

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title; INTERPERSONAL AND GROUP DYNAMICS

Code No.; PFP202

Semester; 99W

Program; POLICE FOUNDATIONS PROGRAM

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Date: JAN 99

Previous Outline Date: N/A

Approved:


Dean z;^ Date

Total Credits: 3

Prerequisite(s): none

Length of Course: 3hpw

Total Credit Hours: 45

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For additional information, please contact JBob Tulloch, Police Foundation Program (705) 759-2554,
Ext. 617__.

L Course description

In this introductory level course, students learn to **apply** knowledge from interpersonal relations and group dynamics to working in a team. Emphasis will be placed on utilizing effective communication skills with individuals and groups. Group cohesiveness and group decision-making will be discussed.

n. Learning Outcomes and Elements of Performance

In general, this course addresses generic outcomes in:
Communications, Analysis, Interpersonal Skills, Accountability

A. Learning Outcomes

1. Identify and describe interpersonal communication.
2. Explore, define, and describe the concept of self.
3. Identify and describe the effects of perception on communication.
4. Identify and describe the skills needed for effective verbal communication
5. Explore and describe the effects of non-verbal language on the communication process.
6. Identify and model the use of effective listening.
7. Examine and describe communication climates.
8. Describe how to manage conflicts and identify conflict *styles*.
9. Discuss the foundations of group and its effects of the communications process.
- It). Describe the effects of interpersonal communications within the CJS work environment.

B. Learning Outcomes and Elements of Performance

1. Identify and describe interpersonal communication.
 - Outline Maslows hierarchy of needs
 - Describe and explain the Communication Continuum
 - Describe the concepts of noise, pillow talk, levels of meaning
 - Demonstrate the ability to communicate competently
2. Explore, define, and describe the concept of self.
 - Explain the concept of self and its origins.
 - Self prophecy
 - Identity scripts
 - Sexuality
 - Race
 - Emotions
 - Values
 - Outline the parts of the Johari window
 - Explore and assess the personal self and relationships the self has with others.
 - Create a supportive context for positive change.
3. Identify and describe the effects of perception on communication.
 - Describe and recognize how physiology, culture social roles, and cognitive abilities influence perception
 - Check personal perceptions with others
 - Distinguish and identify the difference between facts and inferences.
 - Practice self monitoring and identify bias and labels
4. Identify and describe the skills needed for effective verbal communication.
 - Analyze and explain the relationship between symbols and verbal communication.
 - Discuss the principles of verbal communication
 - Practice self -reflection
 - Identify and explain the use of I Language and taking responsibility for your actions.
 - Define the use of check outs in verbal communication
5. Explore and describe the effects of non-verbal language on the communication process.
 - Describe non-verbal skills
 - Purpose
 - Principles
 - Types
 - Identify guidelines for interpreting and improving non verbal communication
6. Identify and model the use of effective listening.
 - Explain how to listen for maximum effectiveness
 - Describe elements of the listening process
 - Discuss barriers to effective listening
 - Identify guidelines to effective listening

7. Examine and describe communication climates.

- Discuss communication climate as a foundation of personal relationships
- Explain how self disclosure can provide an open climate of communication
- Examine various communication climates and the types of communications that promote each one

8. Describe how to manage conflicts and identify conflict styles.

- Describe how to manage conflict in relationships.
- Explain the characteristics of conflict and the types of management styles.
- Discuss communication patterns within conflicts
- Identify and use conflict management skills to resolve interpersonal differences.

9. Discuss the foundations of group and its effects of the communication process.

- Discuss the foundations of group and team communication
- Identify the strengths and weaknesses of groups
- Differentiate task and maintenance roles in groups
- Describe cultural influences on group decision making
- Examine the problem solving process and its effect on group decision making

10. Describe the effects of interpersonal communication within the CJS work environment

- Analyze and describe challenges faced by workers in the CJS environment
- Friends, family, co-workers, society, lovers
- Explain the importance of clarifying values
- Implement an effective day planner and describe the importance of time management when balancing friends, family, work and community.

III. Required Resources / Texts / Materials

Text

J. Wood, R. Sept, J. Duncan, Everyday Encounters, Wadsworth, 1998. (ITP Nelson - Canadian Edition)
ISBN 0-17-607367-7

Workbook

Student Companion to Everyday Encounters, 1998, ITP Nelson
ISBN 0-17-616616-5

Day Timer Book (TBA)

Scheduler

IV. EVALUATION PROCESS/GRADING SYSTEM

Test #1	10%
Test #2	10%
Test #3	10%
Test#4	10%
Test#5	10%
Assignments (10(3)4marks)	40%
Project	10%

COLLEGE GRADING POLICY:

90 - 100%	A+
80 - 89.9%	A
70 - 79.9%	B
60 - 69.9%	C
0 - 59.9%	R

V. SPECIAL NOTES:

Special Needs

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 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 post-secondary institutions.

Your instructor reserves the right to modify the course, as he/she deems necessary to meet the needs of the students.

- Under exceptional circumstances, such as documented illness, and at the discretion of the instructor, students may make arrangements to write missed tests or exams. The Instructor must be notified prior to the exam.
- Rewrites of tests and exams are not allowed in this course.
- Late assignments will not be accepted for marking.

VI PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- A written examination covering course material
- A research paper on a topic approved by the instructor

