

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT**

**PSYC 255 - ADVANCED COMMUNICATION
Winter 2003**

INSTRUCTOR: E. Angela Henry

OFFICE: Fisher 106E Office Hours As Posted or By Appointment

E-MAIL ADDRESS: henrya@camosun.bc.ca

PHONE: 370-3220 work
361-1895 home (emergencies only)

TEXT: Wood, J., Henry, A. (2002) Everyday Encounters, 2nd Canadian edition: An introduction to interpersonal communication. Toronto: Nelson Thomson Learning.

REQUIREMENTS: Standard cassette audio tapes (2)

PREREQUISITES: Psyc 154

COURSE DESCRIPTION:

This course examines contemporary topics and issues in interpersonal relationships, and applies the basic skills of communication from PSYC 154, Interpersonal Relations, in a broader, deeper way. Students will be engaged in group activities and discussion of personal issues. There is opportunity for students to explore specific topics of interest to their career area.

LEARNING OUTCOMES: At the conclusion of this course a successful student will be able to:

1. Analyze and value their integral role in the communication pattern of a relationship.
2. Demonstrate effective use of basic communication skills of listening, giving and receiving feedback and problem-solving in a variety of planned situations.
3. Identify the issues in communication that are relevant to specific career paths.
4. Correct and modify communication interchanges to better reflect the theoretical assumptions of good interpersonal communication.
5. Apply communication theory and methods of research to a fully documented research paper using a small n study on selected issues in communication.
7. Demonstrate effective selected helping skills in structured settings.

COURSE CONTENT:

The course will examine five (4) core areas of good interpersonal communications.

1. Advanced listening skills
2. Helping skills
3. Assertiveness, power, conflict resolution
4. Communication in the Workplace

There will be options for the student to explore in more detail an area of interest from the remaining list below.

5. Friendship & Intimacy
6. Gender and Communication
7. Communication and the elderly
8. Dynamics of communication in families
9. Intercultural communication
10. Communication and the media
11. Grieving and loss
12. Communication and children
13. Communication and adolescents
14. Communication and the physically or mentally challenged
15. Non verbal Communication
16. Communication and youth at risk

COURSE FORMAT: Classroom activities will include discussion of text readings, structured exercises, role-playing and small group work. **There will be two intensive Saturdays of mandatory classes on Jan. 18th and 25th. We will meet from 9:00 a.m. to 3:30 p.m. both days.** Bring a lunch. Cafeteria services are not available. Come in comfortable clothing. The course concludes March 11th.

EVALUATION: Students will be evaluated on

- a) their conceptual understanding of readings and discussions
- b) their ability to demonstrate skill in assignments and in classroom behaviour.

Be prepared for novel activities in a protected and supportive atmosphere. Be prepared also to take considerable responsibility for your own learning through clear

and personal statements about your classroom needs. Whether you are interested in working with people or wanting to be involved in meaningful interpersonal relationships, your success depends a great deal on the effort you put into this course. Many of the skills need active practice.

You will be engaged in practical listening and conflict resolution sessions with other students. You will be involved in activities that explore group dynamics. 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, helpfully, with sensitivity and reflectiveness and will contribute to the safe and supportive learning environment of yourself and others. Mere attendance is not enough in a course such as this one.

EVALUATION OVERVIEW:

1. Tests: There will be 2 tests One at midterm = 15 marks One at the end = 20 marks	=	35 marks
2. 2 Skill tapes (15 marks each) #1 Summarizing Tape #2 Self-Disclosure	=	30 marks
4. Self Analysis of Skills	=	10 marks
5. Research Paper	=	25 marks
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TOTAL	=	100 marks

GRADING SCHEME:

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

FINAL NOTES:

- Attendance:** In a course such as this where a good deal of class time is spent practicing skills, 100% attendance is expected so that you have the best opportunity for success and you do not impact the learning of others.
- Style:** All writing in psychology must follow American Psychological Assoc. (A.P.A.) style. Papers must be well-proofed, typed, have a title page and follow APA rules for writing and referencing. See **www.apastyle.org** for online assistance with APA or the reference section of the library. The skill tapes must be organized in the format provided.
- Late Assignments:** Assignments are due in class as per the attached schedule. You are allowed one late assignment without penalty and without reason during the course. This must be negotiated with me. In the event of unforeseen difficulties, let me know (best before the due date) and negotiate when the assignment will be completed. All other late assignments are subject to a 10% penalty.
- Confidentiality:** Because of the nature of this course, personal material shared in class and in assignments is to be held in strictest confidence.

SCHEDULE OF CLASSES

DATE	TOPIC	READINGS	ASSIGNMENTS
Tues Jan 7	Introduction to Course, Assignments, Review of Psyc. 154; Research papers		Communication Observation Practice Exercise.
Tues Jan 14	Advanced Listening Skills, Empathy; Trust; Feedback, Summarizing	Ch. 1 - 7	Choose Research topic Communication Observation Practice
Sat Jan. 18 9:00 am to 3:30 pm	Advanced Listening Skills, Self-disclosure; Film: You're Not Communicating		Bring cassette tape Bring lunch Note: WT Cultural Centre
Tues Jan 21	Helping Skills, Confrontation; Tapes; Power		
Sat Jan 25 9:00 am to 3:30 pm	Conflict; Nonviolent Crisis Intervention; Restitution	Ch. 8 & 9	Bring lunch WT Cultural Centre
Tues Jan. 28	Conflict; Film: Conformity, Obedience & Dissent; Small n studies	Ch 8 & 9	2 Tapes due
Tues Feb 4	Test #1 (listening, helping, crisis intervention & restitution);		Test #1
Tues Feb 11	Conflict; Giving & Receiving Feedback	Ch 8 & 9	Research Paper Outline and 3 References Due
Tues Feb 18	Workplace & Harassment Film: It's No Joke	Ch. 11	Self-Analysis of Skills due
Tues Feb 25	Gender and peer evaluation of research		Research paper rough draft due in class for peer evaluation
Tues Mar. 4	Nonverbal comm; Friendship & Intimacy; Films	Ch. 6, 10	Research paper due
Tues Mar. 11	Test #2; Ch. 7 - 11 plus Gender		Test #2

ASSIGNMENT DETAIL:

1. TESTS

There will be two tests to check understanding of key terms and concepts. The first test will measure understanding of the advanced listening skills, nonviolent crisis intervention and restitution. The final test will examine material from Ch. 7 to 11 plus the topic of Gender and will include a communication analysis where you will identify the elements of an interpersonal conversation between two people. Your analysis will examine:

- a) the communication climate
- b) conversational control and power
- c) the extent of communication skills
(assertiveness, listening, defensiveness, ability to receive and give feedback, etc.)
- d) any obvious issues present in their communication, e.g. gender or power
- e) non-verbal behaviour

2. SKILL TAPES:

Purpose: To demonstrate your ability to

- listen emphatically, staying immediate
- use a breadth of listening skills
- use appropriate pacing
- track the main issue(s) or themes of a speaker
- establish rapport with the speaker by showing warmth & respect
- see beneath the obvious & show a depth of insight
- use a broad vocabulary to describe a speaker's situation or condition
- analyze a communication interchange and evaluate strengths & weaknesses and provide alternatives

Task: You must make two listening tapes of approximately 15 minutes each that show a comprehensiveness of skill and understanding. You must demonstrate empathic listening and specifically the effective use of the following skills.

Tape #1: Summarizing

Tape #2: Self-Disclosure

You must then produce a transcript with the following components.

- 1) A word for word transcript of the isolated skill with the speaker statements directly before and after your demonstrated skill.
- 2) Your analysis of your listening response by analyzing the effectiveness of your skill demonstration
- 3) Provide 2 different alternatives to your original response. One should be a re-working of the skill you tried to use. The second could be a totally different yet appropriate skill. Then provide a rationale for why each is better than your original response.
- 4) Choose three places in your tape other than the transcribed pieces above where you believed you missed an opportunity to respond well and/or appropriately. Transcribe the 3 missed opportunities, analyze what you missed and provide **one** alternative for each and describe why it improves the response.

Use the sample transcript sheets attached. You will need to duplicate a few.

Staple the transcript together - wrap it around the tape (without the plastic case) and secure with an elastic band. Label the tape side to be marked. Put your name, instructor, class day and course on the outside of the transcript.

[The tape must be advanced (cued) to the beginning of the first skill on your transcript]

Notes About Taping:

- Tapes must be audible and in good condition. Test your machine before taping.
- Do not tape surreptitiously; you must get permission. Avoid conversations that do not require empathic reflective listening like casual conversation or debate of opinions.
- Leave enough time to re-tape in the event of a technical glitch.
- **Do not script, rehearse or machine edit your tape.** If you are not satisfied with your tape - choose another partner - and/or tape again. This must be a spontaneous, realistic demonstration of your skill.
- No one other than your instructor or a marker will hear the tape. All material is confidential.
- At the top of your transcript provide a one sentence description of what your speaker has been talking about so I am not lost.
- See the in-class handout for a demo of this assignment.

Grading of the Skill Tape

Transcript:

original response (3 marks)

effectiveness (2 marks)

2 alternatives and reasons why they improve (4 marks, 2 + 2)

Total

3 missed opportunities, analysis and **one** alternate each

9 marks

6 marks

15 marks

Note: Tapes under 50% must be re-done to a passing level with a maximum grade of 60%

3. SELF-ANALYSIS OF SKILL:

You will submit a two page analysis of your strengths and weaknesses at listening, helping and giving and receiving feedback. Base your analysis on your experience and observations during the practice sessions, your tape-making and your use of these skills in your personal and work life. Examine your skills in terms of the concepts of the course. Conclude with goals for yourself that will enable you to become a superior communicator both in your personal life and in your workplace.

Typed, with Title Page

Value: 10 marks

4. RESEARCH PAPER:

The research paper requires you to research one of the topics in the selection on page 2 numbered 5 - 16. This paper will provide you with an opportunity to connect what you know about communication theory with what you observe around you. You will be conducting a small sample study, called a small-n study, which examines from one to ten subjects. You will include in your report supportive materials that appropriately augment your observations. Quotations, cartoons, poems, references to film or television situations as well as musical lyrics can be used to enhance your report.

Task: Choose a topic that sparks your interest. You may choose, for example, family relationships. You would then do a case study of a family that you know, for example, and report on your findings or you may choose to interview several families about some portion of their relationship and report on those findings. You would support your findings with academic references from your text, current periodical literature and/or other readings. Or, you might read a current reference on conflict management, report on your readings and link your reading to a case study you conduct which reveals your understanding of communication theory.

You will collect your findings and then organize them in a clear and concise manner. You will be expected to thoroughly research the area of your interest and present it in a paper that thoroughly documents your work.

Style expectations:

- APA throughout, double-spaced, well proof-read (see www.apastyle.org for online help or the APA publication manual)
- Include:
 1. a title page
 2. a thesis statement and identification of the scope of the paper
 3. clear organization and headings where appropriate
 4. introduction, description and results of your case study
 5. conclusions
 6. referenced (ideas taken from your sources as well as direct quotes)
 7. reference list (not "works cited")
- Length of paper = Not less than 2000 words or more than 2500 words
- Typed, double-spaced

Research paper due dates:

Outline of your report (one page) typed, plus 3 references that you will be using is due in class Feb 11th. Include in this outline

- A thesis statement of what you intend to explore remembering it must relate back to the topic of communication.
- What subjects you will use for your case study
- References in APA format

**You will bring a rough draft of your paper to class for peer evaluation on Feb. 27th
FINISHED DRAFT DUE: Mar. 4th.**

Your research paper must have a peer evaluation done on it.

VALUE: 25 marks

Transcript (Word for Word - Both Speaker & Listener) (3)	TAPE TRANSCRIPT Effectiveness of your skill (2)	Two Alternate Responses & How Each Improves Effectiveness (4)

THREE MISSED OPPORTUNITIES		
Speaker's Statement	My Response	Opportunity I Missed & One Appropriate Alternative (2 marks each)

