**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office:**

**Phone: E-mail:**

**Office Hours: Class Day/Time:**

Course Number: Sls1354

**Course Title:** Workplace Relationships

**2 credits**

**Catalog Description:** This course provides students the opportunity to study the building of appropriate interpersonal business relationships with coworkers, supervisors, and customers**.**

INSTRUCTOR INTRODUCTION TO THE COURSE: This course is designed for the Florida Atlantic University Academy for Community Inclusion. In this course, students will learn how to successfully maintain professional relationships as well as social skills while on the job. Students will demonstrate the ability to have professional interactions with clientele.

**PREREQUISITE or COREQUISITE:** none

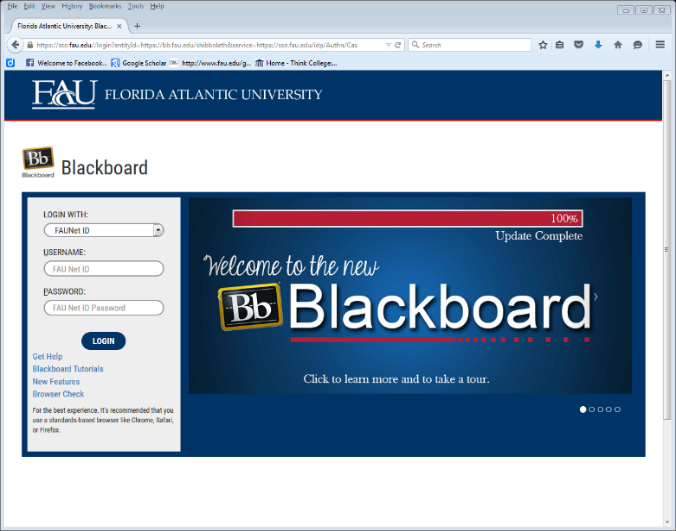
REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

Tablet for self-video purposes

TECHNOLOGY:

E-mail: Your FAU email will be used for this class

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will be able to demonstrate the following:

1. Students will define authority.
2. Students will compare the different positions in the workplace and how interaction may differ between authority and coworkers.
3. Students will identify the appropriate person to ask for assistance and when to ask for assistance with a work task.
4. Students will identify strategies to cope with conflict between coworkers and accepting criticism in the work place.
5. Students will identify methods to display ethical behavior, effectively express feelings to other coworkers/supervisors, and maintain a positive attitude while on the job.
6. Students will demonstrate how to make a positive impression on clientele.

Content Outline:

COURSE REQUIREMENTS: (See Appendix for assignment rubrics)

1) Position Comparative- (25 points) In this assignment students will use the chart posted on blackboard to compare the different positions in the workplace. Students will pick a job that they have already worked at during field experience or elsewhere and use those positions to compare. The chart includes information about roles and responsibility, relationship with this person, and types of interactions with this person.

2) Assistance Tool- (15 points) Create a tool that will help you understand, who, when, and how to ask for assistance on the job. The tool can be in any format that is helpful to you whether it be a checklist, a visual chart or map, a que card, etc. The tool is meant to be utilized on the job so make it specific to your desired career field. Submit the tool in a hard copy to your instructor in class. Due Date:

3) Video Modeling- (40 points) Using a tablet, students will partner with a classmate to make a video where you will role play a social scenario that employees may encounter on the job. Students will complete two recordings. The first recording will display the inappropriate responses during the social scenario. The second recording will display the appropriate interactions during the social scenario. Students will get to choose from a list of given social scenarios. The goal will then be to present the two videos during class to share with classmates a video model of how to deal or interact during that scenario.

4) In Class Assignments and Homework- (20 points) Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow you to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the instructor.

**ASSESSMENT PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Earned** | **Possible** |
| **1: Position Comparative** |  | **25** |
| **2: Assistance Tool** |  | **15** |
| **3: Video Modeling** |  | **40** |
| **4: In Class Assignments and Homework** |  | **20** |
| **TOTAL** |  | **100** |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100 A- = 90-92 B+= 87-89 B = 83-86

B- = 80-82 C+= 77-79 C = 73-76 C-= 70-72

D+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

**BIBLIOGRAPHY**

Becoming a comprehensive transition program. (n.d.). Retrieved September 20, 2015, from http://www.thinkcollege.net/topics/becoming-a-comprehensive-transition-program

Gaumer Erickson, A., Clark, G., & Patton, J. (2013). *Informal assessments for transition planning* (pp. 54-162). Austin, TX: PRO-ED.

Grigal, M., & Hart, D. (2010). Think college: Postsecondary education options for students with intellectual disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

Pankaskie, S.,& Chandler, S. (2012). Social skills. In P. Wehman & J. Kregel (Eds.), *Functional curriculum for elementary and secondary students with special needs* (pp. 258-317). Austin, TX: PRO-ED.

Synatschk, K., Clark, G., Patton, J., & Copeland, L. (2007). *Informal assessments for transition: Employment and career planning* (pp. 17-47). Austin, TX: PRO-ED.

***COURSE SCHEDULE FOR SEMESTER***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Week*** | ***DATE*** | ***TOPICS*** | ***ASSIGNMENTS*** |
| ***1*** |  | *Overview of Syllabus*  *Introduction to Course* | Hmwk: collect required materials for class |
| ***2*** |  | *Who is in charge?* | Hmwk: Complete Social and Personal Skills Inventory |
| ***3*** |  | *What can I say to my co-workers?* | Hmwk: “The layers of Relationships” pg. 98-99 in Dare to Dream (BB) |
| ***4*** |  | *What can I say to my supervisor or boss?* | Hwmk: Complete communication skills self-report based from in class activity |
| ***5*** |  | *How should I speak with customers?* | ***Position Comparative Due*** |
| ***6*** |  | *Who can I ask for assistance?* | Hmwk: Pick a partner and a topic for your video modeling presentation |
| ***7*** |  | *How should I ask for assistance?* | Hmwk: Talk to a recent or past job coach about asking for help |
| ***8*** |  | *How do I handle arguments at work?* | Complete Conflict survey in class |
| ***9*** |  | *What are appropriate things to do at work?* | ***Assistance Tool Due*** |
| ***10*** |  | *How do I tell my boss how I feel?* | Hmwk: Make a list of past or current concerns you have had on the job |
| ***11*** |  | *How should I act at work?* | Complete attitudes inventory in class |
| ***12*** |  | *Video Modeling Work Sessions (Q&A)* | Meet with your partner and work on recording/ presentation |
| ***13*** |  | *How do I accept criticism?* | Work on presentations due next week |
| ***14*** |  | *Video Modeling Presentations* | ***Video Modeling Due*** |
| ***15*** |  | *Video Modeling Presentations* | ***Video Modeling Due*** |

**Appendix A- Assignment Rubrics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Position Comparative** | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Roles and Responsibilities  \_\_\_\_\_/10 |  |  |  |
| Relationship  \_\_\_\_\_/5 |  |  |  |
| Interactions  \_\_\_\_/10 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assistance Tool** | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Creativeness  \_\_\_\_\_/5 |  |  |  |
| Clarity  \_\_\_\_\_/5 |  |  |  |
| Effectiveness  \_\_\_\_/5 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Video Modeling** | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| First Recording  \_\_\_\_\_/15 |  |  |  |
| Second Recording  \_\_\_\_\_/15 |  |  |  |
| Presentation  \_\_\_\_/10 |  |  |  |