



**School of Arts & Science
PSYCHOLOGY DEPARTMENT**

**PSYC 154 Section 001
Interpersonal Relations
Winter 2007**

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Marty Donatelli		
(b)	Office Hours:	Before class. Other times arranged by appointment.		
(c)	Location:	Fisher 352		
(d)	Phone:	370-3695		
(e)	Email:	donatellim@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 the skills and methods for dealing with interpersonal situations. In this course, the students will work at developing self-awareness, study the theory of interpersonal relationships, and practice specific skills in class and in their 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/ 2 nd . Canadian Edition
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4. Course Content and Schedule

COURSE FORMAT:

The course will consist of discussions, readings, exercises, lectures and activities/projects. Discussions, exercises, and other activities may take place on an individual basis, in dyads, small groups, or as a class. Many exercises and activities will be in class, and can only be completed in class. Therefore attendance is extremely important. Any projects or exercises that are to be handed into the instructor will have assigned due dates. They are to be handed in during the first 5 minutes of the class on the assigned due date. Work handed in after the assigned date/time will be penalized 5% per day.

The course is divided into three units. For each unit you will complete various exercises and assignments, one or two written assignments and one exam.

EXAMS, ASSIGNMENTS AND PROJECTS:

Examinations: There will be 3 examinations in this course. They will be composed of short paragraph answer, fill in the blank, matching and multiple-choice questions. Each will be worth approx 22% of your final grade. There is no comprehensive final exam. Your last unit exam will be written during the final exam period. There are no make-up exams. If you miss an exam you will write it with your last unit exam during the final exam period. Students who miss a unit exam and choose to write it must sign their name on a form that will be distributed by the instructor during the final week(s) of the course.

In class assignments: Approximately once or twice a week/class a short exercise will be completed in class. The purpose of these assignments is to illustrate, (bring to life) an important skill or concept.

Projects/Papers: All projects/papers must be typed (unless otherwise noted). There are computers in the Library for student use. You may have to take a short computer orientation course at the library in order to have access to the college computers. Do no e-mail in assignments.

Listening Tape:

You will conduct an unrehearsed conversation with another person to demonstrate active listening. Record this conversation onto audio, videotape or digital. Select 5 minutes from this conversation and analyze your skills with respect to the skills and ideas given in the course. You will hand in both the tape and the analysis. More information on this assignment is on page 7.

Personal Integrations:

The purpose of the personal integration is to make the course content REAL to the student. A personal integration is a written report where the student combines concepts from the course (text) with her/his own life. They will be evaluated on: appropriate use/understanding of concepts, incorporation of one's own life, amount and quality of thought/analysis put into the report. (They must have these three elements.) The skill/theory/concept from the course will be the center of your personal integration. You will describe personal events, relationships, issues that relate to the concept (How does this concept apply to my life?) Then a good portion of the paper will involve your analysis/ reflection. (What have I learned? What changes would I like to make to myself or my relationships, as a result of this concept? What would be the result of those changes? How do/did I feel? How do/did others feel? How would I add to or change this course concept/skill/theory and why? Etc.)

They will be about 600 words long. Each student will complete 3 personal integrations. A personal integration will cover a concept or concepts from the unit of the course in which it is assigned.

If you are in any way unclear of the nature/format these personal integrations should take, please contact the instructor. He will be happy to discuss/explain the project to you or read anything you have written.

Please do not put your name on these projects, just your student number.

COURSE OUTLINE:

<u>TOPIC</u>	<u>READINGS</u>
<u>1.0 FOUNDATIONS</u>	
1.1 INTRODUCTION	
human nature	
course goal & themes	
communication:	Ch 1
definitions, nature & model	
1.2 BEHAVIOURS	
origins	
four categories of interpersonal responses	
essential skills	
making the skills work	
stages of skill development	
1.3 THOUGHTS	
self:	ch 2
beliefs, values, attitudes, etc.	
perception	ch 3 not pages 103-105,
cognitive complexity & critical thinking	142-146
1.4 FEELINGS	
impulse	
mood	
emotions	ch 4
 <u>2.0 COMMUNICATION</u>	
2.1 SENDING	
verbal	ch 5 (not pages 215-230)
nonverbal	ch 6 (not pages 240-243)
2.2 RECEIVING	
listening	ch 7
2.3 SENDING AND RECEIVING	
conversation	
topics; self disclosure	p 358-385

3.0 RELATIONSHIPS

(13.5)

3.1 FORMING/CHANGE

attraction ch 8
stages not pages 358-385
online

3.2 TYPES/DIFFERENCES

gender pages 215-230
culture 240-243
age 103-105
personality 142-146
roles

3.3 TENSIONS/CHALLENGES

dialectic tensions (needs)
climate ch 9
criticism and defensiveness
compliments
conflict pages 26-28
power Ch 10

3.4 SOLUTIONS

assertive communication
conflict resolution
new power
themes revisited

DUE DATES

EXAMS	PAPERS
Unit 1 Feb 5th	Personal Integration #1 Jan 29
Unit 2 March 5th	PI #2 Feb 26
Unit 3 April exam period	Listening Tape March 19
	PI #3 April 2

Note: Students must not arrange to travel before the end of the final exam period. April 24th

5. Basis of Student Assessment (Weighting)

EVALUATION AND GRADES:

Unit Exams 3 @ 22% each 66%
Personal Integrations 3 12%
Listening Tape 10%
In class assignments/activities 12%

100%

6. Grading System

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

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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

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.

Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor will endeavour to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses. The timetable may also be revised.