

**CAMOSUN COLLEGE  
PSYCHOLOGY DEPARTMENT**

**PSYC 154 - INTERPERSONAL RELATIONS**

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**TEXT:** Adler, R.B. and Towne, N. Looking Out/Looking In, 1<sup>st</sup> Canadian Ed..

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**GOAL:** The main goal of this course is to aid the participant, through the development of effective communication skills to better his or her personal and working relationships. Effective communication with others comes from a deep understanding of ourselves and an empathic understanding of others, as well as knowing skills and methods for dealing with interpersonal situations. The guiding principle is that most human interactions (classroom, families, friends, fellow workers) are affected by the quality of relationships among and between individuals. If we are aware of, identify, practice and change (i.e., learn) the elements that form and influence our relationships, we can consequently increase the quality and satisfaction that we experience in working and being with others. In this course we will work at developing self awareness, study the theory of interpersonal relationships and practice specific skills both in class and in our lives.

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

1. *Personal Skills* (making yourself known to yourself and to others)
  - a) Recognize feelings and perceptions about self.
  - b) Develop and/or maintain self-concept in relation to others.
  - c) Recognize own resistance to growth.
  - d) Talk about self appropriately to others.
  - e) Speak clearly and specifically about feelings, opinions, experiences, and behaviours.
  - f) State own needs and values.
  
2. *Interpersonal Skills*
  - a) Responding to others: (1) attending (verbally and nonverbally), (2) understanding (communicating this understanding to others through empathy and acceptance), and confirming your understanding (perception checking);

- b) Challenging others: (1) recognize and point out another's strengths, (2) confront undesirable behaviour in others through use of sensitive feedback, "I" messages.
- c) Identify and practice democratic problem solving in resolving conflicts with others.
- d) Respond openly (nondefensively) to criticism or confrontation from others.

### 3. *Cognitive Skills*

- a) Identify key concepts effecting interpersonal relationships (including self concept, defense mechanisms, perception, emotions, empathy, listening, non-verbal communication, assertiveness, self disclosure, etc.).
- b) Recognize guidelines for appropriate use of communication skills.
- c) Identify "rules" governing skill usage.
- d) Recognize and analyze errors in using communication skills.

#### **GENERAL FORMAT:**

Learning improved ways of communicating requires a balance between theory and practice. In keeping with the goals and objectives listed above, the course format will consist of discussion and readings as well as a series of structured exercises that involve practicing new skills. Some mini-lectures will be given to highlight or clarify various concepts. A variety of activities will take place in small groups or in pairs. Students will be evaluated on conceptual understanding as well as skill performance. (Details follow.)

#### **EVALUATION:**

##### 1. *Class Attendance and Participation*

Your consistent attendance is very important, perhaps even more important than in some of your other course. First, a considerable portion of class time will be devoted to practicing skills with feedback from the instructor and from other class members. Second, you will be working with and contributing to the learning of other classmates and they will be counting on you to be there. Because of the experiential nature of this course, missing more than 6 hours of classes will result in the lowering of your final grade by one letter grade step. If you miss classes, assignments will not be accepted that cover material that took place during those classes.

Another component of class attendance is PARTICIPATION. Active participation in the classroom exercises and discussions allows you to learn on the experiential level as well as the cognitive level - thus facilitating your ability to apply the learning to your personal and practical life. It is expected that you will participate actively and helpfully and will contribute to a healthy learning environment for yourself and others. The extent to which you try to use the new skills in the class and then in your daily life

will be the key to experiencing success and satisfaction from them. In other words, the more you put into this course, the more you will get from it!

## 2. *Group Presentation*

In this assignment you will demonstrate your use of some of the skills and understanding of the concepts to the class. This is an opportunity to practice giving presentations and convey what you've learned - and the other students will benefit as well.

## INSTRUCTIONS

Your task is to give a 20-30 minute presentation of a topic from the text to the class, using the format below. Sign up with a group that will present one part of a chapter. Each person must do an equal part of the presentation since each will get the same grade unless negotiated with the instructor before presentation. (see p. 12 for a list of demonstration topics)

### 1. **Oral presentation of theory:**

- a) Explain the related theory including the concepts and skills to be demonstrated. Discuss what will be shown and why these concepts and skills are important to communication. Give an in-depth discussion, as if you were teaching it to a class hearing it for the first time. Do not try to cover the whole chapter, but only as much as you need to make a logical, coherent and meaningful presentation in the time allotted.
- b) Describe the situation and introduce the role characters so that the class can get a good picture of the personalities and the setting of the role play or demonstration.

### 2. **The demonstration:**

- a) Set up a situation that allows you to demonstrate your chosen topic. The best is one that members of the class can identify with. You may use any methods that would be appropriate - including one longer role play, several short ones, video or film clips, charts, games, class exercises, etc. Avoid 'one-line' role plays as demonstrations because they go by too fast for the class to see what you're trying to convey. Use props and costumes to add a sense of reality.
- b) Practice your demo to polish it a bit, but try not to work from a rigid script because it will seem stilted. It is a good idea to be clear on WHAT you are trying to convey, and allow some of the HOW you illustrate it to be spontaneous. Put life into it as if it were a real situation. Don't worry if things don't go exactly as planned. Also, it is better to over dramatize than to have it too subtle. Try to relax and have fun!

### 3. **Debriefing and feedback:**

- a) Discuss where the concepts were illustrated.
- b) Describe your group process - how you worked together, what skills you used while planning and presenting, how you handled conflict, made decisions, what you learned, etc.
- c) Open the discussion to the class. Ask for feedback. You must encourage class discussion. Perhaps coming prepared with a few questions will help stimulate feedback.
- d) End with a closing remark. Receive your applause and relax!

**Reread instructions to make sure that you haven't overlooked anything.**

**EVALUATION:** (cont'd)**3. Chapter Summary and Personal Integration**

Students will prepare for class discussions and skill practice by reading, summarizing, and reflecting on the text selections for that week. A written report will be required at the beginning of each new section of work (see Schedule of Activities for due dates), and should be based on the following outline.

The following guidelines are presented to help maximize learning through discussion. Preparation is a key ingredient and in order to insure adequate preparation read the assignment over once to get a general sense of it and then again using the outline below. Imagine yourself participating in your group and make notes so that you can be prepared. This outline will not only help in the discussion but can also serve as a review of the material at a later date. This outline must be completed prior to discussion group meeting each class. Periodically you will be asked to hand in your chapter summaries to be checked.

**Chapter Summary**

- Step 1* Write down your version of a general statement of the author's message (one or two sentences).
- Step 2* Following the topics and/or sub-topics used in the text, write a brief summary, in point form, of the content of each section. As you are doing this make a note of which sections you think would provide a profitable discussion in your group. Design a question for two or three of the sections that would generate discussion in your group. E.g., Is one need for communication more important than the other? If so, why? (This question is related to the section entitled: Why We Communicate, p.5,6,7,8.)
- Step 3* Note how the material in this chapter is related to the material in previous weeks, i.e., how it substantiates, contradicts, or amplifies previous material.
- Step 4* Fill out GROUP MEMBER ROLES - EVALUATION SHEET on p. 21 at end of each discussion. See p. 14 & 15 for definitions of group members roles.

## Personal Integration

You are to write chapter integrations on two of the chapters that we cover. The purpose of these is to help you to integrate your learning of the theory, concepts and terms with your own life experience (work or personal, past, present or future). Give specific examples from your own life situation and state specifically how these examples relate to the material in the chapter. Give examples from different sections of the chapter, not from all one section. You need to describe concepts and ideas (at least ten) as they relate to you. You should select topics that are relevant to you and connected with each other. This should not be a library research paper but should reflect more of what YOU have learned from the chapter and how the theory helps you understand and improve your verbal communication with others.

Write a paper of approximately 650 words - anything less than this will probably not contain enough depth and breadth of discussion. Remember to be clear, coherent, logical and concise. Put a word count on your paper and if you are over-length, please indicate which 650 words you would like me to mark.

When you are doing your Chapter Integrations, remember to use the concepts and vocabulary from each chapter, and to UNDERLINE each of these the first time you use it. Use LOTS of the vocabulary. You will lose 1 mark for neglecting to underline vocabulary.

The Chapter Integrations will be collected at the beginning of each class on the day following the day the chapter was covered in class. \*You must do one before DAY/WEEK 7.

#1	Chapter 1	A First Look (pp. 4-42)
#2	Chapter 2	Self-Concept (pp. 42-85)
#3	Chapter 8	Communication & Relational Dynamics (pp. 318-374)
#4	Chapter 3	Perception (pp. 86-127)
#5	Chapter 4	Emotions (pp. 128-165)
#6	Chapter 6	Nonverbal Communication (pp. 234-275)
#7	Chapter 7	Listening (pp. 272-315)
#8	Chapter 9	Defensiveness & Gibb's Categories (pp. 378-410)

Choose two of the above for your personal integration reports. Do not choose the same chapter as you did for your demonstration.

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**EVALUATION:** (cont'd)**4. *SAFMEDS***

A set of 185 flashcards will be given to each student at the beginning of the semester, along with a chart on which to record flashcard performance. Each student will be required to practice, give a self-test, and enter the number of cards correct per minute on their chart on a daily basis. At the beginning of each class period, students will be paired off to test their partner's correct responses per minute, i.e., do a "one-minute timing". Students will be required to bring their charts to each class so the instructor can monitor their improvement.

At approximately the 7th week of the semester, when most of the concepts on the flashcards are mastered, students will take five period minutes at the beginning of each class period to incorporate the concepts on the flashcards into a meaningful dialogue with their partner. For the next 7 weeks, students will strive to increase the number of concepts they can incorporate into their dialogue and will also chart this performance, while continuing to chart their "one-minute timings" for their flashcards.

If you do not wish to do the flashcards, you may choose an alternative form of testing, which would be a multiple choice, fill-in-the-blank, and short essay exam given at the end of the semester. This would account for 24% of your grade.

**5. *LISTENING AND TRANSCRIPT*****Instructions:**

You must make a word for word transcript of three (3) consecutive responses and analyze your responses. At least two (2) must be paraphrasing responses or an attempt at them.

Sample:

	WORD FOR WORD TRANSCRIPT	SKILL IDENTIFICATION	ALTERNATE RESPONSE
Frank:	I'm having trouble making this decision. I don't know what to do.	Simple reflection of feeling.	1st Alt.: "Making a decision is hard for you to do & you're feeling uncertain.
Maud:	it's really bugging you huh?		
Frank:	I don't know if I should go back to school or take this job.	Interpretive reflection.	1st Alt.: "So, you are at a decision making place where both going to school and jumping at this job possibility look equally appealing and you're not sure what to do".
Maud:	They both look equally appealing to you then eh? And you're having trouble choosing.		
Frank:	The job pays a lot of money. Gee, it would be nice to have some cash.	Roadblocked by advising and supporting.	1st Alt.: "The money is appealing to you, heh?"
Maud:	Take it you idiot! You deserve it!		

**6. Assignment Summary**

Participation & Group Discussion (includes periodic chapter summaries)	15%
Role play with other students	16%
Chapter Integration Reports	30%
Listening Exercise	15%
SAFMEDS: 60/minute	24%
50-59/minute	20%
40-49/minute	15%
35-39 minute	10%
Chart	

**GRADING GUIDELINES:** (on a 10 scale)

All work in this course will be graded using the following standards:

- 9.5 - 10 Superior, flawless, total understanding, and exceptional achievement, publishable, polished and professional. Creativity in expressing ideas (e.g. new insight, obvious quality research, superior discussion and novel presentation), precise, concise, specific. Integration of theory to practice superior.
- 9 Outstanding quality, insightful, excellent articulation of ideas, clear, concise writing, overall structure is organized, flowing and ideas are in-depth.
- 8.5 Excellent understanding, major points covered in depth, with excellent integration of theory to practice. Course vocabulary well demonstrated. As above with less detail.
- 8.0 Excellent understanding, reasonably well articulated. Work is above minimum requirement. Questions are answered and gone beyond minimum in specificity and depth. Clear integration of theory to practice, both covered well.
- 7.5 Has understood assignment, but some problems with articulation. All questions answered, some depth of thinking and specificity of examples expressed. Integration of theory to practice at a good level.
- 7.0 Fair understanding, lack of detail, depth of specificity. Questions answered literally and superficially. Integration of theory shown at a lower level.
- 6.5 Partial understanding, needs work in articulation, major points omitted or incomplete. Questions answered but not integrated with text material.
- 6.0 As C+, but work is incomplete or poorly presented. Little integration of theory to practice, understanding of material not clearly demonstrated.
- 5.5 Questions answered with poor or inadequate reference to theory, bare minimum of effort shown. Misunderstandings of theory and application shown.
- Below 5 Minimal understanding, off-track, low quality, below minimum length, etc.

**GRADES:**

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 85%	C = 60 - 64%	



**LIST OF  
DEMONSTRATIONS:**

1. Demonstrate the two different views of communication (linear, and transactional. (See Chapter 1 pp. 8-13.), and illustrate the features that distinguish qualitatively interpersonal communication from less personal exchanges (pp. 18-21)
2. Demonstrate confirming and disconfirming messages and demonstrate how defense mechanisms can be used to maintain a presenting self illustrating at least one type from each of the three different categories. (See Chapter 9 pp. 378-385, pp. 385-391)
3. Demonstrate self disclosure in relationships. Include degrees of self disclosure, levels of self disclosure and a model of self disclosure. (See Chapter 8 pp. 348-357.)
4. Demonstrate empathy and communication. Include how empathy is defined and illustrate how the "pillow" method is used to resolve a difference in point of view between people. (See Chapter 3 pp. 118-127)
5. Demonstrate how to manage difficult emotions and include how at least four of Albert Ellis' irrational beliefs or fallacies lead to illogical conclusions and debilitating feelings. Discuss how thoughts cause feelings.(See Chapter 4 pp. 150-162.)
6. Demonstrate the difference between the types of non-listening, and listening to help, illustrating specifically paraphrasing. Illustrate at least three types of non-listening, and three types of listening to help, including paraphrasing. (See Ch. 7 pp. 279-283, 292-309.)
7. Demonstrate four of Gibb's defense arousing and contrasting defense reducing behaviours and at least three ways to respond non defensively to criticism. (See Chapter 9 pp. 392-410.)
8. Demonstrate the nature of conflict and include the five interpersonal conflict styles. (See Chapter 10 pp. 418-435.)

**PRESENTATION EVALUATION**

**GROUP MEMBERS:**

<p><b>Clarity of Theory</b></p> <p>_____ (4)</p> <p>_____ (3)</p> <p>_____ (2)</p> <p>_____ (1)</p>	<p>Exceptionally thorough and clear, complete, presented in an outstanding manner.</p> <p>Very articulate and clear, and presented interestingly in a creative way.</p> <p>Understandable and clear, presented in a conventional manner.</p> <p>Parts incomplete or confusing, or copied directly from text.</p>
<p><b>Demonstration</b></p> <p>_____ (4)</p> <p>_____ (3)</p> <p>_____ (2)</p> <p>_____ (1)</p>	<p>Exceptional. Relevant and complete with theory demonstrated extremely well.</p> <p>Relevant and accurate, with superior connection of theory to practice.</p> <p>OK but sometimes not clear or relevant or parts not covered.</p> <p>Examples incomplete (e.g. one-liners) or poor connection with theory.</p>
<p><b>Debriefing/Feedback</b></p> <p>_____ (4)</p> <p>_____ (3)</p> <p>_____ (2)</p> <p>_____ (1)</p>	<p>Thorough coverage of all points on outline clearly and concisely. Well organized.</p> <p>Discussion of all points, but some not in depth.</p> <p>Coverage of most points to a good degree but others missed or too brief.</p> <p>Poor coverage overall or points missed.</p>
<p><b>Interest/Appeal</b></p> <p>_____ (4)</p> <p>_____ (3)</p> <p>_____ (2)</p> <p>_____ (1)</p>	<p>Highly interesting, dramatic, used many modes, enthusiastic, highly participatory</p> <p>Generally interesting, energetic, most everyone involved, creativity shown.</p> <p>Good, with visual appeal, enthusiasm and class involvement at an average level, lower level of originality or creativity.</p> <p>Covers the theory but has lack of energy and involvement, low audience interest.</p>

GRADE

COMMENTS:

**GROUP MEMBERS ROLES, DEFINITIONS & EXAMPLES:**

**HELPFUL ROLES TO ENGAGE IN:**

*Initiating:* Gets the group going either at the start or when group is lagging or stuck.

"I'd really like to get started. I'm worried about running out of time."

*Gave Information - Opinions or Examples:* Offers facts or generalizations related to topic or relates own experience to group problem to get discussion more concrete.

"In the previous chapter the author stated that taking risks was important. I think that fits in with what we're discussing now."

"When I worked for the Crisis Line we had to train extensively."

"I really think the skills are important."

**Asked for information - Opinions or Examples** Same as above.

"Does anyone recall what pages we were supposed to read?"

"Has anyone had a job experience that relates to this subtopic?"

"How did you find this stuff working out of class?"

**Paraphrased of Another or Gave Summary:** Communicates basic understanding by stating in your own words what someone said or summarizing group ideas.

"So, in your opinion Paul, the subtopics we've listed are relevant."

"We've been talking about five minutes. Seems like we all agree that there are three themes necessary to emphasize in the discussion. As I see it they are . . ."

**Monitor:** Keeps group on target. Sticks to steps. Encourages participation of others.

"Gerry, I like what you had to say but I'm not sure how it's related to the step we're discussing."

"Helen, I notice your silent. I'm not giving you a chance to talk."

**Relieved Group Tension:** At the appropriate time, plays jokes, calls for a break.

"I think a coffee break would go good right now."

**GROUP  
MEMBERS  
ROLES,  
DEFINITIONS  
& EXAMPLES:****UNHELPFUL ROLES:**

<b><i>Made Self-Confessions:</i></b>	Takes up group's time by over self-disclosure.
<b><i>Acted with Defensiveness:</i></b>	Rationalizes, acts bored or cynical, responds to feedback inappropriately.
<b><i>Withdraws:</i></b>	Ignores discussion or what's happening in the group.
<b><i>Horsed Around:</i></b>	Engages in behaviour that distracts group from its task.
<b><i>Was Dominating:</i></b>	Talks without listening, dictates to group how things will be done; closed to others efforts.

**SCHEDULE OF ACTIVITIES**

<b><i>DAY</i></b>	<b><i>DISCUSSION GROUP</i></b>	<b><i>IN-CLASS TOPIC</i></b>	<b><i>DUE DATES</i></b>
1		Introduction	
2	Ch. 1 Ch. 10 pp. 428-436	A First Look at Communication	Role Play 1
3	Ch. 2	Self-Concept	
4	Ch. 9 pp. 385-391	Defensiveness	Role Play 2
5	Ch. 8	Communication & Relational Dynamics	Role Play 3
6	Ch. 3	Perception	Role Play 4
7	Ch. 4	Emotions	Role Play 5
8	Ch. 6 Ch. 5 pp. 186-200	Nonverbal Communication	
9	Ch. 7	Listening	
10	Ch. 7	Listening	
11	Ch. 7	Listening	Role Play 6
12	Ch. 9 pp. 378-385; 392-410 Ch. 10	Confronting (Gibb's Categories) Conflict	Role Play 7 Listening Transcript
13	Ch. 10	Conflict	Role Play 8 Flashcard Chart
14		Final Assessment	

The above schedule of activities is a rough outline only. Time spent in various areas and sequencing of activities may change depending on the needs, experiences, and attitudes of the participants (including the instructor). If and when changes do occur, they will be discussed in class beforehand.

## ROADBLOCKS

Following are some of the common roadblocks to communication, their potential negative effects, and some examples of each. As you read through them, you may find yourself thinking that some of them may be appropriate in certain contexts, and you are right. However, they are not usually helpful in responding to the emotional concerns of clients, or co-workers.

1. **Ordering, Directing, Commanding.** May cause the other person to feel fearful, resistant or rebellious.

"You will get in there and DO IT!"  
 "Stop complaining!"  
 "Stick up for yourself!"

2. **Warning, Admonishing, Threatening.** Telling the person what will happen if he or she ... may result in fear, submission, "testing," rebellion or anger.

"If you get out of bed one more time I'll have to tell your doctor."  
 "You'd better not do that if you know what's good for you!"  
 "Don't let Mr. K. hear you snivelling about this or he'll fire you."

3. **Exhorting, Moralizing, Preaching.** May cause fear, obligation, guilt, defensiveness, shame, or anger.

"You shouldn't feel angry about that!"  
 "It's not right to talk that way about a close friend."  
 "You have a responsibility to yourself and your family to meet ..."

4. **Advising, Giving Solutions or Suggestions.** Implies other is helpless, may cause resistance, dependency.

"If I were you ..."  
 "I suggest that you talk to your son about ..."  
 "Why don't you ...?"

5. **Lecturing, Teaching, Giving Logical Arguments.** Trying to influence the person with facts, logic, or opinion -- may cause arguments, defensiveness, feelings of inadequacy.

"Did you know that the stats on your situation show ..."  
 "I think you have your facts wrong. Actually ..."  
 "Most people in your situation are inclined to ..."

6. **Judging, Criticizing, Disagreeing, Blaming.** May imply other is stupid, leads to resentment or negativity.

"Now that's not a very mature point of view at all."  
 "You're just not thinking very clearly about this situation."  
 "Well what about all the times you've given him a bum deal?"

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7. ***Praising, Agreeing.*** May lead person to feel manipulated, patronized, resentful, or anxious (especially if praise is inaccurate).
- "Well I think you look just terrific."  
"But you're so competent!"  
"I agree. Your husband is a real jerk!"
8. ***Name Calling, Ridiculing, Shaming, Stereotyping.*** May lead person to feel ashamed, insecure, angry, resentful.
- "Now you're acting just like a typical woman."  
"You're a spoiled brat!"  
"You never carry on like this in public."
9. ***Interpreting, Analyzing, Diagnosing.*** Telling the person what his or her motives are, having the situation all "figured out" for the other person -- may threaten or frustrate, lead to fear, resentment or defensiveness.
- "You feel this way because you're suffering from post-op blues."  
"Sounds like you have some kind of Oedipal complex that's causing..."  
"So what you really mean is that your ego is threatened."
10. ***Reassuring, Sympathizing, Consoling, Supporting.*** Talking person out of his or her feelings, denying their importance -- may cause person to feel misunderstood, belittled, or hostile.
- "You'll feel different tomorrow dear!"  
"Don't worry, things will work out."  
"Let's look on the bright side."
11. ***Probing, Questioning, Interrogating.*** Seeking reasons, motives, causes, or information to solve problem more quickly or simply to satisfy your own curiosity -- may lead the person to feel distracted or defensive.
- "When did you start feeling this way?"  
"Why would you want to do that?"  
"How old is your son?"
12. ***Withdrawing, Distracting, Humouring, Diverting.*** Kidding, steering attention away from the problem or feelings -- may encourage avoidance or cause resentment or irritation.
- "Got out of bed on the wrong side today did we?"  
"Speaking of problems, did you hear what happened to M.?"  
"Why don't you burn down the school? That would do it!"
- (Adapted T. Gordon, 1970).

**LISTENING TAPE TRANSCRIPT**

**WORD FOR WORD TRANSCRIPT**

**SKILL IDENTIFICATION**

**ALTERNATIVE RESPONSE**

**(3)**

**(2)**

**(4)**



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### DEMOCRATIC PROBLEM SOLVING

Finding mutually acceptable alternatives to family, group or couples problems

**Situation:** *Two or more people are not satisfied with a part of their relationship. Their behaviour is causing mutual problems.*

**Purpose:** Identify parts of conflict where all parties are open to a variety of possible solutions. Identify individual needs and come to acceptable, workable solutions.

**Step #1:** Identify the problem. Through the use of Active Listening and making "I" statements come to an agreeable statement reflecting the needs of those concerned.

**Step #2:** Brain Storm. Everyone volunteer as many possible solutions as possible, all are accepted and written down - no judgements are made or suggestions eliminated in this step.

**Step #3:** Evaluation of brain storming responses. Go down list, item by item - any person involved can reject any suggestion on the basis of not liking it or not being willing to implement it - if all solutions rejected go back to #1, redefine problem.

**Step #4:** List those remaining suggestions (acceptable to all) in order of priority. Generally by consensus - several alternatives may have same priority.

**Step #5:** Implementation. Determining how and who - how to start specific solution and who will do what - (being solution is acceptable to all, implementation is generally easily agreed to).

**Step #6:** Evaluation of solution. Set time to meet and determine effectiveness of solution. If solution didn't work, look to other acceptable solutions or start over by redefining the problem.

**GROUP MEMBER ROLES - EVALUATION SHEET**

Name \_\_\_\_\_

<i>Group Meeting Number</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>TOTAL</i>
<b><u>HELPFUL ROLES</u></b>											
Initiator											
Gave information, examples, opinions.											
Asked for information, examples, opinions.											
Paraphrased or summarized											
Monitor											
Relieved group tension											
Prepared with notes											

<b><u>UNHELPFUL ROLES</u></b>											
Over self-disclosed											
Was defensive											
Withdrew											
Horsed around											
Dominated											

<b><u>TOTAL</u></b>											
Name of Evaluator:											

If person engaged in a helpful role, put a (+) by the role or roles.  
 If they engaged in an unhelpful role, put a (-) by the role or roles.  
 Total up the +'s. Place your initials by the total.  
 Under Helpful Roles - prepared with notes, please evaluate by:

Very Well Prepared (+++)      Poorly Prepared (+)  
 Well Prepared (++)              No Preparation (0)

It is important for everyone to be well prepared with notes. You are not graded on the number of +'s or -'s. This is just a way for me to monitor how the group is interacting and seeing if there is any problems.