

**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:** Early Childhood Education  
**AUTHOR:** [Bev.browning@saultc.on.ca](mailto:Bev.browning@saultc.on.ca) , ext. 438  
**DATE:** Sept/01 **PREVIOUS OUTLINE DATED:** Sept/00

**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3	

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*For additional information, please contact, Judi Maundrell, Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**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:

**Learning Outcomes:**

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

***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.**

***Elements of the performance:***

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

- express understanding of the importance of cultural/historical/environmental/religious/gender-based contexts
- recognize common cultural dimensions in communication
- demonstrate an understanding of internal and external factors affecting communication
- 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:  
*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. Interpersonal Relationships
2. Communication and the Self
3. Perception: What You See is What You Get.
4. Emotions: Thinking, Feeling, Acting
5. Language: Barrier and Bridge
6. Nonverbal Communication: Messages without Words
7. Listening: More Than Meets the Ear
8. Intimacy and Distance in Relationships
9. Improving Communication Climates
10. Managing Interpersonal Conflict

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Adler, R. and Towne, N. (1996) Looking Out/Looking In, (9<sup>h</sup> edition) Toronto: Harcourt/Brace
2. Adler, R. and Towne, N. (1996) Activities Manual/Study Guide to accompany Looking Out/Looking In. Toronto: Harcourt/Brace

**V. EVALUATION PROCESS/GRADING SYSTEM:****1. Tests:**

Achievement of learning outcomes will be measured by mandatory testing as follows:

Test #1 (10%): **October 5<sup>th</sup>, 2001**

Test #2 (15%): **November 9<sup>th</sup>, 2001**

Test #3 (15%) **December 14<sup>th</sup>, 2001**

2. **Completion and submission** of exercises from the “Activities manual/Study Guide” as assigned. Students will complete as many examples as necessary from each assigned activity in order to fully understand the concepts involved.
3. **Completion and submission** of a weekly “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 written upon the student's completion of each chapter. It is to be submitted to the professor upon request, twice during the semester. 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, focusing on the following points:
  - the personal impact of the course overall,
  - a description of the growth which occurred personally over the course of the semester,
  - the Human Relations skills learned and how they are being used; and
  - the relevance of this journal assignment.
4. **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 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:**

<b>1. Tests:</b>		
	3 tests, one @ 10% and 2x15%; total worth	40%
<b>2. Assignments:</b>		
	4 assignments, 3 out of 5%; 1x10%; total worth	25%
<b>3. Personal Reflection Journal (mid- 3%; end- 7%)</b>		10%
<b>4. Involvement (Attendance- 15%, Participation-10%)</b>		25%

**METHOD OF ASSESSMENT**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VI. 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 legal and professional limits observes confidentiality. 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 possible violation of the Early Childhood Education professional ethics, and as a possible violation of Sault College’s Student Rights and Responsibilities.

Students are expected to be familiar with the Association of Early Childhood Education, Ontario (AECE,O) Code of Ethics. As well, students are expected to be familiar with Sault College’s Student Rights and Responsibilities (contained in the Student Handbook).

**Late Assignments**

According to the ECE policy, late assignments will be accepted up until 1 week past the due date, but will be subject to at least one grade reduction.

**Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 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 acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.