



**School of Arts & Science  
PSYCHOLOGY DEPARTMENT**

**PSYC 154-section  
Interpersonal Relations  
Semester/Year, eg, 2007F or 2007Q1**

**COURSE OUTLINE**

**The Approved Course Description is available on the web @ [tobin.disted.camosun.bc.ca](http://tobin.disted.camosun.bc.ca)**

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:	Pam Tobin		
(b)	Office Hours:	See Instructor		
(c)	Location:	F 306		
(d)	Phone:	3695	Alternative Phone:	
(e)	Email:	<a href="mailto:tobin@camosun.bc.ca">tobin@camosun.bc.ca</a>		
(f)	Website:	<a href="http://www.tobin.disted.camosun.bc.ca">www.tobin.disted.camosun.bc.ca</a>		

**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:

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.
4. Demonstrate active listening in sample interviews and observations.
5. Work collaboratively through the application of active listening skills and conflict resolution skills.
6. Describe, evaluate and demonstrate the components of empathy.
7. Differentiate between a person's (self or other) thoughts, feelings, and behaviours.

**CAMOSUN COLLEGE  
PSYCHOLOGY DEPARTMENT  
FALL 2008**

**PSYCHOLOGY 154 - INTERPERSONAL RELATIONS**  
First Nations Family Support Worker Program

**INSTRUCTOR:** Pamela Tobin, M.S.W. Phone: 652-4383 (9:30 a.m. to 8 p.m.)  
Office: F352. Campus phone: 370-3695  
Office Hours: flexible, posted on website or just ask!  
e-mail: [PamelaTobin@aol.com](mailto:PamelaTobin@aol.com) or [tobin@camosun.bc.ca](mailto:tobin@camosun.bc.ca)

- put the course number in the Subject line to be sure mail is read

Website: <http://www.tobin.disted.camosun.bc.ca/>

**TEXT:** Adler, Ron and Towne, Neil, LOOKING OUT/LOOKING IN, Holt, Rinehart and Winston, Toronto, (latest Canadian Edition) Other editions may be used easily. See instructor for assistance. Plus workbook “INTERPERSONAL RELATIONS” available at bookstore or on my website.

**GOAL:** 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, we will work at developing self awareness, study the theory of interpersonal relationships and practice specific skills both in class and in our lives.

**LEARNING OBJECTIVES:**

At the conclusion of this course, a motivated participant will have focused on:

**Personal Skills**

Recognize and discuss own thoughts, feelings, actions and perceptions

- Develop self-concept in relation to others.

Recognize strengths and weaknesses in communication

**Interpersonal Skills**

- Recognize and apply guidelines for appropriate use of communication skills.
- Attend to others verbally and nonverbally.
- Give and receive feedback effectively
- Demonstrate effective listening skills at a beginner level.
- Recognize defensiveness and deal with criticism non-defensively
- Practice effective assertion.

**Cognitive Skills**

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

**FORMAT:** In order to achieve the main course 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. Techniques such as role playing and written exercises will demonstrate and practice concepts and skills. Students will be evaluated on conceptual understanding as well as skill performance.

**ADDITIONAL COMMENTS:** Your success in communication can be directly related to your interpersonal skills. These skills, like any others, do not develop or improve without practice. The extent to which you try to use the new skills in the class, at home and at work will be the key to experiencing success and satisfaction from them. In other words, the more you put into this course, the more you will get from it!

**EVALUATION:** A course grade will be determined by the following :

<b>Quizzes</b>	<b>8 x 5 = 40%</b>
9 quizzes, the highest 8 counted	
<b>PAPERS</b>	<b>2 x 20 =</b>
<b>40%</b>	
3 papers, lowest mark dropped	
<b>LISTENING SKILLS TAPE</b>	<b>= 20%</b>

**GRADING FOR COURSE**

90-100	A+	77-79	B+	65-69	C+		
85- 89	A	73-76	B	60-64	C		
80-84	A-	70-72	B-	50-59	D	0-49	F

## **POLICY REGARDING ASSIGNMENTS**

Papers will be handed in to the instructor, in person, within 30 minutes of the start of the class in which they are due. To be fair to those students who have worked hard to meet the deadlines, late papers will receive a late penalty of 1% per day including week-end days, (regardless of reason for lateness, so make sure when you plan you allow for problems). This will be taken off final grade. If you are unable to get your work in on time, make sure to ask for an extension 24 hours BEFORE the due date so that a late penalty will not be assessed. Note that late Listening Skills tapes will not be accepted so get them in! (Allow for emergencies and get them in early rather than late!)

## **ATTENDANCE/PARTICIPATION**

Your consistent ATTENDANCE is very important, perhaps even more important than in some of your other courses. Since, a considerable portion of class time will be devoted to practicing skills you will be working with and contributing to the learning of other classmates and they will be counting on you. Because of the experiential nature of this course, missing more than 6 hours of classes can result in the lowering of your final grade by one letter grade step

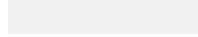
Another component of class attendance is PARTICIPATION. Active participation in the classroom exercises and discussions allows you to learn on the experiential level as well as the cognitive level-- thus facilitating your ability to apply the learning to your personal and practical life. It is expected that you will participate actively and helpfully and will contribute to a healthy learning environment for yourself and others.

## **GRADING GUIDELINES: (shown on a '10' scale)**

- 9.0-10 --Superior, flawless, total understanding, and exceptional achievement, publishable, polished and professional. Creativity in expressing ideas (eg. new insight, obvious quality research, superior discussion and novel presentation), precise, concise, specific. Integration of theory/practice superior.
- 8.5 -- Outstanding quality, insightful, excellent articulation of ideas, clear, concise writing, overall structure, is organized, flowing and ideas are in-depth. Excellent integration of theory to practice. Good outside research where possible. Major points covered well.
- 8.0 – Above average understanding, major points covered in good depth, with clear integration of theory to practice with both covered well. Course vocabulary well demonstrated. As above with less detail.
- 7.5 -- Has understood assignment, but has problems with articulation. Some depth of thinking and specificity of examples expressed. Integration of theory to practice at a good level.
- 7.0 -- Fair understanding, lack of detail, depth and specificity. Needs further research or rewriting. Integration of theory shown at a lower level.
- 6.5 -- Partial understanding, needs work in articulation, major points omitted or incomplete. Too much emphasis on either theory or practice.
- 6.0 -- As 6.5, but work is incomplete or poorly presented. Little integration of theory to practice, understanding of material not clearly demonstrated. Merits a "Pass" but needs more work.

5.5 -- Assignment attempted but with poor or inadequate reference to theory, bare minimum of effort shown. Misunderstandings of theory and application shown.

Below 5 -Minimal understanding, off-track, low quality, below minimum length. Needs more effort in writing. Persons receiving this mark or lower are recommended to seek extra help.



## QUIZZES

There will be nine chapter quizzes as specified in the schedule (only 8 will count). The questions will be multiple choice, true/false, short answers, and matching and will require study of the text, lecture notes and class material.

## INTEGRATION PAPER GUIDELINES

You are to write papers that integrate your learning from the course with 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. Focus on you and your experience, rather than on that of someone else.

Write a paper of approximately 600 - 800 words. Put a word count on your paper (one percent will be lost for failing to do this). Remember to use an introduction and a conclusion.

A good idea is to describe an event, situation or particular aspect of a relationship using the vocabulary to explain and illustrate it. Avoid vague topics such as 'my life', 'our relationship' etc., and try to focus on one specific situation or issue. Use concepts, vocabulary and material from the specified chapter in your paper, but remember to be clear, coherent, logical and concise. Try to write a paper that has a central theme, rather than one that reads like a list of concepts and examples. (suggested balance between discussion of example and explanation of theory is 50/50).

Write and rewrite (and rewrite if necessary) your papers before you hand them in. A first draft doesn't usually have the quality that the final draft does, so allow yourself time to work on each paper. One student wrote ten drafts before they handed it in!

When you are doing your Integration Paper, remember to use the concepts and vocabulary from each chapter, and to UNDERLINE each of these the first time you use it. Use LOTS of the vocabulary. You will lose 1 mark for neglecting to underline vocabulary.

**DUE DATE:** The due dates are listed in the schedule. The best 2 marks will count. Papers should be handed in to the instructor unless other arrangements are made. You must do Paper #1, but the others are your choice.

**Grading:** There are two main aspects to this paper:

1. the description of the theory
2. the description of how it relates to you (the practice)

Papers must include a good balance of the two elements.

# LISTENING SKILLS TAPE

An important aspect of the communication process in interpersonal relationships is LISTENING. You will find that listening requires many of the other skills and concepts in this course as well. You are highly encouraged to do this assignment because it focuses on skill development, and this cannot occur unless you do it.

Complete the steps outlined below and hand in all 3 parts in an envelope or plastic bag:

**PART ONE: TAPE**

1. Familiarize yourself with all aspects of listening from the course, with special emphasis on paraphrasing.

2. Practice using the skills informally and formally. Your tape should represent your ability to use the learned skill, rather than be the first time you have ever tried it!
3. Test your equipment before starting. Poor quality tapes must not be submitted.
4. Make a 15-20 minute tape (audio, regular size) of a session in which you actively demonstrate the listening skills covered in the classes and from Chapter 7 of the text. You may do this with a classmate or with someone in your life outside of this course. This should not be a recording of a casual conversation, but should clearly demonstrate your listening skills. A good topic for discussion is a problem or decision that they are facing, preferably a real situation rather than a role play-- DO NOT SCRIPT. Allow as spontaneous an interaction as possible.
5. Start the tape with this statement: "Hello Pam, this is my Psych 154 tape. The date is: (fill in date). My learning partner is: (use a pseudonym if you like) and they have agreed to help me with my assignment." They are to state that they do agree to do it. Note that this greeting must be continuous with the tape and may not be edited in after. It is part of the assignment. **Set the tape starting at where you have the best 5 minutes of empathy demonstrated.** This is what I will listen to.

**PART TWO: TAPE ANALYSIS CHART**

Identify **four opportunities** anywhere during the tape where you could have used **listening to help**, as described in the text. **Include at least two instances of paraphrasing.** Write these up as follows: (do not transcribe the whole tape, only these four specific opportunity examples).

WHAT SPEAKER SAID	WHAT I SAID	SKILL ATTEMPTED	DISCUSSION
Write in only the relevant statement from the speaker-- do not transcribe the whole tape. Write exactly what they said.	Write in exactly what you said (or did) in response to the speaker	What skill were you trying to use here? What was the purpose of the skill (use your text to do this part)	Discuss the use and success of skill, (use text), suggest alternatives. This section is the most important.

**PART THREE: REPORT**

Then, write a 2 to 3 page (500-750) words) report in which you analyze your effectiveness at listening as demonstrated on the tape. Apply any relevant criteria discussed in class, workbook or in the text. Be sure to look at your strengths as well as areas in need of improvement. Your write-up should not be a transcript of the tape but should be a discussion of the skills and concepts used using LOTS of the concepts from Chapter 7 in the text.

END OF COURSE OUTLINE

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**3. Required Materials**

- (a) Texts
- (b) Other

**4. Course Content and Schedule**

*(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)*

**5. Basis of Student Assessment (Weighting)**

*(Should be linked directly to learning outcomes.)*

- (a) Assignments
- (b) Quizzes
- (c) Exams
- (d) Other (e.g., Attendance, Project, Group Work)

**6. Grading System**

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

**Standard Grading System (GPA)**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at [camosun.ca](http://camosun.ca) for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
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.

## 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](http://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