

#937 HSTE.002

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

Course Name: INTRODUCTION TO HUMAN RELATIONS
Course No.: HSC103
Program: TEACHER ASSISTANT
Semester: ONE
Author: JEFFREY ARBUS, CCW, M.A.
Instructor: DOROTHY O'CONNOR
Date: SEPTEMBER 1994 Previous Date: SEPTEMBER 1993

New: _____ Revision: X

APPROVED: K. DeRosario
Kitty DeRosario, Dean
School of Human Sciences and
Teacher Education

DATE: Aug. 15/94

****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: D. O'Connor

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.

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LEARNING ACTIVITIES

REQUIRED RESOURCES

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

Note: Corresponding chapters in the "Activities Manual" are cross-referenced to each chapter in the text
Textbook
pages 3-37

Workbook
pages 1-24

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

Textbook
pages 40-76

Workbook
pages 25-49

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

Textbook
pages 81-118

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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: | |
| 4.1 | describe the components of emotion | Textbook
pages 122-152 |
| 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: | |
| 5.1 | outline and discuss the types of non-listening | Textbook
pages 246-280 |
| 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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| 6.0 | Intimacy and Distance in Relationships
of this unit, the student will be able to: | Upon successful completion |
| 6.1 | describe the Altman-Taylor model of social penetration | Textbook
pages 286-324 |
| 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 | Workbook
pages 201-228 |
| 7.0 | Improving Communication Climates
Upon successful completion of this unit, the student will be able to: | Textbook
pages 328-356 |
| 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 | Workbook
pages 229-248 |
| 8.0 | Managing Interpersonal Climate
Upon successful completion of this unit, the student will be able to: | Textbook
pages 360-408 |
| 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 | Workbook
pages 249-270 |

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METHOD OF EVALUATION

- A. Quizzes: There will be four (4) quizzes, spaced evenly through the term.
- B. Tests: There will be two (2) tests, one for mid-term, and one at term end.
- C. Completion and submission of exercises in the "Activities Manual", as assigned and requested by the instructor, "self-inventories" will be included here.
- D. Self-evaluation personal learning/growth report - due at end of term.
- E. Class involvement: including attendance, punctuality, constructive contribution, active listening, demonstrations of respect and genuineness, willingness to risk, willingness to demonstrate skills, acquisition of skills, and so on.

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. QUIZZES	4 X 5 marks	=	20%
B. TESTS	2 x 20 marks	=	40%
C. EXERCISES	10 x 2 marks	=	20%
D. SELF-EVALUATION		=	5%
E. INVOLVEMENT		=	15%

A final grade will be converted from numerical marks to letter grades based on College policy.

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 5% each day.
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.

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
TEACHER ASSISTANT PROGRAM

Student Agreement Form

Regarding the Teacher Assistant Course Outline:

I, _____, have read the Teacher Assistant
Course Outline for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Dated: _____