

	<p>School of Arts & Science PSYCHOLOGY DEPARTMENT</p> <p>PSYC 154-01 Interpersonal Relations Spring 2007</p>
---	--

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
 It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Anneke van Alderwegen		
(b)	Office Hours:	2 hours post class on Tuesdays/Thursdays		
(c)	Location:	Fisher 106e		
(d)	Phone:	370-3202	Alternative Phone:	370-2426
(e)	Email:	vanalderwegen@camosun.bc.ca		
(f)	Website:	n/a		

1. GOAL: The main goal of this course is to aid the participant to develop effective communication skills. The guiding principle is that most human interactions (classrooms, families, friends, fellow workers), are affected by the quality of the relationships between and among people. If we can identify, practice, and change the skills necessary for effective communication we can enhance the quality of our lives and increase our satisfaction in working and being with others.

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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

(a)	Texts	Adler, R.B., Towne, N., and Rolls, Judith, H. (2004) <u>Looking Out/ Looking In</u> 2nd Canadian Edition, Toronto: Nelson Thompson
(b)	Other	n/a

4. Course Content and Schedule

FORMAT: Learning improved ways of communicating requires a balance between theory and practice. To achieve the above goal and listed outcomes, the course format consists of discussions and readings as well as a series of structured, planned exercises that involve practicing new skills. Some lectures will be given to illustrate various concepts. A variety of activities will take place in pairs and small groups. Various techniques such as role playing or written work will be used to evaluate the students understanding of concepts, skills and problems.

LATE POLICY:

1. Assignments are expected to be handed in at the beginning of the class in which they are due, unless permission is granted for an extension.
2. There will be one assignment allowed late during the semester without penalty. This is your "freebie". It must be negotiated.
3. The late penalty on all others will be 10%.

CLASS ATTENDANCE AND PARTICIPATION

Your consistent attendance is very important. Firstly, a considerable portion of class time will be devoted to discussion of new concepts and to implementation of the previous ones. 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 must contact the members of your group. 100% attendance is expected in the course because of its interpersonal and experiential nature. You are expected to actively take part in all discussions and activities in a sensitive and reflective manner, and to come to class with assignments and readings complete. There will be 3 times during the semester where students will receive 2 extra marks if they are in attendance at the end of class.

If discussing your personal thoughts and feelings is very uncomfortable for you, you may not be well suited to take this course at this time. You must be willing to discuss your personal and emotional experiences and listen to those of others. However, this is also not therapy. If you have concerns, see your instructor after the first class please.

ASSIGNMENT DETAIL

1. GROUP PRESENTATION

In teams of five or six students you are to prepare a role-play of a situation illustrating an aspect of interpersonal communication in a setting depicting daily life. A narrator should introduce the role-play and keep the audience informed as necessary, as to what concept or principle is being illustrated, etc. You may elect a short drama, game etc, to illustrate your topic. Your role-play should be exactly 10 minutes in length, not longer or shorter.

Excellent role-plays provide visual (possibly audio) support, are rehearsed, may include minor props and **repeat important concepts** to ensure learning.

Use titles to introduce your topic. Attend to pace, keep it lively and engaging. Repeat 3 times, in 3 different ways what the essential elements of your topic are to ensure audience understanding. (For example, describe the concept, show it graphically in a poster or flash card, demonstrate it in a role play then summarize it.). The 10 min. presentation must include all members of your group in some visible form. **No more than one minute** of other prepared or commercial video or audio material can be used (i.e. T.V. clips etc.)

Upon completion of your presentation, your group will be responsible for dividing your marks to adequately represent the effort, commitment, reliability, creativity and attitude of each member.

To minimize conflict in a group, each member must be equally responsible for the task (product) as well as the comfort of each member (process).

GROUP PRESENTATION TOPICS

Group #	Chapter	Pres. Date	Group #	Chapter	Pres. Date
# 3	3		# 7	7	
# 4	4		# 8	8	
# 5	5		# 9	9	
# 6	6		#10	10	

GROUP MEMBERS AND PHONE NUMBERS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. KEY CONCEPTS QUIZZES

There will be a short quiz at the beginning of each of the ten chapters to test for reading and understanding of the key terms and concepts of the chapters. Check the schedule for dates. These quizzes are worth two marks each. I will take your best 5 quizzes for a total of 10 marks. ***There are no make-up quizzes available.***

4. TESTS

There will be two tests, worth 15 and 25 marks respectively. These tests will include multiple choice and short answer questions that require you to demonstrate your cognitive understanding of concepts as well as your ability to apply these concepts to various life situations. Test #1 will test for concepts from chapters 1 – 6 plus an analysis of your experience with anger in your family and adult life. Test #2 will test for concepts from chapters 7 – 10 and will include an analysis of a personal conflict that involves you that demonstrates your understanding of your own behaviour, the nature of conflict and what you have learned from it.

5. LISTENING TAPE AND TRANSCRIPT

INSTRUCTIONS:

You must prepare an audio tape of an interaction that demonstrates your best listening skills. Then, make a word for word transcript of a section of your tape with five (5) consecutive (one after the other) responses and analyse your responses.

- The tape and transcript comprise 30 marks out of 100.
- Tape must be labeled 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 name on the outside.
- If you use other than a standard cassette tape, you must supply a tape recorder with instructions me.
- Leave enough space for comments please.
- Use the format page provided at the end of this outline, photocopy as many as you need or make an exact computer duplicate (i.e. in landscape mode)
- Use the “Checklist for Making Tapes” provided in class before turning in this assignment.

GUIDELINES FOR MAKING THE TAPE

- Do not tape someone surreptitiously. They must be willing to take part.
- All tapes are confidential and only heard by your instructor or my trained marker.
- Take a run at the conversation (20 min. or so) and then choose the section with your best responses. Start with the speaker's statement followed by your #1 listening response. Include **all** of what is said by both speaker and listener. Analysis must be complete and specific (check sample). Alternate responses **must** be different from one another.
- Be as natural as you can. Do not script the conversation before hand or rehearse. Do not stop or edit the tape.
- Your best listening should primarily be paraphrases with some questions, summaries and minimal encouragers added in.
- Only one listener per tape.
- Choose a topic that lends itself to reflective listening as opposed to argument, chitchat or conversation.
- Leave time to accommodate technical and other glitches

EVALUATION OF THE TAPE AND TRANSCRIPT

Your grade will be comprised of:

- | | | |
|----|---|------------|
| a) | Your listening responses | 30% |
| | <ul style="list-style-type: none"> • accuracy in keeping with the flow of feeling and thoughts • empathy • appropriateness | |

	• range of responses and skills	
b)	Your ability to label and analyse effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ	70%
	TOTAL	30 marks

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.

SCHEDULE OF ACTIVITIES:

<u>WEEK</u>	<u>READINGS</u>	<u>IN-CLASS TOPIC</u>	<u>ASSIGNMENT</u>
May 8		Introduction to Course and each other. Chapter one	Group Assignments
May 10	Chapter 1	Interpersonal Relationships	Key Concept Quiz Ch. 1
May 15	Chapter 2	Communication and the Self	K. C.. Quiz Ch. 2
May 17	Chapter 3	Perception	K.C. Quiz Ch. 3
May 22	Chapter 4	Emotions	K.C. Quiz Ch. 4 Group #3 Presentation
May 24	Chapter 5 & 6	Language & Non-Verbal Communication	K.C. Quiz Ch. 5 & 6 Group #4 Presentation
May 29		Test #1 Chs. 1 – 6	Test #1
May 31	Chapter 7	Listening	K.C. Quiz Ch. 7 Groups #5 Presentation
June 5	Chapter 7	Listening	K.C. Quiz Ch. 8 Group #6 Presentation
June 7	Chapter 8	Intimate Relationships	K.C. Quiz Ch. 9 Groups #7 Presentation
June 12	Chapter 9	Improving Climate	K.C. Quiz Ch. 10 Listening Tape Due Group #8 Pres.
June 14	Chapter 10	Assertiveness/Conflict	Group #9 Pres
June 18	Chapter 10	Assertiveness/Conflict	Group #10 Pres
June 20		Test #2 Chs. 7-10	Test #2

LISTENING TAPE TRANSCRIPT

Word for Word Transcript (3)	Skill Identification and Judgment of Effectiveness (2)	Two Alternative Responses and Reasons Why <u>Each</u> is Better (4)

5. Basis of Student Assessment (Weighting)**EVALUATION SUMMARY:**

1.	Group Presentation	20 marks
2.	Key Concept Quizzes on chapters 1-10. Two marks each. Best of 5	10 marks
3.	Tests:- Test #1 (Ch. 1-6) Test #2 (Ch. 7-10)	15 marks 25 marks
4.	Listening tape and transcript	30 marks
5.	Bonus marks	6 extra marks

100 marks**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**

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.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED