

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT**

PSYC 154 - Interpersonal Relations

INSTRUCTOR: Peggy Hansen

OFFICE:

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OFFICE HOURS: One hour before 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, students will work at developing self-awareness, study the theory of interpersonal communication, and practice specific skills both in class and in their 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 verbal and non-verbal communication.
- b) Understand - develop a basic understanding of others through empathy and acceptance.
- c) Confirm your understanding - perception checking.
- d) Communicate your understanding - reflective listening.
- e) Communicate with others regarding individual differences- state your differences without attacking or blaming (assertion). Invite others to examine and possibly change their behaviour (respectful feedback) and respond non-defensively to criticism or confrontation.

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

- a) Identify key concepts affecting communication and interpersonal relationships. Including self-concept, perception, emotions, empathic listening, non-verbal communication, defensiveness, assertiveness, self-disclosure, etc.
- b) Recognise 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 exercises that involve practising 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. **CLASS PARTICIPATION**

Because of the nature of these topics and skills it is very important that you practice and discuss these skills in your everyday life and in class.

Your consistent attendance is very important. Firstly, a considerable portion of class time will be devoted to discussion and implementation of new concepts. Secondly, you will be working with and contributing to the learning of other classmates and they will be counting on you to be there. In the event of an unavoidable absence, you are requested to contact your instructor and/or a member of your group to catch up on what you have missed. Attendance and participation is expected in this course because of its interpersonal and experiential nature. You are expected to actively take part in discussions and activities in a sensitive and reflective manner, and to come to class with assignments and readings complete.

Five percent will be given for class participation and will be determined by the following:

- Readings completed.
- Active involvement in structured exercises.
- Participation in class discussion.
- In class written assignments.
- Appropriateness and sensitivity to group members.
- Support for your small group.
- Personal responsibility for your actions.

If discussing your personal thoughts and feelings is very uncomfortable for you, you may not be well suited to take this course. You must have a comfort with and have the vocabulary in English necessary to discuss personal, emotional issues. Please see your instructor after the first class if either of these issues are of concern for you.

2. GROUP ROLE PLAY (MAX. 30 MIN.)

In teams of 4 - 6 students 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 to what concept or principle is being illustrated. You may elect a short role play, chart, game, etc. to illustrate your topic. Your demonstration should be approximately 30 minutes in length.

Following the role-play, other students in the class are expected to comment on what they learned from the role play, how well the concepts were illustrated, etc. You are to conduct a class activity to solicit written feedback. Excellent presentations provide visual (possibly audio) support, are rehearsed, may include minor props and repeat important concepts to ensure learning. You will be provided some class time to help organise topics. Most of the presentation planning will be done out of class.

Introduce your topic. Attend to pace, keep it lively and engaging. Repeat concepts to be illustrated in 3 different ways: what the essential elements of your topic are to ensure audience understanding.

Grading of Role Play

All members of the group are expected to work co-operatively on both the planning and write-up. The final grade for the role play and the presentation will be shared. All members of the group are expected to contribute to the planning. Upon completion of your role play, your group will be responsible for dividing your marks to adequately represent the effort, commitment, reliability and attitude of each member. This must be a decision arrived at by consensus. Role play grade will be provided at the following class. Any student having difficulty with this format needs to discuss this with the instructor.

LIST OF ROLE PLAYS

1. Chapter 2 (pp. 42-68)
Demonstrate what specific real-life experiences will affect the formation of high and low self esteem and ways to improve self concept.
2. Chapter 4 (pp. 150 - 174)
Using real life examples, illustrate how effectively expressing emotions can enhance the quality of interpersonal relationships.
3. Chapter 5 (pp. 205 - 212)
Use 3 real life examples to demonstrate the advantages and disadvantages of I, You and We Language.
4. Chapter 7 (pp. 294 - 328)
Demonstrate 7 types of non listening and identify correct alternatives.
5. Chapter 8 (pp. 358 - 375)
Illustrate the four levels of self disclosure and the differences between appropriate and inappropriate self disclosure.

- 6. Chapter 9 (pp. 403-422)
Illustrate ways to prevent defensiveness in others (Gibbs). Use real-life examples.
- 7. Chapter 10 (pp. 461 - 474)
Use 4 real life examples to demonstrate the 4 types of conflict resolution.

ROLE PLAY TOPICS

You will be assigned a group number and a corresponding role play topic.

Presentation Dates as per the Schedule of Activities.

Role Play Group # _____

GROUP MEMBERS AND PHONE NUMBERS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PRESENTATION DATE: _____

3. CHAPTER QUIZZES

There will be a short quiz given approximately after each chapter reading. Quizzes will consist of multiple choice and/or short answer questions. The purpose is to ensure that students keep up with text material. There are NO make up quizzes. The best 8/10 quizzes will be used for final evaluation purposes.

4. LISTENING TAPE AND TRANSCRIPT

INSTRUCTIONS:

You are to prepare an audio tape of an interaction that demonstrates your best listening skills. Then make a word for word transcript of five (5) consecutive (one after the other) responses and analyse the effectiveness of your responses. Leave enough space on written transcript for instructor to write comments please.

The tape must be labelled and advanced to the beginning of the 5 response segments to be marked. Wrap the tape with the transcript, secure with an elastic band and label with name, section number and instructor's name on the outside. If you use other than a standard cassette tape, you must supply a tape recorder.

GUIDELINES FOR MAKING THE TAPE

You must get the permission of the person who is being taped. Classmates make the best taping partners because they are the most understanding of what you're attempting.

All tapes are confidential and only heard by your instructor. Tape a 15 – 20 minute conversation in which you are the listener and then choose the section with your best 5 responses. Start with the speaker's statement followed by your #1 listening response. The written transcript must include all of what is said by both speaker and listener.

Your analysis of the transcript must include what skill you are using (I statement, open question, reflective listening, empathy, self-disclosure, etc.) as well as 2 alternate responses. Alternates must be different from one another, not just a word rearrangement of the initial response.

Be as natural as you can. Do not script the conversation before hand. Do not stop tape

Only one listener per tape. (If you choose a class member as your partner, you must tape separate conversations).

Choose a topic that lends itself to listening as opposed to argument, chitcat or conversation.

Include an Introduction (brief summary of the speaker's issue and your goal as the listener) and a Conclusion (describe what you learned from doing the listening tape.)

DUE DATE: To be handed in at the last class on **April 11/05.**

5. INTEGRATION PAPER

You are to write a paper that integrates your learning of the theory to your life. The paper will include the concepts 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 400-500 words: using concepts, vocabulary and material from one specific chapter. 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 examples is 50/50.

Write and rewrite, if necessary, before handing in the final copy. Remember to use the concepts and vocabulary from the chapter 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 are to: 1) describe theory (explain the terms and concepts used) and 2) describe how the theory relates to you (application). Include a Bibliography and indicate text references by citing the page number in brackets after each concept description (i.e. p. 76).

DUE DATE: To be handed in at class on **March 21/05**

5. Late Work

LATE ASSIGNMENTS WILL NOT BE ACCEPTED WITHOUT PRIOR PERMISSION OF THE INSTRUCTOR. LATE PENALTY IS 2 MARKS OFF PER DAY. PENALTY APPLIES TO ALL ASSIGNMENTS. QUIZZES WILL BE GIVEN AFTER CHAPTER READINGS. THERE ARE NO MAKEUP QUIZZES. THE BEST EIGHT OUT OF TEN QUIZZES WILL BE USED FOR YOUR FINAL GRADE.

6. Assignment and Grading Summary

A course grade will be determined by the following:

1. Class Participation	5 %
2. Group Role play	15%
3. Chapter Quizzes (10)	40%
4. Integration Paper	15%
5. Listening Tape and Transcript	25%

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.

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%	

SCHEDULE OF ACTIVITIES:

WEEK	READINGS	IN-CLASS TOPICS	ASSIGNMENT
1 January 10/05		Introduction to Course and each other/ The importance of communication skills	
2 January 17	Chapter 1	A first look at Interpersonal Relationships	Quiz #1
3 January 24	Chapter 2	Communication and the Self Concept/	Quiz #2 Role Play 1
4 January 31	Chapter 3	Perception/ Communication Model	Quiz #3
5 February 7	Chapter 4	Emotions	Quiz #4 Role Play 2
6 February 14	Chapter 5	Language I Statements	Quiz #5 Role Play 3
7 February 21	Chapter 6	Introduction to Non-verbal Communication	Quiz #6
8 February 28	Chapter 7	Listening/ Effective and Ineffective types	Quiz #7 Role Play 4
9 March 7	Chapter 7	Reflective Listening (Listening Tape Practice)	
10 March 14	Chapter 8	Intimacy & Distance in Relationships/ Self-Disclosure	Quiz #8 Role Play 5
11 March 21	Chapter 7	Open Ended Questions (Listening Tape Practice)	Integration Paper Due Date
12 April 4	Chapter 9	Improving Communication Climates	Quiz #9 Role Play 6
13 April 11	Chapter 10	Managing Interpersonal Conflict	Quiz #10 Role Play 7 Listening Tape Due Date

March 28 - No class on Easter Monday.