

## SAULT COLLEGE OF APPLIED ARTS &amp; TECHNOLOGY

SAULT STE. MARIE, ONTARIO

**COURSE OUTLINE**Course Name: INTRODUCTION TO HUMAN RELATIONSCourse No.: HSC103Program: EARLY CHILDHOOD EDUCATIONSemester: ONEDate: SEPTEMBER 1995 Previous Date: SEPTEMBER 1994Author: JEFFREY ARBUS, CCW, M.A.Instructor: LINDA POZZEBONNew:      Revision:   X  APPROVED: *K. DeRosario*Kitty DeRosario, Dean  
School of Human Sciences and  
Teacher EducationDATE: *Sept '95***\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

Introduction to Human Relations (HSC103)  
Instructor: L. POZZEBON

Total Credit Hours: 45 hours

**PHILOSOPHY/GOALS**

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. Giving and taking feedback, assertiveness and problem resolution are among the special topics studied. This course provides foundation skills for all students preparing for advanced counselling study and for those pursuing a career in Human Sciences and Teacher Education.

**STUDENT PERFORMANCE OBJECTIVES**

Upon successful completion of the course, the student will:

1. have demonstrated familiarity with the various process of communication, including linear, interactive and transactional;
2. have explained and demonstrated effective and ineffective communication, both verbal and non-verbal;
3. be able to explain and re-route common barriers to effective listening and communication;
4. have demonstrated an understanding of internal (ie within oneself) and external (ie outside of oneself) factors affecting communication;
5. recognize and be able to explain the issues surrounding feeling, thinking and acting;
6. have increased and improved her/his own skills in interpersonal communication, particularly in giving and taking feedback; active listening; asking effective and appropriate questions; communicating empathy; communicating respect; recognizing and defusing conflict; recognizing, labelling and responding effectively to defence mechanisms;
7. be able to apply basic theoretical constructs in interpersonal communication.

APPROVED: \_\_\_\_\_  
Katy DeRosier, Dean  
School of Human Sciences and  
Teacher Education

DATE: \_\_\_\_\_

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### LEARNING ACTIVITIES

### REQUIRED RESOURCES

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| <p>1.0 <b>A First Look at Interpersonal Relationships</b><br/>Upon successful completion of this unit, the student will be able to:</p> <p>1.1 describe the type of needs that communications can satisfy</p> <p>1.2 describe the elements and characteristics of three communication models</p> <p>1.3 differentiate between interpersonal and impersonal communications</p> <p>1.4 discuss the principles and misconceptions of communications</p> <p>1.5 list and discuss the content and relational dimensions of communications</p> <p>1.6 define the term "metacommunication" and give examples</p> <p>1.7 outline the characteristics of effective communicators in relation to themselves</p> <p>1.8 complete self-inventories that identify their communication skill level and personal relational messages sent to others</p> <p>2.0 <b>Communication and the Self</b><br/>Upon successful completion of this unit, the student will be able to:</p> <p>2.1 define the term "self-concept"</p> <p>2.2 explain how the self-concept develops in human beings</p> <p>2.3 explain the characteristics of self-concept</p> <p>2.4 define the term "self-fulfilling prophecy"</p> <p>2.5 outline and discuss the requirements to change the self-concept</p> <p>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</p> <p>3.0 <b>Perception: What You See is What You Get</b><br/>Upon successful completion of this unit, the student will be able to:</p> <p>3.1 define and explain the perception process</p> <p>3.2 identify and discuss the variables that influence the perception process</p> | <p><b>Note:</b> Corresponding chapters in the "Activities Manual" are cross-referenced to each chapter in the text</p> <p>Textbook<br/>pages 3-37</p> <p>Workbook<br/>pages 1-24</p> <p>Textbook<br/>pages 40-76</p> <p>Workbook<br/>pages 25-49</p> <p>Textbook<br/>pages 81-118</p> |
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- 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  
**Workbook**  
pages 50-83
  
- 4.0 **Emotions: Thinking, Feeling, Acting**  
Upon successful completion of this unit, the student will be able to:  
**Textbook**  
pages 122-152
- 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  
**Workbook**  
pages 84-109
  
- 5.0 **Listening: More Than Meets the Ear**  
Upon successful completion of this unit, the student will be able to:  
**Textbook**  
pages 246-280
- 5.1 outline and discuss the types of non-listening
- 5.2 discuss the reasons for non-listening
- 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  
**Workbook**  
pages 173-200

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| <p>6.0 <b>Intimacy and Distance in Relationships</b><br/>of this unit, the student will be able to:</p> <p>6.1 describe the Altman-Taylor model of social penetration</p> <p>6.2 outline the variables affecting interpersonal attraction</p> <p>6.3 outline the stages of interpersonal relations</p> <p>6.4 define the term "self-disclosure"</p> <p>6.5 outline and discuss the levels of self-disclosure</p> <p>6.6 outline and discuss the guidelines for self-disclosure</p> <p>6.7 discuss the alternatives to self-disclosure</p> <p>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</p> | <p>Upon successful completion</p> <p>Textbook<br/>pages 286-324</p> <p>Workbook<br/>pages 201-228</p> |
| <p>7.0 <b>Improving Communication Climates</b><br/>Upon successful completion of this unit, the student will be able to:</p> <p>7.1 outline and discuss how positive and negative communication climates are created</p> <p>7.2 outline the relationship between self-concept as a defense reaction to communications</p> <p>7.3 outline and discuss defense mechanisms</p> <p>7.4 describe the Gibb's defense and supportive behaviours that minimize responses to messages</p> <p>7.5 complete self-inventories that identify their personal defense arousing and defense reducing behaviours and conduct a communication climate interview</p>  | <p>Textbook<br/>pages 328-356</p> <p>Workbook<br/>pages 229-248</p>                                   |
| <p>8.0 <b>Managing Interpersonal Climate</b><br/>Upon successful completion of this unit, the student will be able to:</p> <p>8.1 describe the processes to resolve interpersonal conflict</p> <p>8.2 describe the five personal styles of conflict</p> <p>8.3 describe the characteristics of conflict resolution</p> <p>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</p>  | <p>Textbook<br/>pages 360-408</p> <p>Workbook<br/>pages 249-270</p>                                   |

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### METHOD OF EVALUATION

- A. There will be five (5) tests each covering two (2) chapters.
- B. Completion and submission of exercises in the "Activities Manual", as assigned and requested by the instructor, "self-inventories" will be included here.
- C. Learning journal to be handed in weekly.
- D. Class involvement: including attendance, punctuality, constructive contribution, active listening, demonstrations of respect and genuineness, willingness to risk, willingness to demonstrate skills, acquisition of skills. Participation in simulations and role plays is evaluated. Completion of personal application assignments is required.

Regarding attendance: you can only be evaluated if you are there. Attendance which falls below 80% of classes, for any reason, could result in a "0" grade for the "involvement" portion.

### GRADING SUMMARY:

A. TESTS	5 X 20 marks	=	100%	
B. EXERCISES		=	50%	
C. JOURNAL		=	50%	
<b>TOTAL</b>		=	<u>200%</u>	÷ 2 = 100%
A+	= 90 - 100%			
A	= 80 - 89%			
B	= 70 - 79%			
C	= 60 - 69%			
R	= Less than 60% (repeat course)			

### REQUIRED STUDENT RESOURCES

Looking Out/Looking In, Ronald B. Adler and Neil Towne, 7th Edition

Activities Manual to Accompany Looking Out/Looking In, Ronald B. Adler, Neil Towne and Mary O. Wiemann, 7th Edition

### ADDITIONAL RESOURCE MATERIAL

Additional resource books on the topic of Human Relations are available in the College library.

**Hint:** use the CD-ROM.

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### **ADDITIONAL NOTES**

1. All assignments must be completed by the due date. In the case of a late assignment, marks will be docked by 10% each day for four (4) days; after four (4) days a 0% grade will be recorded.
2. If a student misses a test for an substantial (i.e. emergency) and substantiated reason, the student must notify this instructor A.S.A.P. of the reason in writing. Furthermore, the student must make arrangements with this instructor for a time to write the test, if the instructor agrees. Any late writing of a test must be prior to the next class after the scheduled test date.
3. Grammar and spelling are very important parts of effective written/oral communication. Consequently, these components will be scrutinized carefully – clear communication will be acknowledged, while distracting or unclear communication will be recognized as interfering with clear communication. Student efforts to improve will be rewarded.
4. Students are expected to be familiar with the Student Rights and Responsibilities Manual, particularly those parts pertaining to conduct, attendance, punctuality, respect of other students and staff, and plagiarism. Contact the instructor or the SAC office for further explanation if required.

### **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.