

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Introduction to Human Relations
CODE NO. : HSC103 **SEMESTER:** 1
PROGRAM: Child and Youth Worker and Social Service Worker
AUTHOR: Betty Brady-Parr, Jeff Arbus
DATE: June/2010 **PREVIOUS OUTLINE DATED:** May/2009
APPROVED: "Angelique Lemay" Sept. 2010

CHAIR

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

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 skill 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:

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:

- a.** demonstrate familiarity with a model of communication
- b.** explain and demonstrate effective and ineffective communication (verbal and non-verbal)
- c.** explain and re-direct common barriers to effective listening and communication
- d.** 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 Self-diagnostic Skills and Perception

2.0 Who Am I?

Personality Types

2.1 Recognizable Patterns of Diversity

2.2 Type classification

2.3 Guidelines for the Proper Application of Psychological Type

3.0 Psych-Smart Communications:

3.1 The importance of Communication

3.2 The Process of Communication

3.3 Influence of Type on Communication

3.4 Preferred Types of Communication

- 4.0 Psycho-Logical Defensiveness:**
 - 4.1 Unconscious and Irrational Defensiveness
 - 4.2 Defence Mechanisms in Summary
 - 4.3 Thinking Straight Can Help You Relate
 - 4.4 Fallacies and Psycho-logical Defensiveness

- 5.0 Motivation and Emotion in Human Relations**
 - 5.1 Motivational Mysteries
 - 5.2 The Nature of Motivation
 - 5.3 Theories of Motivation: What Makes Me Tick?
 - 5.4 Emotions and Emotional Intelligence

- 6.0 Stress and Lifestyle Management:**
 - 6.1 The Nature of Stress
 - 6.2 Understanding Stress in Terms of Stressors
 - 6.3 Stress As a Response: General Adaptation Syndrome
 - 6.4 Stress as an Interaction

- 7.0 Cultivating Character, Meaning and Purpose in Life...**
 - 7.1 The Self-and Self-Transcendence
 - 7.2 The Enneagram: A Path to Personal Liberation
 - 7.3 Life... and May I Ask, What's the Meaning of This?
 - 7.4 The Heroic Journey: Living Based on Archetypal Psychology

- 8.0 Games People Play:**
 - 8.1 Transactional Analysis
 - 8.2 Types of Transactions
 - 8.3 Strokes, Life Positions, Games
 - 8.4 Roles Played in Psychological Games
 - 8.5 How to Break Up Psychological Games

- 9.0 Gender, Culture and Nonverbal Cues in Communication**
 - 9.1 Gender Communications
 - 9.2 Culture and Communications
 - 9.3 Nonverbal Communication

- 10.0 How to Resolve Conflict**
 - 10.1 The Experience of Conflict
 - 10.2 Types of Conflict
 - 10.3 Benefits of Conflict
 - 10.4 Psychological Orientations
 - 10.5 Win-Win Conflict Resolution

- 11.0 Leadership Skills Development:**
 - 11.1 Life and Leadership
 - 11.2 Approaches to Leadership

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Falikowski, A. (2007) Mastering Human Relations, 4th edition). Toronto: Pearson/Prentice Hall

V. EVALUATION PROCESS/GRADING SYSTEM:

1. **Tests:** There will be four “tests”, one after chapter three, one after chapter 6, one after chapter 9 and one after chapter 11. “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.
2. **Completion and submission** of exercises as assigned. Each student will complete five.
3. **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.

People who are present in class can only make contributions. Therefore, the grading for this section will be scaled to the attendance statistic for each student. If the overall attendance falls below 80% 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.

4. Students are required to notify faculty the day of a test in cases of severe illness and they are unable to attend. Faculty’s number is 759-2554, ext. 2564. Students may need to provide a doctor’s note.

GRADING SUMMARY:

- | | |
|---|-----|
| 1. Tests: | 60% |
| 1 st Test | 15% |
| 2 nd Test | 15% |
| 3 rd Test | 15% |
| 4 th Test | 15% |
| 2. Assignments: | |
| 5 assignments, each out of 5; total worth | 25% |
| 3. Involvement/Skills Development | 15% |

SPECIAL NOTES:

1. 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.

The professor, within professional limits observes confidentiality. This applies to all course discussions and assignments. Students are required to observe confidentiality in the same fashion.

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 Code of Conduct.

Electronic communication devices, including cell phones, pagers, Blackberry’s and others, can be used outside of class time. Should they be used or referred to during class time, the student doing so will be asked to leave the class in order to conduct their personal business, and will be permitted back into class only after meeting with the course professor at a time of the professor’s choosing, and possibly with the Chair.

Laptop computers can be used during class time if their use is limited strictly to class material, such as note taking. Any other use will result in immediate suspension of the privilege of using a laptop.

2. METHOD OF ASSESSMENT

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00

F (Fail)	49% and below	0.00
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.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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.

It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

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