



School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 154 Sections 003 and 004
Interpersonal Relations
Fall 2006

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour before and thirty minutes after class. Other times arranged by appointment.		
(c)	Location:	Fisher 352		
(d)	Phone:	370-3200	Alternative Phone:	721-1259
(e)	Email:	lenihan@camosun.bc.ca		

COURSE OBJECTIVE

Effective communication with others comes from a deep understanding of our selves 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 in class and in our lives.

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

Personal Skills

1. Recognize and discuss own thoughts, feelings, actions and perceptions.
2. Develop self-concept in relation to others.
3. Recognize strengths and weaknesses in communication.

Interpersonal Skills

1. Recognize and apply guidelines for appropriate use of communication skills.
2. Attend to others verbally and non-verbally.
3. Give and receive feedback effectively.
4. Demonstrate effective listening skills at a beginner level.
5. Practice effective conflict resolution.
6. Establish and maintain confirming communication climates.

Cognitive Skills

1. Identify key concepts describing interpersonal communication.
2. Describe basic principles and theories of communication.
3. Analyze personal life events using course vocabulary, concepts and theory.

3. Required Materials

Texts	Adler, R.B., Towne, N., and Rolls, Judith, H. (2004) LOOKING OUT/LOOKING IN/ 2nd . Canadian Edition
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4. Course Content and Schedule

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 25% (MAX. 30 MIN.)

In teams of 3-5 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 necessary, as to what concept or principle is illustrated (video, chart, and or 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) were 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 the write-up. The final grade for the role play and the presentation will be shared among all members.

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. Role play 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. (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 thirty minute presentation (maximum) 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 the text material. There are NO make Up quizzes. The best eight of ten quizzes comprise the forty per cent. The student can miss two quizzes without this grade being affected.

3. Tests (20%) Option is to take test one or test two.

There are two tests each worth the same percentage. Both tests are composed of multiple choice and short answer questions to assist the student in demonstrating his or her conceptual understanding. Test one covers material in chapters one through six. Test two 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 theory and personal example is 50/50).

Write and rewrite, if necessary, before submitting 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 through 10). Underline each of the concepts the first time you apply them. Use lots off vocabulary. The two main aspects of the paper are to: describe theory and describe how the theory relates to you (practice).

5. Basis of Student Assessment (Weighting)

(a)	Assignments	Integration paper	15%
(b)	Quizzes	Eight of ten quizzes	40%
(c)	Exams	One of two tests	20%
(d)	ROLE PLAY WITH OTHER STUDENTS	Oral and written combined	25%

Students will be evaluated their 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 resulting a loss of one letter grade.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

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 #4
6.	Communication/Self	Chapter 2	4	Quiz #5
7.	Test One			Test One
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 Two			Test Two