

I. COURSE DESCRIPTION:

This course will introduce students to principles and practices of effective human relations with particular emphasis on professional applications in Child & Youth Care. Students will have opportunities to integrate theory and skill development in interpersonal communications and self-understanding. The course is designed to be foundational to further study in the areas of counselling and group dynamics and includes extensive practice and review of listening skills, perception checking, empathic understanding, social awareness and management of interpersonal conflicts.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and apply strategies that promote positive relationships, understanding and trust with othersPotential Elements of the Performance:

- Apply relational principles of consideration, safety, trust, presence and empathy
- Listen actively to better understand the diverse needs, interests and perspectives of others
- Explain and apply relational principles of presence and interpersonal involvement appropriate to a learning environment
- Evaluate interactions with others on an ongoing basis, making adaptations where necessary

2. Apply communication, teamwork and organizational skills that promote understanding and cooperation with othersPotential Elements of the Performance:

- Employ communication strategies that enhance interpersonal relationships and understanding
- Recognize and apply strategies to improve communication climates and manage interpersonal conflicts
- Provide feedback that is constructive and supportive in nature
- Respond to feedback in a respectful and non-defensive manner
- Attend to both verbal and non-verbal communications and adapt responses as needed
- Plan and implement, clear, concise written, oral and/or electronic communications as assigned

3. **Develop and implement self-reflection processes to increase self-awareness and enhance communication and interpersonal skills**

Potential Elements of the Performance:

- Assess personal communication skills, knowledge and personal well-being on an on-going basis and reflect on the impact of these factors on one's own behaviour
- Use reflective tools to learn from and gain insight from interactions with others
- Examine the impact of self on others and ensure that interactions are consistent, constructive and positive
- Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with others
- Identify and use strategies to prevent and/or combat communication barriers and interpersonal conflicts

4. **Develop and implement strategies to support personal and interpersonal growth and competence**

Potential Elements of the Performance:

- Seek and use formal and informal opportunities and ongoing feedback to enhance growth and competence
- Determine current skills and knowledge through self-assessment, reflection and collaboration with others
- Identify personal and interpersonal goals and evaluate progress on an ongoing basis

III. TOPICS:

1. Communication and the Self
2. Language Barriers and Bridges
3. Listening
4. Intimacy and Distance in Relationships
5. Improving Communication Climates
6. Managing Interpersonal Conflicts

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Adler, R. et al, (2014) Look: Looking Out/Looking In, (Second Canadian edition). Thomson Nelson

V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

Tests (40%): Based on text material and classroom discussions

Assigned exercises/reflections (40%)

Demonstration of Communication and Teamwork Skills (20%): Each week, material will be presented by the Professor and/or fellow students. Class members will then engage in activities/exercises and professional conversations that further solidify and integrate key themes of the course.

Students will be evaluated on their ability to communicate effectively, collaborate and provide support for others, share ideas, take appropriate professional risks within the context of a learning environment, and provide and respond to feedback in a professional manner. Simply "attending" will not fulfill the requirements of this component of the course; however, regular attendance provides the best opportunity for demonstrating these skills.

** Dates and specific guidelines for tests and assignments will be provided in class and posted on D2L well in advance of due dates (minimum of three weeks prior)

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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.

All courses in the Child and Youth Care program follow the Fatal Error Policy, including APA standards for all assignments submitted. This policy will be discussed in class and posted on D2L.

VII. COURSE OUTLINE ADDENDUM:

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