

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTRO TO HUMAN RELATIONS

COURSE CODE: HSC103 SEMESTER: ONE

PROGRAM: CHILD and YOUTH WORKER

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DATE: SEPTEMBER 1997

PREVIOUS OUTLINE DATED: SEPTEMBER 1996

APPROVED:

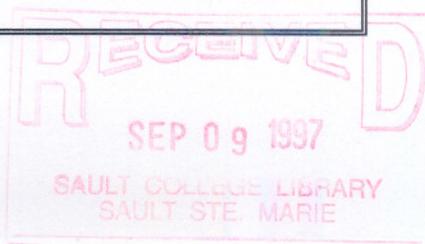
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TOTAL CREDITS: 3

PREREQUISITES: None

LENGTH OF COURSE: 17 weeks TOTAL CREDIT HOURS: 48 HOURS



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I. COURSE DESCRIPTION:

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. Students will experience personal growth as well as social skills development. This course provides foundation skills for students preparing for further study of counseling skills, or further skill development in human or health sciences, teaching, and generally in social relationships.

II. LEARNING OUTCOMES and ELEMENTS OF THE PERFORMANCE:

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

Learning Outcomes:

- 1. Develop and maintain relationships which promote growth and development.**

Potential Elements of the performance:

On written tests and assignments, and in class demonstrations, and discussions, the student will:

- demonstrate familiarity with a model of communication
- explain and demonstrate effective and ineffective communication (verbal and non-verbal)
- explain and re-direct common barriers to effective listening and communication
- demonstrate and discuss specific interpersonal skills, such as (and not limited to) giving and taking feedback; active communicating respect; recognizing and defusing conflict; recognizing, labeling and responding effectively to common defense mechanisms

2. Develop and maintain social relationships which respect cultural contexts.

Potential Elements of the performance:

On written tests and assignments, and in class demonstrations and discussions, the student will:

- a. express understanding of the importance of cultural/historical/environmental/religious/gender-based contexts
- b. recognize common cultural dimensions in communication
- c. demonstrate an understanding of internal and external factors affecting communication
- d. express the distinctions and linkages between the “four parts of the self” i.e. emotional, physical, cognitive, spiritual

3. Identify and promote their personal growth as an element in human relations work:

Potential Elements of the performance:

On written tests and assignments, and in class demonstrations and discussions, the student will:

- a. **demonstrate a commitment to personal wellness**
- b. identify various elements of their personal motivations
- c. identify various elements of their social interaction style and behavior
- d. identify the factors which affect personal disclosure
- e. celebrate the differences between people
- f. discuss the origins and effects of stress, the effect of stress on interpersonal relations, and demonstrate common stress management strategies

III. TOPICS:

May be adjusted or added to as course develops. Also, the order will vary to correspond with the textbook.

1.0 A First Look at Interpersonal Relationships

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

- 1.1 describe the type of needs that communications can satisfy
- 1.2 describe the elements and characteristics of three communication models
- 1.3 differentiate between interpersonal and impersonal communications
- 1.4 discuss the principles and misconceptions of communications
- 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 Communication and the Self

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: What You See is What You Get.

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: Thinking, Feeling, Acting

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

- 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 Listening: More Than Meets the Ear

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

- 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 complete self-inventories that identify personal ineffective and effective listening behaviour, practice paraphrasing, content, feeling and meaning messages

6.0 Intimacy and Distance in Relationships

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

- 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
- 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

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7.0 Improving Communication Climates

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

- 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 Managing Interpersonal Climate

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

- 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

I. REQUIRED RESOURCES:

1. Adler, R. and Towne, N. (1996) Looking Out/Looking In, (8th edition) Toronto: Harcourt/Brace
2. Adler, R. and Towne, N. (1996) Activities Manual/Study Guide to accompany Looking Out/Looking In. Toronto: Harcourt/Brace

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II. EVALUATION PROCESS/GRADING SYSTEM:

1. **Quizzes:** There will be three “quizzes”, scheduled evenly throughout the term. A one week notice will be provided for each quiz. A “quiz” will consist of multiple-choice and/pr true/false questions. It is intended to provide feedback to the students regarding their understanding of text material.
2. **Tests:** There will be two “tests”, one at mid-term and one at the end of the term. “Tests” involve some of the elements of quizzes, plus questions which require application of the course material, e.g. in short essay format or case analysis format.
3. **Completion and submission** of exercises from the “Activities manual” as assigned. Each student will complete four.
4. **Completion and submission** of a “Personal Reflections” journal with concluding discussion. This will be described more fully in class. In brief, it involves a reflection on the personal impact of each chapter of the text. It is completed upon completion of review of each chapter. It is to be submitted to the professor upon request throughout the term (the value is lost if it is not done after each chapter but is left entirely to the end - this assignment is designed to help the student to “track” their learning progress). At the end of the semester, the entire journal is submitted, together with a concluding discussion on the personal impact of the course overall, including a description of the growth which occurred personally, the Human Relations skills learned and how they are being used, and the relevance of this journal assignment.
5. **Class Involvement:** This course depends upon students being punctual, present and involved. Learning for everyone is enhanced when the students contribute, question, challenge, share, risk and support. At the end of the term each student will be asked to comment on the quality of their involvement, including but not limited to: attendance, punctuality, constructive contribution, demonstration of respect, demonstration of skills learned, preparedness for class.

Contributions can only be made by people who are present in class. Therefore, the grading for this section will be scaled to the attendance statistic for each student. If the overall attendance falls below 60% of the class time, the grade for this section will be “0”. Students who find it difficult to attend classes are invited to discuss this with the professor. Such discussion does not change the requirements of this section.

GRADING SUMMARY:

1. **Quizzes:**
3 quizzes each one out of 20; total out of 60; worth 15%
2. **Tests:**
2 tests, each one worth 20%; total worth 40%
3. **Assignments:**
4 assignments, each out of 5; total worth 20%
4. **Personal Reflection Journal** 10%
5. **Involvement** 15%

SPECIAL NOTES:

1. Regarding the definitions used in this outline, such as “test” and “quiz”: the application is “course specific”. The applications here should not be assumed to be relevant to any other course. Students are reminded to check course requirements with the professor of the particular course.

2. The nature of this experience:

This course is set up to be an educational experience. The premise of the course is that a person can only integrate and apply Human Relations concepts and skills when they have applied them personally. Anything less may be viewed as not genuine. To this end, a degree of personal disclosure will be encouraged and expected. Students will learn how to create an “atmosphere of safety and encouragement” which invites personal disclosure and improves Human Relations.

This course is not intended to be a therapy session. The professor will be vigilant in this regard. Excessive or dominating personal disclosure will be redirected, respectfully, in the direction of the course objectives. Students are reminded of the services of the College, including Counseling, to assist with personal matters. The professor can explain and assist further.

Confidentiality is observed by the professor, within legal and professional limits. This applies to all course discussions and assignments. Students are required to observe confidentiality in the same fashion. If a student believes there to be a need to discuss another student’s actions or personal disclosures which occur in this course, this must be done first with the course professor. Any “breach” of confidentiality will be investigated as a

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possible violation of Child and Youth Worker professional ethics, and as a possible violation of Sault College's Student Rights and Responsibilities.

Students are expected to be familiar with the Child and Youth Worker Code of Ethics, and/or with the Code of Ethics relevant to their profession if it is not CYW. As well, students are expected to be familiar with Sault College's Student Rights and Responsibilities (contained in the Student Handbook).

METHOD OF ASSESSMENT

The following letter grades will be assigned in accordance with the College Guidelines:

A+	Consistently Outstanding	90 - 100%
A	Outstanding Achievement	80 - 89%
B	Consistently Above Average Achievement	70 - 79%
C	Satisfactory or Acceptable Achievement	60 - 69%
R	Repeat - Student has not achieved the objectives of the course and the course must be repeated	Less than 60%
CR	Credit Exemption	
X	A temporary grade, limited to situations with extenuating circumstances giving a student additional time to complete course requirements	

Note: Students may be assigned an "R" grade at Midterm for unsatisfactory performance.

VI. SPECIAL NOTES:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 491 so that support services can be arranged for you.

Retention of Course Outlines

It is the responsibility of the student to retain all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

Child and Youth Worker Code of Ethics

- 1) *We will treat client/family with dignity and will respect their unique difference in culture, religion, race, and sexual orientation.*
- 2) *We will respect the confidentiality of each client/family.*
- 3) *We will respect, safeguard and advocate for the rights of each client and/or family.*
- 4) *We will be knowledgeable about and adhere to all relevant municipal, provincial and federal laws.*
- 5) *We will not use or condone the use of corporal punishment under any circumstances.*
- 6) *We will not condone sexual involvement with clients.*
- 7) *We will develop, implement and administer the policies and procedures of our respective agencies and institutions.*
- 8) *We will only enter into contracts that will allow us to maintain our professional integrity.*
- 9) *We will cooperate with other professions which offer service to our clientele.*
- 10) *Recognizing that we are a catalyst for change we will:*
 - a) *utilize current and knowledgeable methods and techniques in order to provide quality service to our clientele and;*
 - b) *actively seek out opportunities to learn and develop as well as support growth in our co-workers and other professionals.*
- 11) *We will promote client autonomy and increased self-esteem.*
- 12) *We will treat our client holistically, encompassing family, peer group and community.*
- 13) *We are committed to the ongoing development of our profession through competent training and supervision of Child and Youth Worker students.*
- 14) *We will conduct ourselves in a professional and ethical manner at all times.*

