

CAMOSUN COLLEGE

PSYC 154 - INTERPERSONAL RELATIONS

- INSTRUCTOR:** Johnny Mak
Office: F-308A (Fisher Building), 370-3198
- OFFICE HOURS:** Will be announced in class.
- TEXT:** Adler, R.B. & Towne, N. () Looking Out / Looking In,
(th Ed.)
- PREREQUISITES:** English 12 or assessment
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GOAL: The main goals are to develop effective communication skills and to improve relationships. Most human interactions (families, friends, workers) are affected by the quality of relationships between individuals. If we can identify, practise and change (i.e., learn) the elements that influence our relationships, we can increase the quality and satisfaction of our relationships with others.

**OBJECTIVES/
OUTCOMES** At the conclusion of this course a participant will be able to use:

1. Personal Skills
 - a) Recognize feelings and perceptions about self.
 - b) Develop and maintain self-concept in relation to others.
 - c) Recognize own resistance to growth.
 - d) Talk about self appropriately to others.
2. Interpersonal Skills
 - a) Respond to others: attending and understanding (through active listening).
 - b) Identify problem solving skills.
 - c) Respond nondefensively to criticism or confrontation.
3. Cognitive Skills
 - a) Identify key concepts affecting interpersonal relationships.
 - b) Recognize appropriate use of communication skills.
 - c) Recognize errors in using communication skills.
4. Group Skills
 - a) Use interpersonal skills in a group setting.
 - b) Recognize specific group roles.

FORMAT: Improving communication requires a balance between theory and practice. The course format consists of readings, discussions, videos and structured exercises that involve practising new skills in small groups. Lectures will be given to illustrate various concepts. Students will be evaluated on conceptual understanding as well as skill performance.

EVALUATION:

A. Class Attendance, Participation and Class Exercises

Your consistent attendance and active participation are very important. Because of the experiential and interactive nature of learning, and for your learning and classmates' learning, you are expected to attend every class.

There will be class exercises/worksheets given in every class. Students in small groups will share and discuss the exercises. The purpose of the class exercises is to help students to better understand themselves and others so as to enhance interpersonal relations. If you miss a class and do not participate in the group work, your respective marks will not be available afterwards (unless with a medical note).

B. Weekly Quizzes

There will be a short quiz given each week at the start of lecture. The purpose of these quizzes is to ensure that students keep up on their text reading so as to enhance active learning and participation in lectures. If you missed (or are late for) a quiz, it will not be available later (unless with a medical note).

C. Tests

There will be two tests. These tests will examine your cognitive understanding of concepts as well as your ability to apply these concepts to various life situations.

D. Group Roleplay

In teams of 4 or 5 students you are to roleplay a situation (minimum time is 30 mins.) illustrating an aspect of interpersonal communication (see P.3 & 4). The narrator should introduce the roleplay and keep the audience informed as necessary, as to what concept or principle is being illustrated, etc. You may elect a short drama, chart, game, etc., to illustrate your topic.

Following the roleplay, you are to conduct a class activity / exercise and a discussion, and to solicit feedback from other students (e.g. what they learned from the roleplay, how well the concept(s) were illustrated, etc.)

A written report (typed) should be submitted, one week later, briefly describing the roleplay, explaining what the concepts were (in students' own words) and how the roleplay served to clarify and illustrate these concepts.

The written report should also include feedback/evaluation from the class, observations of the type and quality of interactions that occurred among students during the process of planning the skit and comments on learning that may have resulted from working as a group. Some questions that might be useful as a guide to this last part are:

- how did you organize yourselves
- was there a leader or did everyone have some influence
- was there any conflict and if so how was it dealt with
- did participants feel listened to or was the discussion a series of monologues
- were feelings of nervousness expressed openly. How was it dealt with.

You may focus on whatever seemed most significant about your particular group, but be sure to illustrate both strengths and weaknesses.

This report should represent a synthesis of everyone's ideas and efforts and should be followed by a single clearly written paragraph by each group member on their strengths, weaknesses and contribution to the final roleplay.

Recommended length min. 500 words plus one **typed** paragraph from each member of 100 words each.

All members of the group are expected to contribute to **both** the planning and write-up. The final grade for the roleplay and the write-up will be shared. Each group member should hand in the **Group Evaluation Form** individually in the class of **Week 13**.

Group Roleplay Topics

- Gp. 1. Illustrate how Albert Ellis's seven irrational beliefs or fallacies lead to illogical conclusions and debilitating feelings. (see Ch. , pp.).
- Gp. 2. Illustrate six ways the language we use can cause problems in our relationships, and also illustrate the correct alternatives. (see Ch. , pp.). (Exclude 'I' & 'you' lang.).
- Gp. 3. Demonstrate what specific real-life factors/experiences will affect the formation of high and low self-esteem and ways to improve self-concept. (see Ch. , pp.).
- Gp. 4. Demonstrate seven types of non-listening (Ch. , pp.); and identify correct alternatives. (pp.).
- Gp. 5. Demonstrate how some of the skills in 'Listening to Help' are useful in helping others while some of those are unhelpful in different real-life situations. (See Ch. , pp.).
- Gp. 6. Illustrate how an interaction proceeds through the four different levels of self-disclosure (Use at least two everyday life examples) and the usefulness/applications of the Johari Window. (see Ch. , pp.).
- Gp. 7. Illustrate ways to respond non-defensively to criticism and ways to prevent defensiveness in others. Use real-life examples. (see Ch. , pp.). (Exclude 'defence mechanism').
- Gp. 8. Use four real-life examples to demonstrate the four methods of conflict resolution. (see Ch. , pp.).

ROLEPLAY GROUP # _____

TOPIC: _____

GROUP MEMBERS AND PHONE NUMBERS:

1. _____

2. _____

3. _____

4. _____

PRESENTATION DATE: _____

E. Active Listening Tape

You will be required to audio tape (good quality recording) a 20 minute interview or conversation in which you demonstrate active listening. Five minutes of this conversation will then be transcribed and analyzed in a written report. For write up format and instructions (see **Tape Handout**).

1. Find an adult person to be your 'client' (must NOT be your classmates of this class and preferably NOT your family members).
2. Request the 'client' to share with you one of his/her 'recent concerns /problems'.
3. Do not script, do not start and stop the tape. Tape scripting is a **severe** offence.

EVALUATION:

Class Exercises & Role-play Participation	15%
Quizzes	15%
Roleplay & Roleplay Report	20%
Tape assignment	10%
Test #1	20%
Test #2	20%

A ⁺	95-100	Superior levels of achievement
A	90-94	(Follow <u>ALL</u> instructions &
A-	85-89	<u>GET BEYOND</u>)
B ⁺	80-84	High levels of achievement
B	75-79	(Follow <u>ALL</u> instructions)
B-	70-74	
C ⁺	65-69	Average level of achievement
C	60-64	(<u>DON'T</u> follow instructions)
D	50-59	Minimum level of achievement
F	< 50	Minimum level not achieved

POLICY: Important rules and guidelines

1. Work needs to be handed in on time and at the beginning of class. **Late** penalty is **10 marks** (i.e. 10%) off per day. Make-up for missed quizzes/tests would be granted ONLY WITH a medical note and has to be taken within 2 weeks and will NOT be available after 2 weeks (*no exceptions please*).
2. It is the responsibility of the students to check the posted marks regularly (outside F306) to make sure that they are accurate (e.g. no missing or wrong entries). Marks of assignments/quizzes/tests will NOT be considered for review or change after one month from the due date (*no exceptions please*).
3. Make sure you sign the attendance sheet in every class. If you fail to sign, you CANNOT make it up after the class (*to be fair*).
4. Assignments that are “identical” or “copied” between students will be given 0% for ALL students with identical work. In case of cheating on a test or quiz, the whole test/quiz will be given an 0%. Cheating is severe offence and disciplinary action will be taken by College Administration.
5. ALL assignments must be completed before the final grade is assigned.
6. If you have missed a lecture, please ask “3” before me. What and why? Buddy Up Now!!
7. ****Late assignments or assignments not picked up in class can be picked up in F-312 (Grace office).**

SCHEDULE OF ACTIVITIES

WEEK/DATE	TOPIC/READINGS	ROLEPLAY	QUIZZES/ASSIGNMENTS
1.	Introduction to course and to each other		Quiz #0
2.	Communication		Quiz #1 (Ch.)
3.	Perception		Quiz #2 (Ch.)
4.	Emotion	Gp. 1 (Ch.)	Quiz #3 (Ch.)
5.	Language Non-verbal communication	Gp. 2 (Ch.)	Quiz #4 (Ch.)
6.	Self-concept	Gp. 3 (Ch.)	Quiz #5 (Ch.)
7.	Test #1		Test #1
8.	Listening	Gp. 4 (Ch.)	
9.	Listening	Gp. 5 (Ch.)	Quiz #6 (Ch.)
10.	Relationships	Gp. 6 (Ch.)	Quiz #7 (Ch.)
11.	Defensiveness	Gp. 7 (Ch.)	Quiz #8 (Ch.)
12.	Assertiveness	Gp. 8 (Ch.)	Quiz #9 (Ch.)
13.	Conflict		Tape due Group Evaluation Form
14.	Revision (Q&A)		Revision
15.	Test #2		Test #2

The schedule may be flexible and any changes will be discussed in class.

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