

**CAMOSUN COLLEGE  
PSYCHOLOGY DEPARTMENT**

**PSYCHOLOGY 154 - INTERPERSONAL RELATIONS**

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( please do not add me to your address book)

**TEXT:** Adler, Ron and Towne, Neil, LOOKING OUT/LOOKING IN, Holt, Rinehart and Winston, Toronto, (Ninth ed. or Canadian Edition)  
Other editions may be used. See instructor for assistance. Plus workbook "INTERPERSONAL RELATIONS" available at bookstore.

**GOAL:** 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. 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 motivated participant will have focused on:

1. Personal Skills (Self-Awareness and Self-Expression):
  - Recognize feelings and perceptions of self
  - Understand self-concept
  - Recognize own strengths/weaknesses in communication
  - Self-disclose appropriately to others
  - Speak clearly and specifically about feelings, experiences, needs, values and behaviors.
2. Interpersonal Skills (Relationship):
  - Attending to others
    - Attend -- pay attention to others verbally and non-verbally
    - Understand -- develop a basic understanding of others through empathy and acceptance.
    - Confirm your understanding - perception checking
    - Communicate your understanding - active listening
  - Communicating with others
    - To state your differences with others without attacking and blaming (assertion).
    - To confront, inviting another to examine and possibly change their behavior (respectful feedback, I-messages).
  - To respond non-defensively to criticism or confrontation

### 3. Cognitive Skills: (Theoretical Perspective)

- Identify key concepts affecting verbal communication and interpersonal relationships (including self-concept, defense mechanism, perception, emotions, empathy, listening, non-verbal communication, assertiveness, self-disclosure, etc.)
- Recognize guidelines for appropriate use of various communication skills.

**FORMAT:** In order to achieve the main course objective--the implementation of theory into practice, students will do readings from the text, discussions in class and a series of structured, planned exercises that involve practicing new skills in pairs and small groups. Mini lectures will explain various concepts and techniques such as role playing and written work will demonstrate and practice concepts and skills. Students will be evaluated on conceptual understanding as well as skill performance.

**ADDITIONAL COMMENTS:** Your success in communication can be directly related to your interpersonal skills. These skills, like any others, do not develop or improve without practice. The extent to which you try to use the new skills in the class, at home and at work 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!

**EVALUATION:** A course grade will be determined by the following:

CHOOSE 3 OUT OF THESE 4 TO DO:	
TEST #1	25%
TEST #2	25%
INTEGRATION PAPER	25%
CLASS PRESENTATION	25%
A. GROUP PRESENTATION OR B. INDIVIDUAL TALK	
EVERYONE MUST DO:	
LISTENING SKILLS TAPE	25%

### GRADING FOR COURSE

A+- 95 - 100	B+ - 80 - 84	C+ - 65 - 69	D - 50 - 59
A - 90 - 94	B - 75 - 79	C - 60 - 64	F - 0 - 49
A- 85 - 89	B- - 70 - 74		

## **POLICY REGARDING ASSIGNMENTS**

Papers will be handed in to the instructor, in person, at the beginning of the class in which they are due. Any other arrangements must be made with the instructor.

Note that there are several dates where the the Listening Skills Tape and Integration Paper are accepted. Once the FINAL deadline is passed no late papers or tapes will be graded. This is regardless of reason, so make sure that you don't leave it until the last minute and then have an emergency. There is also built in flexibility for assignment choices to allow you to plan your schedule accordingly.

## **ATTENDANCE/PARTICIPATION**

Your consistent ATTENDANCE is very important, perhaps even more important than in some of your other courses. Since, a considerable portion of class time will be devoted to practicing skills you will be working with and contributing to the learning of other classmates and they will be counting on you. Because of the experiential nature of this course, missing more than 6 hours of classes can result in the lowering of your final grade by one letter grade step.

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.

## **GRADING GUIDELINES: (shown on a '10' scale)**

- 9.5-10 --Superior, flawless, total understanding, and exceptional achievement, publishable, polished and professional. Creativity in expressing ideas (eg. new insight, obvious quality research, superior discussion and novel presentation), precise, concise, specific. Integration of theory/practice superior.
- 9.0 -- Outstanding quality, insightful, excellent articulation of ideas, clear, concise writing, overall structure, is organized, flowing and ideas are in-depth. Good outside research.
- 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 well above minimum requirement. Clear integration of theory to practice, both covered well.
- 7.5 -- Has understood assignment, but has problems with articulation. 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 and specificity. Needs further research or rewriting. Integration of theory shown at a lower level.
- 6.5 -- Partial understanding, needs work in articulation, major points omitted or incomplete. Too much emphasis on either theory or practice.
- 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 -- Assignment attempted but 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. Needs more effort in writing. Persons receiving this mark or lower are recommended to seek extra help.

## TESTS

There will be two tests based on a knowledge of the course material. The questions will be a selection of multiple choice questions, true/false statements, short answer questions, matching questions and perhaps short essay questions and will require study of the text, lecture notes and class material.

## INTEGRATION PAPER GUIDELINES

You are to write a paper that integrates your learning of the theory - concepts and terms from the text - with your own experience -- the theory to the practice. You will describe ideas from the chapters as they relate to you. Select topics that are relevant to you and connected with each other, as well as connected to your life situation. 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 relationships with others.

Write a paper of approximately 900-1200 words-- anything longer will be penalized, whereas anything less than this will probably not contain enough depth and breadth of discussion.

This is a major paper, so work should be put into it accordingly. Use lots of concepts and material from at least 3 chapters in your paper, but remember to be clear, coherent, logical and concise. Put a vocabulary list, by chapter, at the end of your paper. (definitions not required).

Write a paper that has a central theme, rather than one that reads like a list of concepts and examples. A good idea is to describe an event, situation or particular aspect of a relationship using the vocabulary to explain and illustrate it. Avoid vague topics such as 'my life', 'our relationship' etc., and try to focus on one specific situation. Make sure that you keep a balance of discussion of the theory and of description of your example. 50-50 would be ideal, so you need to do more than just use the vocabulary, you must explain the concepts and tie the ideas together as well.

When you are doing your Integration Paper, 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.

**DUE DATE:** The due date is listed in the course schedule. Papers should be handed in directly to the instructor unless other arrangements are made before the class in which they are due. It is advisable to use outside references in papers to connect the paper to the larger body of knowledge. (Note Internet references which are not well documented and findable do not qualify here).

## LISTENING SKILLS TAPE

An important aspect of the communication process in interpersonal relationships is LISTENING. You will find that listening requires many of the other skills and concepts in this course as well. You are highly encouraged to do this assignment because it focuses on skill development, and this cannot occur unless you do it.

To complete the assignment, follow the steps outlined below and hand in all 3 parts:

### **PART ONE: TAPE /5**

1. Familiarize yourself with all aspects of listening from the course, with special emphasis on paraphrasing.
2. Practice using the skills informally and formally. Your tape should represent your ability to use the learned skill, rather than be the first time you have ever tried it!
3. Test your equipment before starting. Poor quality tapes must not be submitted.
4. Make a 15-20 minute tape (audio, regular size) of a session in which you actively demonstrate the listening skills covered in the classes and from Chapter 7 of the text. You may do this with a classmate or with someone in your life outside of this course. This should not be a recording of a casual conversation, but should clearly demonstrate your listening skills. A good topic for discussion is a problem or decision that they are facing, preferably a real situation rather than a role play--  
**DO NOT SCRIPT.** Allow as spontaneous an interaction as possible.
5. Start the tape with an announcement that says, "Hello Pam, this is my Psych 154 tape. The date is: (fill in date). My learning partner is: (use a pseudonym if you like) and they have agreed to help me with my assignment." They are to state that they do agree to do it. Note that this greeting must be continuous with the tape and may not be edited in after. It is part of the assignment. **Set the tape starting at where you have the best 5 minutes of empathy demonstrated.** This is what I will listen to.

### **PART TWO: TAPE ANALYSIS CHART /10**

Identify four opportunities that you had to use listening to help, as described in the text, including two instances of paraphrasing. Write these up as follows: (do not transcribe the whole tape, only these four examples).

WHAT SPEAKER SAID	WHAT I SAID	SKILL ATTEMPTED	DISCUSSION
write in only the relevant statement from the speaker-- do not transcribe the whole tape	write in what you said (or did) in response to the speaker	what skill were you trying to use here? What was the purpose of the skill (use your text to do this part)	Discuss the success of the skill, what are alternative possibilities?, etc.

### **PART THREE: REPORT /10**

Then, write a 2 to 3 page (500-750) words) report in which you analyze your effectiveness at listening as demonstrated on the tape. Apply any relevant criteria discussed in class, workbook or in the text. Be sure to look at your strengths as well as areas in need of improvement. Your write-up should not be a transcript of the tape but should be a discussion of the skills and concepts used.

## GROUP PRESENTATION

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

Your task is to give a 20 - 30 minute presentation of a topic from the text to the class, using the format as follows. (1 mark per minute will be deducted over 30 minutes, and presentations under 20 minutes will receive a B maximum so a full practice is essential.

### **INSTRUCTIONS:**

Sign up with a group that will present one PART of a chapter. Use ONLY the pages that are shown in the course schedule. Each person is expected to do an equal (but not identical) part of the work in order to receive their grade. The presentation will be graded by the instructor, and the individual input percentage will be arrived at using a collaborative grade (method to be discussed in class). Group size = 4 - 5 people.

#### 1. Oral Presentation of Theory:

- 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. Use ONLY the pages that are shown in the course schedule for the date you present on.
- 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 (role play):

- Set up a realistic demonstration that the class can identify with. You may use any 'live-action' methods that would be appropriate- including one longer role play, several short ones, video or film clips, charts, games, class exercises, etc. Make role-plays last long enough to clearly show your topic. You may use props and costumes to add a sense of reality. The goal is to demonstrate how your theory appears in practice.
- Practice your demo to time it and to polish it a bit, and try not to work from a rigid script because it will seem stilted. Be clear on WHAT you are trying to convey, and allow some of the HOW you illustrate it be spontaneous, putting 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: (put equal effort into this section, as it is equally important.)

- Discuss where the concepts were illustrated.
- Describe your group process - how you worked together, what communication skills you used while planning and presenting, how you handled conflict, made decisions, what you learned, etc. Try to relate this section directly to your topic.
- Open the discussion to the class. Ask for feedback. You must encourage class discussion. Coming prepared with a few questions will help stimulate feedback.
- End your presentation with a closing remark. Receive your applause and relax!

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

### **PRESENTATION EVALUATION**

<u><b>Theory Content</b></u>	<p>_____ Exceptionally thorough and clear, complete, superior, going beyond the text material in a relevant manner.</p> <p>_____ Covered text material thoroughly and fully, well chosen selection of theory</p> <p>_____ Text material presented at an average level with parts not covered in a balanced way or some parts being unclear</p> <p>_____ Theory selection incomplete or confusing, or covered too quickly or superficially.</p> <p>_____ Misunderstanding of major points, or confusion and omissions.</p> <p>_____ Presented in a disorganized or segmented way.</p>
<u><b>Theory Presentation</b></u>	<p>_____ Superior Methods -creative, innovative, educational, many media used, lots of involvement and energy</p> <p>_____ Very good choice of methods—educational and engaging, with good use of media and variety of teaching tools</p> <p>_____ Average selection of methods and media. Some variety of methods with room for more creativity and variety</p> <p>_____ Understandable and coherent, presented in a conventional manner (reading and lecture)</p> <p>_____ Little variety in methods and minimum creativity. Disorganized and/or superficially done.</p>
<u><b>Demonstration</b></u>	<p>_____ Exceptional. Relevant and complete with theory demonstrated extremely well. Perfectly planned and done.</p> <p>_____ Relevant and accurate, with strong connection of theory to practice-practiced, flowing. Clear and full demonstrations</p> <p>_____ Good level of demonstration and good examples given with some areas needing further focus.</p> <p>_____ OK but sometimes not clear or relevant. Some theory not demonstrated or quickly covered</p> <p>_____ Examples incomplete (e.g. one-liners) or poor connection with theory. Some theory not demonstrated.</p>
<u><b>Debriefing/Feedback</b></u>	<p>_____ Superior coverage of all points on outline clearly and concisely. Well organized. Class well involved.</p> <p>_____ Very good coverage of points, with high quality discussion. All group members prepared and active. Class involved.</p> <p>_____ Coverage of most points to a good degree but others missed or too brief. Group members not all active, class somewhat involved</p> <p>_____ Poor coverage overall or points missed. Group preparation for section not shown. No class involvement.</p> <p>_____ Not done, or poorly covered. No preparation for this section and inadequate time allowed.</p>
<u><b>Interest/Appeal</b></u>	<p>_____ Highly interesting, dramatic, used many modes, enthusiastic, highly participatory. Class stimulated and involved.</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> <p>_____ No interest to audience, sleep inducing.</p>

## TEN MINUTE TALK

An important aspect of interpersonal communication is public speaking- being able to put oneself in front of a group (in this case, a fairly 'low-threat' group of peers) and present one's ideas. You may use this as a feedback opportunity as well as a practice session for similar events that will likely occur in your life. If you are really intimidated by this assignment, it is probably a good choice to do it!

### **PART ONE: TALK**

- Give a rehearsed ten-minute educational talk on any subject directly related to this course but not from the text. Try to create a talk that will have interest for the people you are speaking to (an important communication skill!) as well as to express YOU.
- You may use any supports and resources you choose. You may bring in teaching aids, use the blackboard, overhead, props, etc. to help make your talk more interesting and informative. Don't get too involved in extensive research on the topic, but work more on the presentation methodology. The time is short, so don't put in more content than you can cover in the time allotted. A penalty of one mark per minute overtime will occur, so have another student signal your use of time.
- Before you do your talk you should make some notes on what your learning objectives are, so that you can focus on skill development more clearly. Check the library for assistance too. There are some excellent books on public speaking.
- Reading from a script will reduce your mark, but you may glance at notes or cue cards occasionally. Taping your talk is a good idea to help you do your analysis.

### **PART TWO: ANALYSIS**

One week after your talk, a paper discussing the following points will be due. (use these actual headings in your paper)

1. Pre-Talk Preparation:
  - what you did to get ready for this assignment. Be detailed.
2. Content:
  - relevance to course
  - audience appeal and reaction (think of a way to assess this)
3. Method:
  - use of aids
  - presentation manner
4. Overall quality of talk:
  - articulation -coherent, clear, etc.
  - originality, creativity
5. Meeting your skill development objectives: (it is extremely important to do well on this section)
  - what were they? Be elaborate and use outside references
  - how did you meet them
6. Strengths/Weaknesses/Areas for Future Learning