



School of Arts & Science
PSYCHOLOGY DEPARTMENT

PSYC 154 Section 004
Interpersonal Relations
Winter 2008

COURSE OUTLINE

Instructor Information

(a)	Instructor:	Marty Donatelli		
(b)	Office Hours:	Before class. Other times arranged by appointment.		
(c)	Location:	Fisher 106e		
(d)	Phone:	370-3374		
(e)	Email:	donatellim@camosun.bc.ca		
(f)	Website:	Camosun.bc.ca search 'Psychology' click on Faculty		

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.

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 a healthy 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.

Required Materials

Texts	Adler, R.B., Towne, N., and Rolls, Judith, H. (2008) LOOKING OUT/LOOKING IN/ 3rd. Canadian Edition
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Audio cassette tape

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 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.

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

English as a Second Language students.

Please note. This course has a large amount of reading, writing and terminology.
Electronic dictionaries/translators are NOT allowed during exams

In class assignments and take home assignments: Approximately once or twice a week/class a short exercise will be completed in class or between classes. 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 and record unrehearsed conversations with another person and analyze your responses with respect to the skills and ideas given in the course. More information on this assignment will be given in class. A major portion of this assignment will be completed in class, therefore attendance is EXTREMELY important.

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. Please include a word count at the end. Each student will complete 2 personal integrations. The first will address a topic(s) from chapters 1-4, the second chapters 5-9

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.

Visual Project (bonus marks – max 4%)

Group Video: 4 class members will create an informative video explaining an interpersonal relations/communication topic.

Photo Essay: You will take at least 12 pictures of people/situations that best illustrate important concepts from the course. Print/attach 2 per page with a brief title and description. Your subjects must provide written consent

Illustration: You will draw people/situations that best illustrate important concepts from the course.

Comic/cartoon: You will draw comic strips and/or cartoons that illustrate important concepts from the course in a humorous way.

You must declare your intent to complete a visual project no later than the Unit 2 exam.

Project is due 1 week after the unit 2 exam

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

Basis of Student Assessment (Weighting)

Unit Exams	3 @ 22% each	66%
Personal Integrations	2	10%
Communications skills project		12%
In class assignments/activities		12%
		100%

Grading System

A+	90-100%	C+	65-69 %
A	85-90 %	C	60-64 %
A-	80-85 %	D	50-59 %
B+	77-79 %	F	0-49%
B	73-76 %		
B-	70-72 %		

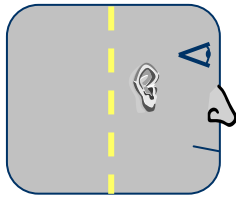
COURSE CONTENT AND SCHEDULE

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 will be typed and 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. No work will be accepted 2 weeks (or more) following the due date.

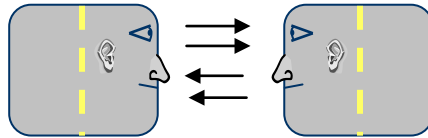
The course is divided into three units. For each unit you will complete various exercises and assignments, one or two written assignments and one exam.

The last day to switch to audit or withdraw from the course without receiving an F grade is March 10th

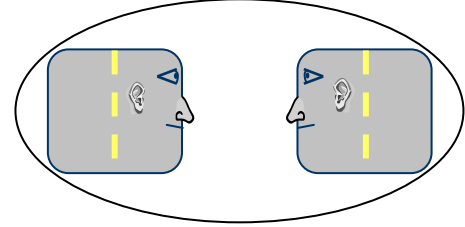
**UNIT 1
PERSON**



**UNIT 2
MESSAGES**



**UNIT 3
RELATIONSHIP**



<p>INTRODUCTION Course purpose human nature course goal & themes communication: definitions, nature & model</p> <p>BEHAVIOURS origins four categories of interpersonal responses making the skills work stages of skill development</p> <p>THOUGHTS Beliefs False beliefs Self - concept Perception process factors affecting tendencies/errors perception checking perspective taking</p> <p>EMOTIONS Components Attributes Influences Dealing with: intervention Dealing with: expression</p>	<p>VERBAL Nature Impact Problem Functional</p> <p>NONVERBAL Characteristics Functions Body Paralanguage Artifactual Time/space</p> <p>LISTENING Process Why we don't How we don't Effective listening</p> <p>CONVERSATION Model Types Self disclosure Management</p>	<p>FORMING/CHANGE Why relationships? Who do we want What do we get How do they unfold dialectic tensions (needs)</p> <p>DIVERSITY gender culture age personality roles</p> <p>TENSIONS/CHALLENGES climate criticism and defensiveness compliments conflict power</p> <p>SOLUTIONS Positive climate Preventing defensiveness assertive communication conflict resolution</p> <p>CONCLUSION Skills Ideas</p>
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REQUIRED READINGS

CH 1-4
not pages 116-119, 157-159

CH 5-7 Plus 372-398
not 226-240, 263-267

CH 8-10 Plus 226-240, 263-267
116-119, 157-159, 31-33
not pages 372-398

DUE DATES

<p>EXAMS Unit 1 Feb 5th Unit 2 March 11th Unit 3 Final exam period Apr 14-23</p>	<p>PAPERS Personal Integration #1 Feb 12th Listening Tape March 18th PI #2 Apr 8th</p>
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Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Website:

Camosun College website: www.camosun.bc.ca

Psychology department home page

Faculty www.camosun.bc.ca/learn/programs/psyc/psyc-faculty.html

Marty Donatelli

Psyc 154

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.

COMMUNICATION SKILLS PROJECT (Listening Tape)

A crucial component of this course is the development of effective communication skills. The purpose of this assignment is for you to practice and analyze communication skills you've learned about in this course.

PART 1 Baseline conversation

You will make a 5 minute audio tape of a conversation between yourself and another person from class. During the conversation try to use your best communication skills

Do not script. Try to be as natural as you can.

You can discuss any important topic you wish. Some topic options include:

ask them to tell you about something interesting/unique that has happened to them in the past

ask them to tell you about something challenging they are currently dealing with

Transcript:

Type a transcript of the conversation. Number each of your responses.

Form:

After we discuss the important communication skills in the class you will use the accompanying form to analyze your conversation skills.

PART 2 Final Tape

Exactly the same as Part 1 except you will focus on using the important listening and communication skills of this course.

Transcript:

Type a transcript of the conversation.

Number each of your responses.

Label each response with a word (question, prompt, paraphrase, p-check, self-discl, etc.)

Rate each of your responses a + 0 or -. + = good response. 0 = ok but could be better - = poor/wrong

Form:

Fill out the bottom half of the accompanying form

Analysis:

- Using the tape, transcripts, your notes and your text, write a 300 word report examining your effectiveness as a communicator.
- Be sure to look at your strengths as well as areas that need improvement. For those areas that were weak, be sure to explain what you should have done. Weaknesses include missed opportunities

Make sure that you address the relevant skills/concepts discussed in class or your text. Some specific examples include; prompting, questions, paraphrasing, empathy, appropriate non-verbal communication,

Hand in the tape (cued up), your typed write up, the completed form and the transcripts.

Half of your grade will be on the skills you show on the tape. Half will be on the written components.

Baseline tape and transcript due:

Final project due:

COMMUNICATION SKILLS ANALYSIS FORM

BASELINE

Count the number of times you exhibited each of the responses below. Put that number next to the response. Your partner will rate your nonverbal communication by placing a + a **0** or a – beside each category

Functional	Dysfunctional	Nonverbal
<input type="checkbox"/> Prompts	<input type="checkbox"/> Missed opportunities	<input type="checkbox"/> Smile
<input type="checkbox"/> Paraphrase	<input type="checkbox"/> Stage hog	<input type="checkbox"/> Body distance
<input type="checkbox"/> Question	<input type="checkbox"/> Interrupt	<input type="checkbox"/> Orientation
<input type="checkbox"/> Support/+ judge	<input type="checkbox"/> Tangent/irrelevant	<input type="checkbox"/> Posture
<input type="checkbox"/> Comments	<input type="checkbox"/> Stumble	<input type="checkbox"/> Head nod
<input type="checkbox"/> Clarify (percep check)	<input type="checkbox"/> Confusing	<input type="checkbox"/> Facial expression
<input type="checkbox"/> Discuss options	<input type="checkbox"/> Long pause	<input type="checkbox"/> Eye contact
<input type="checkbox"/>	<input type="checkbox"/> negativ judge/offensive	<input type="checkbox"/> Touch
<input type="checkbox"/>	<input type="checkbox"/> problem language	<input type="checkbox"/> Paralanguage
<input type="checkbox"/>	<input type="checkbox"/> Advice	

Partner signature: _____

Comment on your strengths and weaknesses:

FINAL

Count the number of times you exhibited each of the responses below. Put that number next to the response. Your partner will rate your nonverbal communication by placing a + a **0** or a – beside each category

Functional	Dysfunctional	Nonverbal
<input type="checkbox"/> Prompts	<input type="checkbox"/> Missed opportunities	<input type="checkbox"/> Smile
<input type="checkbox"/> Paraphrase	<input type="checkbox"/> Stage hog	<input type="checkbox"/> Body distance
<input type="checkbox"/> Question	<input type="checkbox"/> Interrupt	<input type="checkbox"/> Orientation
<input type="checkbox"/> Support/+ judge	<input type="checkbox"/> Tangent/irrelevant	<input type="checkbox"/> Posture
<input type="checkbox"/> Comments	<input type="checkbox"/> Stumble	<input type="checkbox"/> Head nod
<input type="checkbox"/> Clarify (percep check)	<input type="checkbox"/> Confusing	<input type="checkbox"/> Facial expression
<input type="checkbox"/> Discuss options	<input type="checkbox"/> Long pause	<input type="checkbox"/> Eye contact
<input type="checkbox"/>	<input type="checkbox"/> negativ judge/offensive	<input type="checkbox"/> Touch
<input type="checkbox"/>	<input type="checkbox"/> problem language	<input type="checkbox"/> Paralanguage
<input type="checkbox"/>	<input type="checkbox"/> Advice	

Partner signature: _____

Comment on your strengths and weaknesses: