

**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/2009 **PREVIOUS OUTLINE DATED:** May/2008  
**APPROVED:** "Angelique Lemay" Nov. 2010

---

**CHAIR**

---

**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

**Copyright © 2009 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*  
*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**

- 1.1** Perception Error
- 1.2** How to reduce Perception Errors in Perception
- 1.3** Perceptual Influences on Interpersonal Attraction

**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
- 3.5** Extraverted and Introverted Communication Styles
- 3.6** Sensing and Intuitive Communication Styles
- 3.7** Thinking and Feeling Communication Styles
- 3.8** Judging and Perceiving Communication Styles

- 4.0 Psycho-Logical Defensiveness:**
- 4.1 Psycho-Logical Defensiveness Can Be Offensive to Others
- 4.2 Unconscious and Irrational Defensiveness
- 4.3 PSYCHO-logical Defence Mechanisms
- 4.4 Defence Mechanisms in Summary
- 4.5 Thinking Straight Can Help You Relate
- 4.6 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 Stressed Out About School
- 6.2 The Nature of Stress
- 6.3 Understanding Stress in Terms of Stressors
- 6.4 Stress As a Response: General Adaptation Syndrome
- 6.5 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, 4<sup>th</sup> 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 six.
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, and 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. **Assignments:**  
3 assignments, each out of 15; total worth 45%
2. **Group Project and Presentation** 25%
3. **Involvement/Skills Development** 30%

**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. It is asked that any disclosures refer to the ‘here and now’ experience of the student. If students realise that they would like more in-depth counselling the professor would be happy to assist you in getting connected with appropriate services either within Sault College or at an appropriate community agency.

The Sault College Student Code of Conduct describes a number of expectations regarding behaviour and expectations at the College. Of particular importance vocationally is that students demonstrate/model respect for others and treat people with dignity. Our professional Code of Ethics prescribe that we remain non-judgmental and respectful in our interactions with others. Additionally, students are to maintain the privacy of discussions within the classroom and respect and uphold confidentiality where this applies.

As self disclosure is a requirement of this course it is expected that all students adhere to the SSW professional code of ethics especially as it pertains to confidentiality.

Please note that use of cell phones for any purpose including phone calls, texting or using the internet is prohibited during class time. It is asked that student’s cell phone remain off during class. If, for a legitimate reason or emergency, you are required to leave your phone on during class time please discuss this with your professor before class has begun.

**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 graduating from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) Recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.*