

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: **Introduction to Human Relations (for Pikangikum)**

CODE NO. : **HSC103** SEMESTER: **1**

PROGRAM: **Early Childhood Education**

AUTHOR: **Lana Grawbarger**

DATE: **March/02** PREVIOUS OUTLINE DATED: **Sept/01**

APPROVED:

DEAN

DATE

TOTAL CREDITS: **3**

PREREQUISITE(S): **None**

HOURS/WEEK: **3**

Copyright © 2001 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, 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. Compare and evaluate methods of effective and ineffective methods of interpersonal communication.****Elements of the performance:**

- *Evaluate the various elements of personal motivations*
- *Determine the factors contributing to communication competence*
- *Examine the role of self-concept in the communication process*
- *Distinguish personal ego busters and boosters*
- *Complete a self-concept inventory*
- *Establish goals for self-change*
- *Appraise identity management strategies*
- *Examine the influence of multiple identities on communication competence*

2. Assess how perception and punctuation patterns influence attitudes and behavior:**Elements of the performance:**

- *Identify the constructs used to categorize people*
- *Determine the physiological, cultural, and social influences on perception*
- *Put perception-checking abilities into practice*
- *Examine the characteristics of emotions and "emotional intelligence"*
- *Determine the factors influencing emotional expression*
- *Identify how to increase constructive feelings and decrease less productive ones*

3. Distinguish common barriers to effective listening and communication.

Elements of the performance:

- *Determine common language barriers*
- *Examine gender and cultural variables affecting communication*
- *Differentiate between verbal and nonverbal forms of communicating*
- *Analyze the components and use of verbal and nonverbal messages*
- *Assess the complexity and power of nonverbal messages*
- *Examine types of effective and ineffective listening*
- *Put paraphrasing principles into practice*

4. Evaluate relational dynamics and determine methods of decreasing interpersonal conflict.

Elements of the performance:

- *Compare models of relational development and maintenance*
- *Interpret the factors which affect personal disclosure*
- *Evaluate the keys to improving communication climates*
- *Analyze defense mechanisms*
- *Interpret the variables in conflict styles and one's personal conflict rituals*
- *Determine when to utilize the clear message format*
- *Assess methods of conflict resolution*

TOPICS:

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. **Looking Out/Looking In**, Adler, Towne & Rolls, N. 1st Canadian Edition, 2001; Toronto: HBJ: ISBN 0-15-506436-3
2. **Activities Manual/Study Guide** to accompany Looking Out/Looking In. 1st Canadian Edition; Adler, Towne & Rolls, N. 2001; Toronto: HBJ: ISBN 0-15-506449-5

V. EVALUATION PROCESS/GRADING SYSTEM:

1. **Tests:**

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

Test #1 (10%)

Test #2 (15%)

Test #3 (15%)

2. **Activities Manual/Study Guide:** Completion of assigned exercises. Students will complete as many examples as necessary from each assigned activity in order to fully understand the concepts involved. These activities will not be graded.

3. **Journal:**

- **Weekly** "Personal Reflections" Journal with concluding discussion: In brief, it involves a reflection on the personal impact written upon the student's completion of each chapter. It is to be submitted to the professor, at the end of the course. This assignment is designed to help the students to "track" their learning progress.
The *summary discussion* will include: a description of how you feel you have grown personally; the Human Relations skills you have learned and how they are being used; and, the relevance of this journal to your learning. **10%**
- Assigned practical activities from text: responses to exercises described in the chapters will be included in the journal writings. **35%**

GRADING SUMMARY:

COURSE NAME

CODE NO.

1. Tests: 3 tests	45%
2. Assignments: 4 assignments, 4 x 5%	20%
3. Journal <ul style="list-style-type: none">▪ Personal Reflections▪ Practical activities	10% 25% 100%

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 & 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.	

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.