SAM HOUSTON STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCE

DEPARTMENT OF AGRICULTURAL AND INDUSTRIAL SCIENCE

TECHNOLOGY PROGRAM

COURSE DESCRIPTION

Graduate Human Relations For
Vocational-Technical Industrial Teachers

I E 531

SPRING 2008

COLLEGE OF ARTS AND SCIENCE

Course Description

DEPARTMENT: Technology

COURSE NUMBER/TITLE: I E 531 – Graduate Human Relations For
                             Vocational-Technical Industrial Teachers

INSTRUCTOR: Dr. Nedom Muns

TEXT: Baltus, Rita K., Ph.D., <u>Personal Psychology for Life
                             and Work,</u> 3rd Ed., McGraw-Hill Book Co., New
                             York, New York.

<u>COURSE DESCRIPTION</u>

This course is designed to aid vocational industrial and health occupations instructors in
establishing and maintaining effective relationships with students, co-workers, other
school personnel, industry, and persons in community. Principles and skills in working
with people will be developed through a study of: advantages of the principles of
learning, influences of heredity and environment, basic wants and needs, motivational
factors, development of positive attitudes, teacher-student relationship, leadership
development, and elements of effective communication. A study of techniques of
identifying and arriving at probable solutions on human relations will be emphasized.
This course includes a study of techniques of identifying and arriving at probable
solutions for providing all students equal access to vocational program offerings.

<u>COURSE OBJECTIVES</u>

Upon completion of this course, the instructor will have successfully demonstrated the
following competencies:

1. Practice meaningful human relations in identifying and arriving at
   offerings.

2. Recognize the philosophy that everyone, regardless of personal
   factors, has worth as a human being.

3. Identify personality traits and characteristics that affect human
   behavior.

4. Develop awareness of perception as a controlling influence on
   behavior.

5.   Give examples of distorted perceptions some people have of others.

6.   Describe some of the more common needs and raise some particular questions of why people behave as they do.

7.   Recognize the importance of organizations in meeting individual and group goals and identify behavior patterns of people within the organization.

8.   Discuss emotions, their effect upon the body and behavior and the difficulties associated with living with problems.

9.   Clarify value judgments and interpret influences values have on people's lives.

10.   Recognize the importance of understanding the nature, origins, and functions of the self-concept and its influence on human behavior.

11.   Develop a strong self-concept and strive for personality improvement.

12.   Recognize life situations which represent a threat to adjustment and identify individual differences in adjustment.

13.   Prepare for dealing effectively with usual life problems and accept the behavior of others who are reacting in their own individual way to threats in life situations.

14.   Remove barriers to communications which result in misunderstanding, lack of motivation, insecurity, conflict and inability to make effective decisions.

15.   Recognize differences in beliefs and attitudes among students with special needs and establish effective helping relationships.

16.   Point out some of the difficulties that might arise in the form of conflicting personalities.

17.   Identify effective ways to deal with personality conflicts.

18.   Practice techniques of problem solving.

19.   Identify leadership qualities and develop strategies and techniques essential to effective leadership roles.

20.   Practice meaningful human relations through experience where people reach out to others with genuine care and understanding.

HUMAN RELATIONS FOR VOCATIONAL INSTRUCTORS shall include the following essential elements:

The student shall have the opportunity to:

1. Understand first impressions of others and interpret the judgments, both valid and invalid, that result from making first impressions.

2. Understand the awareness of perception as a controlling influence on behavior.

3. Understand the philosophy that everyone, regardless of personal factors, has worth as a human being.

4. Identify personality traits and characteristics that affect human behavior.

5. Understand some of the more common needs of why people behave as they do.

6. Discuss emotions, their effect upon body and behavior, and the difficulties associated with living with problems.

7. Understand value judgments and interpret influences values have on people's lives.

8. Understand the role attitudes play in our lives and ways to improve or change undesirable attitudes.

9. Understand the effects of prejudice on human behavior and identify ways to overcome prejudices and stereotyping of individuals.

10. Understand sex-stereotyped assumptions, attitudes, and expectation.

11. Understand cultural differences that exist in our society.

12. Understand the importance of understanding the nature, origin and functions of the self-concept and its influence on human behavior.

13. Understand life situations which represent a threat to adjustment and identify individual differences in adjustment.

14. Understand the importance of stress as a controlling influence in our lives.

15. Identify effective ways to deal with personality conflicts.

16. Develop an awareness of the potentialities that lie within people and how to establish relationships that will be effective and rewarding.

17. Identify characteristics of disadvantaged youth and develop strategies to meet their needs.

18. Recognize that handicapped people have rights and are entitled to experience a useful, productive life in our society.

19. Define the purpose of communications, interpret the process and recognize ways that people communicate.

20. Understand the hazards of giving verbal instructions and how to identify ways to minimize misunderstandings.

21. Understand the importance of listening and understanding other's opinions as a means of improving communications and human understanding.

22. Understand the ways individuals use organizations as instruments to achieve personal goals and at the same time contribute services to the organization needed to achieve group goals.

23. Understand the definition of management and identify approaches to the management process.

24. Understand behavior patterns that cause undesirable actions.

25. Identify leadership qualities and how to develop strategies and techniques essential for effective leadership roles.

26. List individual differences of students.

27. List and explain environmental factors affecting human behavior.

28. List and explain hereditary factors affecting human behavior.

29. List principles of effective leadership.

30. Identify the styles of communications.

31. Understand equal access process.

32. Understand the effective relationship development with special needs students.

33. Understand how to earn the confidence and respect of students.

34. Understand how to effectively motivate students.

35. Demonstrate the ability to communicate effectively with class members.

36. List factors which may cause people to behave differently.

37. Demonstrate a knowledge of how to evaluate a student's background and environment.

38. Understand how to work with other teachers and counselors to help students with individual problems.

40. Understand the use of student and parent conferences to help meet student needs.

UNIT OUTLINE:

I. Psychology in our changing world.
   A. Why study Psychology
   B. Why look to the future
   C. Life in a global community
   D. The world of communications
   E. Lifelong education
   F. Threats to our environment
   G. What about energy
   H. How are we changing
   I. Quality of life

II. Self concept and personality
   A. Self concept
   B. Self esteem
   C. Personality
      1. Traits
      2. Types
   D. How did you get to be you
      1. Heredity
      2. Environment
      3. Self-development
      4. Sexuality
   E. Self and personality
      1. ID
      2. Ego
      3. Superego
   F. Personality change

III. Motives and values
   A. Behavior is complex

        1. Cause and effect
        2. Conflicts
           a. Types of conflicts
    B. Human behavior theories
        1. Psychoanalytic
        2. Humanistic
        3. X and X theory
    C. Types of motives
        1. Physiological
        2. Maslow Hierarchy
        3. Self actualizing
    D. Motivating
        1. Others
        2. Self
        3. Control or influence
    E. Values
        1. Clarifying values
        2. Kinds of values
        3. Influences on values

IV. Senses and perception
    A. Level of awareness
    B. Increasing awareness
    C. Types of senses
        1. Sight
        2. Hearing
        3. Touch
        4. Taste
        5. Smell
    D. Factors that effect perception
        1. Physical abilities
        2. Environment
        3. Past
        4. Set needs
    E. Principles of perception
        1. Constancy
        2. Figure
        3. Fatality
        4. Camouflage
        5. Closure
        6. Conditioning
        7. Illusions
    F. Parapsychology

V. Emotions
    A. Development of emotions

   B. Classification of emotions
   C. Effects of emotions
   D. Types of emotions
       1. Fear
       2. Phobias
       3. Anger
       4. Love
       5. Hate
       6. Envy
       7. Jealousy
       8. Guilt
       9. Grief
   E. Emotions and living

VI. Attitudes
   A. Influences on attitudes
       1. Family
       2. Peers
       3. Role models
       4. Experiences
       5. Culture
   B. Attitudes and behavior
   C. Positive and negative attitudes
       1. Pessimists or optimists
       2. Prejudice
       3. Discrimination
   D. Work related attitudes
       1. Loyalty
       2. Willingness to work
       3. Willingness to learn
       4. Work with others
   E. Changing attitudes
       1. Personality
       2. Behavior
       3. Outside influences
   F. What is your attitude

VII. Thinking and problem solving
   A. The brain
       1. Brain types
       2. Development of brain
   B. Intelligence
       1. IQ
   C. Learning and memory
   D. Contributions to memory
       1. Motivation

       2. Attention
       3. Association
       4. Repetition
       5. Common sense
  E. Creative thinkers
       1. Questioning
       2. Self confident
       3. Flexibility
       4. Persistence
       5. Brainstorming
       6. Quality circles

VIII. Stress
  A. Major adjustments in life
       1. Early experiences
       2. Adolescence
       3. Independent living
       4. Marriage
       5. Illness
  B. Job related
       1. New employee
       2. Working hours
       3. Job change
       4. Unemployment
       5. Retirement
  C. Death and dying
       1. Acceptance
       2. Loss of a loved one
  D. Copying mechanisms
       1. Day dreaming
       2. Rationalization
       3. Regression
       4. Fixation
       5. Displacement
       6. Projection
       7. Repression
       8. Denial
       9. Identification
       10. Compensation

IX. Skip

X. Exceptional persons
  A. Disability/handicap/gifted
       1. Gifted/talented
       2. Mental retardation

        3. Physical disabilities
        4. Emotional disorders
        5. Social culturally disadvantages
        6. Visual
        7. Speech
    B. Families of children
    C. Education of exceptional persons
        1. Public law 94-142
        2. Job opportunities
        3. Social attitudes
        4. Quality of life

XI. Leaderships
    A. Influencing the Behavior of Others
    B. Relation of Values of Leaderships
        1. Status leaders
        2. Leaders must serve needs
    C. Relation of Values to Followership
    D. Bringing the Leaders and Followers Together
    E. Qualities of a Good Leader
    F. Importance of Leadership
    G. Finding and Developing Leaders

XII.   Understanding Our Society
    A. How Society is Organized into Groups and Classes
        1. Primary group
        2. Secondary group
    B. Neighborhoods
    C. Classes in America
        1. Upper class
        2. Middle class
        3. Working class
        4. Lower class
    D. Sex Stereotyping
    E. Social Mobility
        1. Natural abilities
        2. Talents
    F. How Social Distinctions Affect Attitudes
    G. Psychological Considerations in a Democracy
        1. Conformity
        2. Non-conformity
    H. Youth Delinquency and Discontent
        1. Lack of meaningful programs
        2. Lack of sufficient job opportunity
        3. Lack of significant role in society
    I. Minority Groups

J.   Social Attitudes, Government and Politics

GRADING:

A minimum of three exams and on final will be given. The final exam will have a weighted value of 1/3 on the final grade. The regular exams will have a value of 1/3 and the class assignments will have a value of 1/3 on the final grade. Exams will be written, matching, multiple choice, completion, and essay forms. Material covered in the lecture not in the textbook will be covered in the examinations.

COURSE EVALUATION:

Each student will be expected to prepare a written report on a given topic and to prepare short reports related to topics in the course material.

STUDENT DISABILITY POLICY:

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

ATTENDENCE:

All students are expected to attend each class. Students will be given handout material on each unit but should be prepared to take notes each day for future study. The students should feel free to ask any questions related to the material covered in the course.

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