

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTRODUCTION TO HUMAN RELATIONS

Course No.: CCW127

Program: CORRECTIONAL WORKER

Semester: ONE

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APPROVED:

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School of Human Sciences
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DATE:

July 25/91

Introduction to Human Relations CCW127
Instructor: E. Nixon

COURSE DESCRIPTION

This course will examine the internal, mostly cognitive activities that shape our communication, the verbal and non-verbal elements of the communication process, and the dynamics of relational communication. Students will have the opportunity to explore both intrapersonal and interpersonal relationships. This course will enable students to develop improved interpersonal relationships in both the personal and professional areas of their lives.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. explore internal factors that affect their interpersonal relationships with others.
2. explore external factors that affect their interpersonal relationships with others
3. explore relationships as part of their interpersonal communications with others.

TOPICS TO BE COVERED

1. Elements and process of interpersonal communications
2. Self-concept
3. Perception
4. Emotions
5. The art of listening and hearing
6. Distance and intimacy
7. Communication climates
8. Interpersonal conflict

LEARNING ACTIVITIES

LEARNING ACTIVITIES

REQUIRED RESOURCES

- | | |
|---|-----------------------------------|
| <p>1.0 Elements and Process of Interpersonal Communications</p> <p>Upon successful completion of this unit, the student will be able to:</p> <ol style="list-style-type: none">1.1 describe the type of needs that communications can satisfy1.2 describe the elements and characteristics of three communication models1.3 differentiate between interpersonal and impersonal communications.1.4 discuss the principles and misconceptions of communications. | <p>Textbook</p> <p>pages 1-34</p> |
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- 1.5 list and discuss the content and relational dimensions of communications.
- 1.6 define the term "metacommunication" and give examples
- 1.7 outline the characteristics of effective communicators in relation to themselves.
- 1.8 complete self-inventories that identify their communication skill level and personal relational messages sent to others.

2.0 Self-Concept

Textbook
pages 37-71

- Upon successful completion of this unit, the student will be able to:
- 2.1 define the term "self-concept".
 - 2.2 explain how the self-concept develops in human beings.
 - 2.3 explain the characteristics of self-concept
 - 2.4 define the term "self-fulfilling prophecy".
 - 2.5 outline and discuss the requirements to change the self-concept.
 - 2.6 complete self-inventories that identify their self-concept, their perceived self, their desired self, their presenting self, how others affect their self-concept and identify their own imposed and other imposed self-fulfilling prophecies.

3.0 Perception

Textbook
pages 75-112

- Upon successful completion of this unit, the student will be able to:
- 3.1 define and explain the perception process
 - 3.2 identify and discuss the variables that influence the perception process.
 - 3.3 discuss the factors that affect perceptual accuracy/inaccuracy
 - 3.4 discuss the use of empathy versus sympathy
 - 3.5 complete self-inventories that identify their own perceptual errors, cultural, subcultural, sex and occupational factors that affect their perception and describe personal perception checking behaviours used

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4.0 Emotions

Upon successful completion of this unit,
the student will be able to:

Textbook
pages 117-148

- 4.1 describe the components of emotion
- 4.2 provide reasons why emotions are not expressed
- 4.3 describe the characteristics of debilitating and facilitative emotions
- 4.4. outline the relationship between activating events, thoughts and emotion
- 4.5 list and discuss the emotional fallacies
- 4.6 outline the steps in the rational-emotive approach
- 4.7 outline the guidelines for expressing emotions
- 4.8 complete self-inventories that identify components of emotional events in their lives, increase their ability to express emotions and minimize their debilitating emotional states

5.0 The Art of Listening and Hearing

Upon successful completion of this unit,
the student will be able to:

Textbook
pages 250-276

- 5.1 outline and discuss the types of nonlistening
- 5.2 discuss the reasons for nonlistening
- 5.3 outline and discuss the characteristics of informal listening
- 5.4 outline and discuss the pros/cons of listening
- 5.5 complete self-inventories that identify personal ineffective and effective listening behaviour, practice paraphrasing, content, feeling and meaning messages

6.0 Distance and Intimacy

Upon successful completion of this unit,
the student will be able to:

Textbook
pages 281-313

- 6.1 describe the Altman-Taylor model of social penetration
- 6.2 outline the variables affecting interpersonal attraction
- 6.3 outline the stages of interpersonal relations
- 6.4 define the term "self-disclosure"
- 6.5 outline and discuss the levels of self-disclosure

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- 6.6 outline and discuss the guidelines for self-disclosure
- 6.7 discuss the alternatives to self-disclosure
- 6.8 complete self-inventories that identify their personal types of self-disclosure used, identify stages in their personal relationships and complete a diary of personal self-disclosures

7.0 Communication Climates

Upon successful completion of this unit, the student will be able to:

Textbook
pages 317-350

- 7.1 outline and discuss how positive and negative communication climates are created
- 7.2 outline the relationship between self-concept as a defense reaction to communications
- 7.3 outline and discuss defense mechanisms
- 7.4 describe the Gibb's defense and supportive behaviours that minimize responses to messages
- 7.5 complete self-inventories that identify their personal defense arousing and defense reducing behaviours and conduct a communication climate interview

8.0 Interpersonal Climate

Upon successful completion of this unit, the student will be able to:

Textbook
pages 355-392

- 8.1 describe the processes to resolve interpersonal conflict
- 8.2 describe the five personal styles of conflict
- 8.3 describe the characteristics of conflict resolution
- 8.4 complete self-inventories that identify their own personal conflict styles, personal assertive statements, and apply one type of conflict resolution to a personal conflict

LEARNING RESOURCES

Provided by the college:

The Learning Resource Centre has an array of books and journals covering this topic. Films may be screened in class (if appropriate time allows).

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Provided by the student:

Text: Looking Out/Looking In: Interpersonal Communications. Adler, Ronald B., Towne, Neil, Holt, Rinehart and Winston, Toronto, 1981.

METHODOLOGY

Classes will be conducted in a variety of ways with student participation an integral part of the learning process. Classes will consist of lectures, discussions, structured activities, and small group work.

COURSE REQUIREMENTS

All assignments must be turned in on time. Emergencies or serious illness are considered the only valid excuse for late assignments.

1. There will be two (2) tests on the material from the text, class lecture and discussion, and in-class audiovisual sources. The mid-term will be worth 25% of the total grade and the final will be worth 30%. Date of tests: T.B.A.
2. Two self-assessment and intervention projects will be conducted by the student throughout the course. The first, a self evaluation, will be worth 15%; the second, based on the perception of others, will be worth 10% of the total grade. Appropriate materials, together with instructions, will be provided by the instructor. Due dates: T.B.A.
3. Also required will be a workbook of short written exercises that will accompany the material in the text. The workbook will be evaluated near the completion of the course and will be worth 10% of the total grade.

METHOD OF EVALUATION

Mid-term test	25%
Final test	30%
Self assessment inventory I	15%
Self assessment inventory II	10%
Workbook	10%
Attendance, participation and workbook	10%
Total	<u>100%</u>

COLLEGE GRADING POLICY

90 - 100% = A+
80 - 89% = A
70 - 79% = B
60 - 69% = C
Below 60% = R (Repeat course)

SPECIAL NEEDS NOTE

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

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