:

- 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.
5. Explore and describe the skills needed for effective verbal communication.
Potential Elements of the Performance:
- 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.
6. Explore and describe work groups and teams.
Potential Elements of the Performance:
- 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.
7. Explore and describe factors involved in designing effective teams.
Potential Elements of the Performance:
- 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.
 - Use a variety of skills to enhance personal performance on a team.
8. Explore and describe various effective problem solving and decision making models.
Potential Elements of the Performance:
- 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.

9. Explore and describe various effective 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 superiors.
- Discuss the issue of leadership from a policing perspective.

10. Explore and describe various effective methods of dealing with change.

Potential Elements of the Performance:

- 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.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Interpersonal and Group Dynamics in Law Enforcement 2nd Edition by Bruce Bjorkquist, Emond Montgomery Publications
2. **Additional readings will be assigned. Information on how to obtain these readings will be provided in class.**

IV. EVALUATION PROCESS/GRADING SYSTEM

Test one	30%
Test two	30%
Test three	40%

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%	3.00
B	70 - 79%	3.00

Interpersonal and Group
Dynamics

PFP0202

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.

V. 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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VI. 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.