

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT**

PSYCHOLOGY 154 - INTERPERSONAL RELATIONS

INSTRUCTOR: Pamela Tobin, M.S.W. Phone: 652-4383 (9:30 a.m. to 8 p.m.)

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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:

OPTION ONE		OPTION TWO	
TEST #1	25%	TEST #1	33.3%
TEST #2	25%	DO ANY TWO OF THESE THREE:	
PAPER	25%	PAPER	33.3%
TAPE	25%	TAPE	33.3%
		TEST #2	33.3%

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 1000-1400 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 theoretical 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.

Complete the steps outlined below and hand in all 3 parts in an envelope:

PART ONE: TAPE

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

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

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.