

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT**

PSYC 154 - Interpersonal Relations

INSTRUCTOR: Bev Lenihan

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OFFICE HOURS: One hour before and thirty minutes after class
Flexible: other times by appointment.

TEXT: Adler, R.B., Towne, N., and Rollis, 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 15% (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.

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 presentation 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. (Roleplay grade will be provided at the following class).

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%) Option is to take test one or test two.

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. Test #1 covers material chapters one through six. Test #2 covers material in chapters seven through ten.

4. Chapter Integration Paper (15%)

You are to write papers that integrate your learning of the theory to your life. The paper will include the concepts and terms from the text and relate to your own experience (the theory to the practice). 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 800-1000 words: using concepts, vocabulary and material from TWO specific chapters. Keep your paper clear, coherent, and concise. Try to write a paper that has a central theme instead of a list of concepts and examples. A good way to do it is to take a real life situation and describe it using the theory, making sure to keep a high amount of course material discussed. (balance between theory and personal example is 50/50).

Write and rewrite, if necessary, before handing in the final copy. One student wrote ten drafts before the final copy. Remember to use the concepts and vocabulary from the two chapters chosen (chapters 1-10). Underline each of the concepts the first time you apply them. Use lots of vocabulary. The two main aspects of the paper is to: describe theory; and describe how the theory relates to you (practice).

5. **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, PAPER, AND GROUP EVALUATIONS. QUIZZES WILL BE GIVEN AFTER CHAPTER READING AND DISCUSSION. THERE ARE NO MAKEUP QUIZZES. THE BEST EIGHT OF TEN ARE GRADED TOWARD FORTY PERCENT OF THE COURSE

6. **Assignment Summary**

Option is to take either Test #1 OR Test #2	30%
Role play with Other Students	15%
Chapter Quizzes	40%
Written Integration Paper	15%

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. Role Play	15%
3. Integration Paper	15%
4. One of two options	30%
a. Test 1	
b. Test 2 (final)	30%

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 #7
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		Integration Paper
14	Test #2			Test #2