SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 609D

COURSE TITLE

SOCIAL SKILLS - DSPS

TYPE COURSE

NON-FEE   DSPS

CATALOG COURSE DESCRIPTION

This course is designed for students with disabilities who want to learn how to improve in-person and online social skills. This course will include activities to enhance social interaction skills including unstated rules of social situations, dealing with teasing and bullying, and managing rumors and gossip. This course will also cover skills related to relationships, verbal and non-verbal communication, conflict resolution, and planning and attending social events. (FT)

LECTURE/LABORATORY HOURS

54

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
   SDCE students demonstrate effective communication skills.
3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand basic social skills to improve conversations skills in-person and online.
2. Learn about various types of relationships and how to interact appropriately within them.
3. Understand how social skills may vary from one environment to the next.
4. Gain knowledge of managing and coping with external factors that can affect basic social skills applied to communication and self-regulation.
5. Learn about techniques for identifying and managing conflict.
6. Learn rules for planning and attending social events.

COURSE OBJECTIVES

1. Demonstrate ability to show respect and maintain a positive attitude.
2. Demonstrate improvement of in-person and online conversational skills.
3. Develop and discuss strategies for building relationships with others.
4. Differentiate and list strategies to manage conflict.
5. Describe areas that can be challenging for the individual in a social setting.
6. Identify and prepare strategies to manage rumors and gossip.
7. Describe and explain rules for planning and attending social events.

SECTION II

COURSE CONTENT AND SCOPE

1. Basic Social Skills
   1.1. Showing respect
        1.1.1. Respect for others
        1.1.2. Respect for self
        1.1.3. Diversity and tolerance
   1.2. Attitude
        1.2.1. Behaviors exhibiting a positive attitude
        1.2.2. Avoiding a negative attitude
        1.2.3. Behaviors exhibiting a negative attitude
        1.2.4. Maintaining a positive attitude in challenging situations
   1.3. Manners
        1.3.1. Using good manners at school
        1.3.2. Using good manners at work
        1.3.3. Using good manners in the community
   1.4. Conversational skills
        1.4.1. In-person

SOCIAL SKILLS - DSPS
PAGE 3

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.4.1.1. Conversing with an individual
- 1.4.1.2. Conversing with a group
- 1.4.1.3. Maintaining interest
- 1.4.1.4. Exiting a group conversation early
- 1.4.1.5. Formal and informal situations
- 1.4.1.6. Personal versus impersonal topics
- 1.4.1.7. Two-way conversations
- 1.4.2. Electronic social skills
  - 1.4.2.1. Phone skills
    - 1.4.2.1.1. Rules for phone calls
    - 1.4.2.1.2. Starting and ending a phone call
    - 1.4.2.1.3. Leaving a voicemail
  - 1.4.2.2. Email
    - 1.4.2.2.1. Rules for emailing
    - 1.4.2.2.2. Appropriate message length
    - 1.4.2.2.3. Appropriate message content
  - 1.4.2.3. Text messaging
    - 1.4.2.3.1. Rules for texting
    - 1.4.2.3.2. Appropriate message content
  - 1.4.2.4. Internet
    - 1.4.2.4.1. Cyber bullying
    - 1.4.2.4.2. Internet etiquette
- 1.5. Non-verbal communication
  - 1.5.1. Body language
  - 1.5.2. Facial expressions
  - 1.5.3. Tone of voice
  - 1.5.4. Appearance
- 1.6. Humor
  - 1.6.1. Appropriate use of humor
  - 1.6.2. Rules for using humor
  - 1.6.3. Understanding sarcasm
- 1.7. Responding to success and accomplishment
- 1.8. Responding to mistakes and embarrassment
- 1.9. "Unstated rules" of social situations
2. Social Skills for Various Relationships
   - 2.1. Strangers and acquaintances
     - 2.1.1. Greetings and introductions
     - 2.1.2. Engaging in short conversations
   - 2.2. Friends
     - 2.2.1. Meeting people
     - 2.2.2. Defining friendships
     - 2.2.3. Making friends
     - 2.2.4. Different types of friendships
     - 2.2.5. Coping with peer pressure
     - 2.2.6. Establishing boundaries
     - 2.2.7. Coping with friendship challenges

CEISO 5/17

COURSE CONTENT AND SCOPE (CONTINUED)

       2.2.8. Skills and behaviors for healthy friendships
  2.3. Personal Relationships
       2.3.1. Identifying a potential relationship
       2.3.2. Extending an invitation
       2.3.3. Topics to discuss
       2.3.4. Establishing and respecting boundaries
  2.4. Authority figures
       2.4.1. Defining authority figures
       2.4.2. Asking for assistance
       2.4.3. Offering help
       2.4.4. Self-protection
       2.4.5. Safe interactions

3. Social Skills for Various Environments
  3.1. Community
  3.2. Academic
  3.3. Employment

4. Self-Regulation
  4.1. Recognizing feelings
  4.2. Expressing feelings
  4.3. Coping with feelings
  4.4. Monitoring behavior
  4.5. Self-talk
  4.6. Self-control

5. Assertiveness
  5.1. Assertive versus aggressive
  5.2. When and how to be assertive

6. Assisting Others
  6.1. Responding to a request for assistance
  6.2. Volunteering to provide assistance
  6.3. When not to get involved

7. Teasing and Bullying
  7.1. Defining teasing
  7.2. Defining bullying
  7.3. Recognizing bullies
  7.4. Recognizing feelings of being teased and bullied
  7.5. Recognizing being the bully
  7.6. Responding to teasing and bullying

8. Rumors and Gossip
  8.1. Defining a rumor
  8.2. Defining gossip
  8.3. Recognizing rumors
  8.4. Recognizing feelings caused by gossip and rumors
  8.5. Responding to gossip and rumors

9. Feedback
  9.1. Accepting feedback
  9.2. Handling constructive feedback

COURSE CONTENT AND SCOPE (CONTINUED)

    9.3.   Handling embarrassing feedback
10. Conflict and Disagreements
    10.1. Identifying when a conflict or disagreement exists
    10.2. Remaining calm
    10.3. Identifying potential causes of the conflict or disagreement
    10.4. Expressing oneself during a conflict or disagreement
        10.4.1. Techniques for discussing problems
            10.4.1.1. "I" messages
            10.4.1.2. Active listening
    10.5. Listening to perspectives of others during conflict or disagreement
    10.6. Apologizing
    10.7. Working to identify a solution
    10.8. Coping with challenging people
11. Social Events
    11.1. Rules for social events
        11.1.1. Appropriate locations
        11.1.2. Appropriate individuals
        11.1.3. Appropriate activities
    11.2. Planning a social event
    11.3. Before the social event
    11.4. During the social event
    11.5. Ending a social event

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, instructor written materials and materials designed for students with disabilities, instructor selected URLs, and publications related to social interactions.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to, preparing text for assigned projects, individual worksheets or workbooks, creative writing, and journaling.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts and reference resources; utilize resources as needed to complete projects; and organizing and preparing written information regarding social interactions.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, small and large group activities in problem solving, individual activities that require applying facts or information learned in class, and group research assignments to gather information on building social skills.

EVALUATION

Students will be evaluated on the basis of: pre and post assessments; Student Learning Outcome assessments for the course; rubrics assessments; participation in class; instructor observation of in-class activities; journal entries; homework completion, timeliness, and accuracy; in-class exercises, projects, and attendance.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, group and individual instruction via lecture and/or discussion, large and small group activities, demonstrations or hands-on instruction, laboratory, role play, handouts and written exercises, audio-visual study aids, computer-aided instruction, guest speakers, and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbooks may include, but are not limited to:

The Hidden Curriculum: Practical Solutions for Unstated Rules in Social Situations, Brenda Smith Myles, Melissa Trautman, Ronda Schelvan, Autism Asperger Publishing Company, current edition

PREPARED BY: _____Krystle Taylor_____ DATE: May 17, 2017

REVISED BY: _____ DATE:_____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog