



COURSE OUTLINE: CYC0100 - HUMAN RELATIONS

Prepared: CYC Faculty

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CYC0100: INTRODUCTION TO HUMAN RELATIONS
Program Number: Name	1065: CHILD AND YOUTH CARE 1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20F
Course Description:	This course introduces students to principles and practices of effective human relations with particular emphasis on professional applications in Child & Youth Care. CICE students, with the assistance of a Learning Specialist, will have opportunities to integrate theory and skill development in interpersonal communications and self-understanding. The course is designed to be foundational to further study in the areas of counselling and group dynamics and includes extensive practice and review of listening skills, perception checking, empathic understanding, social awareness and management of interpersonal conflicts.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	CYC0203
Vocational Learning Outcomes (VLO's) addressed in this course:	1065 - CHILD AND YOUTH CARE
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Develop and maintain relationships with children, youth and their families by applying principles of relational practice and respecting their unique life space, cultural and human diversity.
	VLO 3 Analyze and evaluate the impact of the inter-relationship among family, social service, justice and community systems on children, youth and their families and use this information in the planning of holistic care and in the reduction of systemic barriers.
	VLO 6 Apply communication, teamwork and organizational skills within the interprofessional team and with community partners to enhance the quality of service in child and youth care practice.
	VLO 7 Develop and implement self-care strategies using self-inquiry and reflection processes to promote self-awareness and to enhance practice as a child and youth care practitioner.
	VLO 8 Use evidence-based research, professional development resources and supervision models to support professional growth and lifelong learning.
Essential Employability	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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Skills (EES) addressed in this course:

- that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

General Education Themes:

Social and Cultural Understanding

Personal Understanding

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Look by Adler, Rolls, Procter II
 Publisher: Nelson Education Edition: 4th Canadian

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Identify and apply strategies that promote positive relationships, understanding and trust with others	1.1 Apply relational principles of consideration, safety, trust, presence and empathy 1.2 Listen actively to better understand the diverse needs, interests and perspectives of others 1.3 Explain and apply relational principles of presence and interpersonal involvement appropriate to a learning environment 1.4 Evaluate interactions with others on an ongoing basis, making adaptations where necessary
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Apply communication, teamwork and organizational skills that promote understanding and cooperation with others	2.1 Employ communication strategies that enhance interpersonal relationships and understanding 2.2 Recognize and apply strategies to improve communication climates and manage interpersonal conflicts 2.3 Provide feedback that is constructive and supportive in nature

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	2.4 Respond to feedback in a respectful and non-defensive manner 2.5 Attend to both verbal and non-verbal communications and adapt responses as needed 2.6 Plan and implement, clear, concise written, oral and/or electronic communications as assigned
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Develop and implement self-reflection processes to increase self-awareness and enhance communication and interpersonal skills	3.1 Assess personal communication skills, knowledge and personal well-being on an on-going basis and reflect on the impact of these factors on one's own behaviour 3.2 Use reflective tools to learn from and gain insight from interactions with others 3.3 Examine the impact of self on others and ensure that interactions are consistent, constructive and positive 3.4 Identify and consider how personal values, beliefs, opinions and one's own social location and experiences may impact interactions with others 3.5 Identify and use strategies to prevent and/or combat communication barriers and interpersonal conflicts
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Develop and implement strategies to support personal and interpersonal growth and competence	4.1 Seek and use formal and informal opportunities and ongoing feedback to enhance growth and competence 4.2 Determine current skills and knowledge through self-assessment, reflection and collaboration with others 4.3 Identify personal and interpersonal goals and evaluate progress on an ongoing basis

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	20%
Exercises/Reflections	40%
Tests	40%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

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1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: September 2, 2020

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

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