

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTRODUCTION TO HUMAN RELATIONS

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Code No.: CCW 127-3

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Program: CHILD AND YOUTH WORKER

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Semester: FIRST

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Date: SEPTEMBER 1991

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Author: MARY E. RITZA, B.A., C.C.W.

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New: \_\_\_\_\_ Revision:  X

APPROVED:

K. DeRosario  
K. DeRosario, Dean  
School of Human Sciences  
and Teacher

DATE:

June 20/91  
Education

COURSE OUTLINE: CCW 127-3 Intro to Human Relations  
Instructor: Mary E. Ritza

COURSE DESCRIPTION

The process of multi-model interpersonal communications will be explored. The focus will be on an application of a major theoretical model of communication in everyday and in the professional scope of the Child and Youth Worker relationships. Students will have the opportunity to explore relationships towards themselves and others. Students will obtain practice in the various skills involved in interpersonal interactions.

The differences between healthy and unhealthy relationships will be examined in terms of skill or competencies. These will be related to the issues of clients, team members - other staff members. This is not meant to be "therapy" but in the process of learning self-awareness, there may be some times or difficulties encountered.

OBJECTIVES

1. For the student to gain an understanding and demonstrate the notions of effective and ineffective communication (verbal and non-verbal).
2. For the student to gain and demonstrate an awareness of his/her own communication and to increase his/her skill in the area of interpersonal communications.
3. For the student to apply basic theoretical constructs to real situations in the student's life and child's life.
4. To have fun in the serious pursuit of knowledge.
5. To increase self-awareness including the dynamics of verbal and non-verbal communications, e.g. body language, perception checking, etc.
6. For the student to have the opportunity to express oneself both in a written and oral manner and to practise and demonstrate these skills.
7. For the student to develop and display a caring and empathetic and respectful manner.

LEARNING RESOURCES

PROVIDED BY THE COLLEGE:

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

TEXT

"Looking Out/Looking In: Interpersonal Communications".  
Adler, Donald B.; Towne, Neil. Fifth Edition. Holt,  
Rhinehart & Winston, Toronto, 1987.

METHODOLOGY

Classes will be conducted in a variety of ways with student participation an integral part of the learning process. It follows then that class participation (not merely attendance) will be considered extremely important. Classes will consist of lectures, discussions, structure activities, role playing, etc.

COURSE REQUIREMENTS

All assignments must be turned in on time. Emergencies or serious illness are considered the only valid excuse for late assignments, otherwise five (5) marks will be deducted from the grade for each day the assignment is late to a maximum of two (2) days. After that, the grade for the late assignment is zero.

Tests cannot be rewritten in order to obtain a higher grade. Tests may be rescheduled at the instructor's discretion, for substantial and substantiated reasons for absence on test day. Any rescheduleing will be arranged so that the test is written prior to the next class after the missed tes.

After that class, missed tests cannot be writtn. Students who miss a test **MUST** make rescheduling arrangements directly and immediately with the instructor.

1. There will be three tests on material covered in the class, one after each unit, worth 15% each. Dates to be announced in class.
2. Write weekly journals that attempt to integrate what has been learned in class with experiences in your own life. Each section of the journal is to be handed in at the end of each class. (A loose leaf binder is suggested.)

Late journals not accepted unless there are serious extenuating circumstances.

3. A typed book report is required the third class in November 1991. Length is 1200-1500 words. The report should not be a reiteration of the story but should concern itself with principles discussed in class and how, in particular, these principles affect you personally. The book may be chosen on your own but should meet with the instructor's approval. Due date is the third class in November 1991.
4. A personal paper delineating how you see yourself as a person, outlining your strengths and weaknesses. It could be titled "Self-awareness Paper". Evaluation is based on your ability to incorporate concepts learned in class, style, grammar and spelling. Again, it needs to be typed or written legibly in ink. Due date is the first class in December 1991.
5. Students are reminded to read and be familiar with their "Rights and Responsibilities" Handbook pertaining to class conduct. 85% attendance is strongly recommended. Contributions in class; tolerance and respect for others and their ideas; punctuality; deportment are all factors of class involvement and participation.

GRADING BREAKDOWN:

1. Tests (3 x 15%)	45%
2. Book Report	15%
3. Journals	15%
4. Self-Awareness Paper	15%
5. Class Participation, Skill Acquisition, Competency	10%

COLLEGE GRADING SYSTEM

90 - 100%	A+
80 - 89%	A
70 - 79%	B
60 - 69%	C
Less than 60%	R (Repeat)

SPECIAL NOTES

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.