

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT**

PSYC 154 - Interpersonal Relations

INSTRUCTOR: Bev Lenihan
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OFFICE HOURS: One hour before and after class
Flexible: other times by appointment.

TEXT: Adler, R.B., Towne, N., and Rolls, Judith, H. (2004) Looking Out/Looking In 2nd. Canadian Edition

COURSE OBJECTIVE

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, the student will work at developing self-awareness, study the theory of interpersonal relationships, and practice specific skills both in class and in our lives.

SPECIFIC OBJECTIVES

At the conclusion of this course the student will be able to use:

1. Personal Skills (Self –Awareness and Self Expression):

- a) Recognize feelings and perceptions about self.
- b) Understand **self-concept**
- c) Recognize own strengths and areas of improvement in communication.
- d) Self-disclose appropriately to others
- e) Speak **clearly** and **specifically about feelings, opinions, experiences and behaviours, needs, and values.**

2. Interpersonal Skills (relationships)

- a) Attend – pay attention to others verbally and non-verbally.
- b) Understand-develop a basic understanding of others through empathy and acceptance.
- c) Confirm your understanding-perception checking.

- d) Communicate your understanding-active listening
- e) Communicate with others-state your differences with others without attacking Blaming (assertion). To confront, inviting another to examine and possible challenge their behaviour (respectful feedback, (I messages) and to respond non-defensively to criticism or confrontation.

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

- a) Identify key concepts affecting verbal communication and interpersonal relationships. Including self-concept, defensive mechanism, perception, emotions, empathic listening, non-verbal communication, assertiveness, self-disclosure, etc.
- b) Recognize guidelines for appropriate use of various communication skills.

FORMAT

In order to achieve the main 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.

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

1. **Role Plays 30% (MAX. 30 MIN.)**

In teams of 2 - 3 students (three and a narrator) you are to role play a situation illustrating an aspect of interpersonal communication. The narrator should introduce the role play and keep the audience informed (as necessary) as to what concept or principle is being illustrated (video, chart, role play).

Following the role-play, other students in the class are expected to comment on what they learned from the role play, how well the concept(s) was illustrated, etc. You are to conduct a class activity to solicit written feedback.

Written Report

A. *Conceptual Understanding*

A brief written summary should be submitted, describing the role play in outline form, explaining what the concepts were (in students' own words) and how the role play served to clarify and illustrate these concepts. (1 page)

B. *Group Process Learning*

The written report should also include 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 in 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 or was everyone being sort of "cool?" (You may focus on whatever seemed most significant about your particular group.)

C. Audience Feedback

Identify both strengths and areas of improvement, having presented orally. Open sealed envelope, audience feedback, and respond following guidelines (1 page)

*Submitted one week following role play.

Grading of Role Play

All members of the group are expected to work cooperatively on both the planning and write-up. The final grade for the role play and the write-up will be shared. Any student having difficulty with this format needs to discuss this with the instructor. All members of the group are expected to contribute to the planning and write-up. (Role play and write up 30%) Grade will be given when written summary is evaluated.

LIST OF ROLE PLAYS

1. Chapter 3 (pp. 121 - 130)
Illustrate how the "pillow method" is used to resolve a difference in point of view between people. (use 2 - 3 examples in own life)
2. Chapter 4 (pp. 161 - 174)
Illustrate how Albert Ellis' seven irrational beliefs or fallacies lead to illogical conclusions and debilitating feelings.
3. Chapter 5 (pp. 196 - 215)
Illustrate 6 ways the language we use can cause problems in our relationships, and also illustrate alternatives.
4. Chapter 2 (pp. 65-84)
Demonstrate what specific real-life experiences will affect the formation of high-low self esteem and ways to improve self concept.

5. Chapter 7 (pp. 294 - 328)
Demonstrate 7 types of non listening and identify correct alternatives.
 6. Chapter 8 (pp. 345-380)
Illustrate how an interaction proceeds through four different levels of self disclosure.
 7. Chapter 9 (pp. 403-422)
Illustrate ways to respond non defensively to criticism and ways to prevent defensiveness in others. Use real-life examples.
 8. Chapter 10 (pp.439-480)
Use 4 real life examples to demonstrate the 4 methods of conflict resolution.

You will form a group and present a 30 min. (max.) presentation of a skill topic to the class. This presentation must illustrate your understanding of the concept or skill. You may elect role play, charts, games, etc. to illustrate your topic. You will be provided some class time to help organize topics. Most of the presentation planning is done out of class.
2. **Chapter Quizzes** (40%)

There will be a short quiz given approximately after each chapter reading. The purpose is to ensure the student keeps up with text material. There are NO make up quizzes. The best 8/10 quizzes are considered for final evaluation purposes.
 3. **Tests** (30%)

There are 2 tests: Test #1 (30%) and Test #2 (30%). Both tests are composed of multiple choice and short answer questions to assist you in demonstrating your grasp
 4. **Active Listening Tape** (30%)

One audio tape of good quality will be required in which you demonstrate active listening by conversing with another person for **20 minutes**. You will transcribe this conversation and analyze it for strengths and weaknesses. **Five consecutive** responses, analysis, and alternatives will be required.

Your grade on the tape will be comprised of:
 - a. Your listening responses:
 - accuracy in keeping with the flow of feelings and thoughts
 - empathy
 - appropriateness
 - range of responses and skills
 - b. Your ability to analyze good and poor listening responses in the transcript.
 - c. Written summary identifying strengths and communication goal.

TAPE OUTLINE

- The tape and transcript comprise 30% of total grade.
- Tape must be labelled and advanced to the beginning of the 5-10 minute segment to be marked.
- Place the tape in an envelope and label with name and section number.
- If you use other than a standard cassette tape, please supply me with a tape recorder.
- Leave enough space for my comments please.
- Word processed, or typewritten, is important for clarity and ease of marking.

Guidelines for Making the Tape

- Tape with someone in class. He/she must be willing to take part.
 - All tapes are confidential and only heard by me.
 - Take a run at the conversation (20 min. or so) and then choose your best 10 responses.
 - Be as natural as you can. Do not script the conversation before hand.
 - Only one listener per tape side. (When you choose a class member as your partner, each of you must tape separate conversations.)
 - Choose a topic that lends itself to listening as opposed to argument, chit-chat or lecture.
- * Alternatives for each helper response is mandatory. Two alternative for each original response by listener. Total (10) ten alternatives

The transcript should look something like this:

<i>Response Transcript</i>	<i>Analysis</i>	<i>Alternative</i>
Client: I can't understand why John hasn't written. He's never gone this long before without some word and I'm worried that something has happened to him. 1. Helper: You're upset that John hasn't contacted you. You're worried that something may have happened to him. <u>Why don't you write to him?</u> <u>Don't you have his address?</u> Client: Blah, blah, etc.	(a) Identify skill (b) Describe effectiveness 1.(a) Empathy. (b) Includes thoughts/feelings This is just <u>Parroting</u> . Could be more specific with (something) Roadblock here: inappropriate <u>questioning</u> and <u>advice</u> . Should have left this out altogether. Used why too analytical	10 required 1. you're confused and really concerned that maybe John is not okay. Use of silence.

6. Late Work

LATE ASSIGNMENTS WILL NOT BE ACCEPTED WITHOUT PRIOR PERMISSION OF THE INSTRUCTOR. LATE PENALTY IS 2 MARKS OFF A DAY). PENALTY ALSO APPLIES TO TESTS, TAPE, AND GROUP EVALUATIONS. QUIZZES WILL BE GIVEN AFTER CHAPTER READING AND DISCUSSION. THERE ARE NO MAKEUP QUIZZES.

7. Assignment Summary

Test #1	30%
Test #2	30%
Role play with Other Students	30%
Chapter Quizzes	40%
Active Listening Tape	30%
	100%

Evaluation

Students will be evaluated on conceptual understanding as well as skill performance. This includes the student's ability to use the skills presented in class. Attendance is very important in meeting both of these requirements and missing more than 6 hours of class may result in a loss of one letter grade.

A course grade will be determined by the following.

1. Chapter Quizzes (10)	40%
2. Tape	30%
3. One of three options	30%
a. Test 1	
b. Test 2 (final)	
c. Role play	

Grading

A+	95 - 100%	SUPERIOR
A	90 - 94%	“
A-	85 - 89%	“
B+	80 - 84%	HIGH ACHIEVEMENT
B	75 - 79%	“
B-	70 - 74%	“
C+	65 - 69%	AVERAGE ACHIEVEMENT
C	60 - 64%	“
D	50 - 59%	MINIMUM
F	less than 50%	

Semester Schedule

WEEK	TOPIC	READINGS	GROUP PRESENT	ASSIGNMENTS
1	Introduction			Quiz #1
2	Interpersonal Relationships	Chapter 1		Quiz #2
3	Perception	Chapter 3	1	Quiz #3
4	Emotions	Chapter 4	2	Quiz #4
5	Language/Non-verbal	Chapter 5 - 6	3	Quiz #5
6	Communication/Self	Chapter 2	4	Quiz #6
7	Test 1			Test #1
8	Listening	Chapter 7	5	
9	Listening	Chapter 7		Quiz #6
10	Intimate Relationships	Chapter 8	6	Quiz #8
11	Improving Climate	Chapter 9	7	Quiz #9
12	Assertiveness	Chapter 10	8	Quiz #10
13	Conflict	Chapter 10		Audio Tape
14	Review			Test 2 (TBA)