

COURSE SYLLABUS



COURSE TITLE: Psychology 154 Interpersonal Skills
CLASS SECTION: 005 Tuesdays and Thursdays 9:30 –10:50 am
Tuesdays Fisher 338 and Thursdays Fisher 306
TERM: Winter 2024
COURSE CREDITS: 3
DELIVERY METHOD(S): In person and online D2L

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
[Learn more about Camosun's Territorial Acknowledgement.](#)

INSTRUCTOR DETAILS

NAME: Anneke van Alderwegen B.Sc. MA

EMAIL: vanalderwegen@camosun.ca

OFFICE: Fisher 106E

HOURS: 11-12 noon Fisher 106E or via Zoom

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course uses an experiential approach to develop self-awareness and increased understanding of others. Both communication theory and practical skills will be covered while working towards the goal of achieving successful and creative interpersonal relationships.

PREREQUISITE(S):

One of:

- C in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

See Pre-requisites

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course a student will be able to:

1. Identify key concepts describing interpersonal communication.
2. Describe basic principles and theories of communication.

3. Analyze personal life events using course vocabulary, concepts and theory.
4. Demonstrate active listening in sample interviews and observations.
5. Work collaboratively through the application of active listening skills and conflict resolution skills.
6. Describe, evaluate and demonstrate the components of empathy.
7. Differentiate between a person's (self or other) thoughts, feelings, and behaviours.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Looking Out, Looking In 5th Edition

By: Adler, Rolls, Proctor II Publisher: Nelson

Print ISBN: 9780176870980, 0176870989

e-text ISBN: 9780176881603, 0176881603

Copyright year:

2021

- a. **Course Key: MTPQ-5B13-9XZW**
- b. **Student MindTap Registration Video** - <https://www.youtube.com/watch?v=YYD9b0ae3WQ>
- c. **Student MindTap Navigation Video** - <https://screencast-o-matic.com/watch/cYIDFH8tVU>
- d. **MindTap Student Tech Support info:** [Create a ticket here](#) (When you submit a ticket, you will be provided with a case number and the customer support phone number)

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Each class will consist of preparation for the group presentations, the presentations (once they begin) and a lecture and class discussion on the chapter covered.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Tues. & Thurs. Jan. 9 & 11	Introduction to Course, D2L and group presentation discussion	
Tues. & Thurs. Jan.16 & 18	Chap. 1 lecture and discussion questions/activities, work on group presentations Chapter 1 <i>Interpersonal Relationships</i>	
Tues. & Thurs. Jan. 23 & 25	Chapter 2 lecture and discussion questions/activities, work on group presentations Chapter 2- <i>Communication and the Self</i>	
Tues. & Thurs. Jan. 30 & Feb. 1	Chapter 3 lecture and discussion questions/activities, work on group presentations Chapter 3- <i>Perception</i>	
Tues. & Thurs. Feb. 6 & 8	Chapter 4 lecture and discussion questions/activities, Chapter 4- <i>Emotions</i>	
Tues. & Thurs. Feb. 13 & 15	Chapter 5 & 7 lecture and discussion questions/activities Chapters 5 and 7 <i>Language and non-verbal communication</i>	
Tues. & Thurs. Feb. 27 & 29	Test #1 chapters 1, 2, 3, 4, 5 and 7	
Tues. & Thurs. March 5 & 7	Chapter 8 lecture and discussion questions/activities Chapter 8- <i>Listening</i>	group presentations

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Tues. & Thurs. March 12 & 14	Chapter 8 lecture and discussion questions/activities Chapter 8- <i>Listening</i>	group presentations
Tues. & Thurs. March 19 & 21	Chapter 8 lecture and discussion questions/activities, review of listening assignment Chapter 8- <i>Listening</i>	group presentations
Tues. & Thurs. March 26 & 28	Chapter 9 lecture and discussion questions/activities Chapter 9- <i>Intimate relationships</i>	group presentations
Tues. & Thurs. April 2 & 4	Chapter 10 lecture and discussion questions/activities Chapter 10 - <i>Improving Climate</i>	*Listening assignment due on the 23rd group presentations
Tues. & Thurs. April 9 & 11	Chapter 11 lecture and discussion questions/activities Chapter 11- <i>Assertiveness and Conflict</i>	*Personal Integration due on the 30th group presentations
	<i>Final exam TBA</i>	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Online quizzes on d2l on chapters 1-10 (dates available on D2L)	10%
Test number 1 (chapters 1-7 not 6) online on D2L & exam (chapters 8-11)	Test 1-15% Test 2-10%
Group presentation	15%
Listening audio and transcript	20%

DESCRIPTION	WEIGHTING
Personal integration paper	15%
Class participation (in class and on d2l)	15%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

The main goal of this course is to aid the participant to develop effective communication skills. The guiding principle is that most human interactions (classrooms, families, friends, fellow workers), are affected by the quality of the relationships

between and among people. If we can identify, practice, and change the skills necessary for effective communication we can enhance the quality of our lives and increase our satisfaction in working and being with others.

Learning improved ways of communicating requires a balance between theory and practice. To achieve the above goal and listed outcomes, the course format consists of discussions and readings as well as a series of structured, planned exercises that involve practicing new skills. Some lectures will be given to illustrate various concepts. A variety of activities will take place in smaller groups in our class time together. Various techniques such as quizzes, discussion groups and written work will be used to evaluate the students understanding of concepts, skills and problems.

Each week you will be able to read the Chapter in Looking Out Looking In, listen and view my lectures asynchronously on D2L and see the topics/questions we will discuss in our class sessions.

ASSIGNMENT DETAILS:

1. KEY CONCEPTS QUIZZES

There will be a short quiz at the beginning of each of the ten chapters to test for reading and understanding of the key terms and concepts of the chapters. Check the schedule for dates. These quizzes are worth two marks each. I will take your best 8 quizzes for a total of 10 marks.

There are no make-up quizzes available.

2. TESTS

There will be two tests, worth 10 marks each. These tests will require you to demonstrate your cognitive

understanding of concepts as well as your ability to apply these concepts to various life situations. Test #1 will test for concepts from chapters 1, 2, 3, 4, 5 and 7 Test #2 will test for concepts from chapters 8, 9, 10 and 11.

3. GROUP PRESENTATIONS:

In teams of four students, you are to prepare a role-play of a situation illustrating an aspect of interpersonal communication in a setting depicting daily life. A narrator should introduce the role-play and keep the audience informed as necessary as to what concept or principle is being illustrated, etc. You may elect a short drama, game etc., to illustrate your topic. Your role-play should be exactly 10 minutes in length, no longer or shorter. Excellent role-plays provide visual (and/or audio) support, are rehearsed, may include minor props, and **repeat important concepts** to ensure learning. Use titles to introduce your topic. Attending to pace, keep it lively and engaging. Repeat 3 times, in 3 separate ways what the essential elements of your topic are to ensure audience understanding. (For example, describe the concept, show it graphically in a poster or flash card, demonstrate it in a role play then summarize it.). The 10 min. presentation must include all members of your group in some visible form. **No more than one minute** of other prepared or commercial video or audio material can be used (i.e., YouTube clips) Upon completion of your presentation, your group will be responsible for dividing your marks to represent the effort, commitment, reliability, creativity, and attitude of each member. To minimize conflict in a group, each member must be equally responsible for the task (product) as well as the comfort of each member (process).

4. LISTENING AND TRANSCRIPT EXERCISE INSTRUCTIONS:

You must prepare an audio recording of an interaction that demonstrates your best listening skills. Then, make a word for word transcript of a section of your recording with five (5) consecutive (one after the other) responses and an analysis of your responses.

- The recording and transcript comprise 20 marks out of 100.
- You will provide me with an audio file of your recording downloaded to D2L
- You will be responsible for ensuring that the method used to record your listening exercise will be accessible to me
- D2L will have a copy of a transcript template for you to use
- Use the “checklist for making transcripts and recordings” provided before turning in this assignment.

GUIDELINES FOR MAKING THE RECORDING

- Do not record someone surreptitiously. They must be willing and aware of the assignment to take part.
- All recordings are confidential and only heard by your instructor.
- Take a run at the conversation (20 min. or so) and then choose the section with your best responses. Start with the speaker's statement followed by your #1 listening response. Include

all of what is said by both speaker and listener. Analysis must be complete and specific (check sample).

- Be as natural as you can. Do not script the conversation ahead of time or rehearse. Do not stop or edit the recording.
- Your best listening should primarily be validation, empathy, paraphrases with some questions, summaries and minimal encouragers added in.
- Choose a topic that lends itself to reflective listening as opposed to argument, chitchat or conversation.
- Leave time to accommodate technical and other glitches

EVALUATION OF THE AUDIO AND TRANSCRIPT

Your grade will be comprised of: Your ability to label and analyze the effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ

TOTAL

20 marks

4. PERSONAL INTEGRATION PAPER

The purpose of the personal integration is to make the course content real to the student. A personal integration is a written report where the student combines concepts from the course with her/his own life. They will be evaluated on appropriate use/understanding of concepts, incorporation of one's own life, amount and quality of thought/analysis put into the report. (They must have these three elements.) The skill/theory/concept from the course will be the center of your personal integration. You will describe personal events, relationships, issues that relate to the concept (How does this concept apply to my life?) Then a good portion of the paper will involve your analysis/reflection. (What have I learned? What changes would I like to make to myself or my relationships, because of this concept? What would be the result of those changes? How do/did I feel? How do/did others feel? How would I add to or change this course concept/skill/theory and why? Etc.) They will be about 1000 words long. Please include a word count at the end. Each student will complete 1 personal integration. Your paper will draw concepts from at least two chapters in the text. If you are in any way unclear of the nature/format these personal integrations should take, please contact the instructor, I will be happy to discuss/explain the project to you or read anything you have written.

5. CLASS DISCUSSIONS

Prior to our meeting time you should be prepared to discuss several different questions that will be posted ahead of time for you on D2L. Most of the time we will discuss these questions in class in both smaller groups and the whole class. Then you will be expected to submit your

thoughts/reflections to these questions to the discussion section on D2L. Your participation grade will be comprised of in class attendance (meaning you are participating in class discussions and online discussion responses)

CLASS ATTENDANCE AND PARTICIPATION

Your consistent attendance is very important. Firstly, a considerable portion of class time will be devoted to discussion of new concepts and to implementation of the previous ones. Secondly, you will be working with and contributing to the learning of other classmates and they will be counting on you to be there. 100% attendance is expected in the course because of its interpersonal and experiential nature. You are expected to actively take part in all discussions and activities in a sensitive and reflective manner, and to come to class with assignments and readings complete. (The exception of course is if you are feeling unwell in any way please do not come to class, other arrangements will be made so as not to penalize anyone who must be absent for this reason.)

If discussing your personal thoughts and feelings is uncomfortable for you, you may not be well suited to take this course at this time. You must be willing to discuss your personal and emotional experiences and listen to those of others. However, this is also not therapy. If you have concerns, see your instructor after the first class please.

SCHOOL OR DEPARTMENTAL INFORMATION

Camosun Psychology Club Information

During the Fall and Winter semesters, Please contact Dr. Michael Pollock if interested in attending - PollockM@camosun.bc.ca

Journal of Camosun Psychology Research Discover how to publish research.

<https://cc.arcabc.ca/islandora/object/cc%3Apsycjournal>

American Psychological Association The hub of our discipline <https://www.apa.org>

Canadian Psychological Association The Canadian hub of our discipline <https://cpa.ca/>

Co-operative Education & Career Services Learn about how to access a co-op experience for your career. <https://camosun.ca/services/co-operative-education-and-career-services/contact-co-operative-education-and-career>

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers several services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e., physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By planning through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course

instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first-class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them

understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.