



**School of Arts & Science
PSYCHOLOGY DEPARTMENT**

PSYC 154

Section 004

Interpersonal Relations

Winter 2009

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Cate Pelling		
(b)	Office Hours:	3:30 – 4:30 p.m. Wednesday; other times by appointment		
(c)	Location:	Fisher 314F		
(d)	Phone:	250-370-3194	250-889-3768	
(e)	Email:	pellingc@camosun.bc.ca		

2. Intended Learning Outcomes

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.

3. Required Materials

- (a) Texts: Alder, R.B., Towne, N., and Rolls, Judith, H. (2008) *LOOKING OUT/LOOKING IN/3rd*. Canadian Edition

4. Course Content and Schedule

FORMAT

The ability to implement theory into practice is the primary objective of this course. In order to achieve the objective, students will do readings from the text, participate in class discussions, and practice new skills in a series of structured, planned exercises involving pairs and small groups. Mini lectures will explain various concepts and techniques (i.e. role-playing) and written work will demonstrate the practice concepts and skills. Students will be evaluated on their conceptual understanding as well as skill performance.

EVALUATION

A course grade will be determined by the following:

1. **Role Plays** **25%**

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. The role play grade will be provided by the following class.

List of Role Plays:

1. Chapter 2 (pp. 72-93)
Demonstrate what specific real-life experiences will affect the formation of high-low self-esteem and ways to improve self concept.
2. Chapter 3 (pp. 140-146)
Illustrate how the "Pillow Method" is used to resolve a difference in point of view between people. (2-3 examples in own life)
3. Chapter 4 (pp. 175-187)
Illustrate how Albert Ellis' seven irrational beliefs or fallacies lead to illogical conclusions and debilitating feelings.
4. Chapter 5 (pp. 196-215)
Illustrate 6 ways the language we use can cause problems in our relationships, and also illustrate alternatives.
5. Chapter 7 (pp. 309-318)
Demonstrate 7 types of ineffective listening and identify correct alternatives.
6. Chapter 8 (pp. 374-384)
Illustrate how an interaction proceeds through four different levels of self-disclosure
7. Chapter 9 (pp. 414-427)
Illustrate ways to respond non-defensively to criticism and ways to prevent Defensiveness in others. Use real-life examples.
8. Chapter 10 (pp. 477-494)
Use 4 real life examples to demonstrate the 4 methods of conflict resolution.

You will form a group and present a 30 minute presentation of a skill topic to the class. This presentation must illustrate your understanding of the concept or skill. You may select role play, charts, games, etc. to illustrate your topic. You will be provided with some class time to help organize topics. Most of the presentation planning is done outside of class.

Chapter quizzes 30%

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 six of eight quizzes comprise thirty percent of the final mark. The student can miss two quizzes without their grade being affected.

Tests 20%

The option is to take test one **or** test two. There are two tests which are each worth the same percentage. Both tests are comprised 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.

Integration Paper 15%

You are to write a paper that integrates your learning of theory and applies this understanding to your life. The paper will include concepts and terms from the text and will relate to you own experience (applying theory to practice). This should not be a library research paper but should reflect more of what you have learned from the chapters and how the theory helps you understand and improve your relationships with others.

Your paper should be 800 – 1000 words in length. Use concepts, vocabulary and material from TWO specific chapters. Keep your writing clear, coherent, and concise. Try to write a paper that has a central theme instead of a list of concepts and examples. Take a real life situation and describe it using the theory. Be sure to use a significant amount of the course material (50% of chapter content for each chapter is required).

Write and rewrite the integration paper before submitting the final copy. It is common to write a number of 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 of vocabulary. The main focus of the paper is to briefly describe theory and then apply the theory to personal experience (practice).

5. Basis of Student Assessment (Weighting)

(a) Assignments	Integration paper	15%
(b) Quizzes	six of eight quizzes	30%
(c) Exams	One of two tests	20%
(d) Oral/Group Presentation	Oral 16 marks/ Written 9 marks	25%
(e) Participation		10%

Students will be evaluated on their conceptual understanding and skill development. This includes the student’s ability to use the skills presented in class.

Attendance is very important in meeting both these requirements

6. Grading System
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 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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

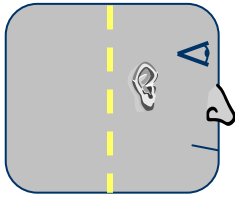
There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

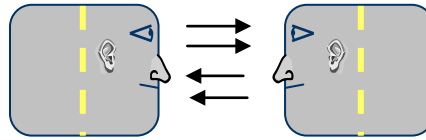
There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Week	Topic	Readings	Group Presentation Assignments	
1	Introduction			
2	Interpersonal Relationships	Chapter 1		
3	Communication/Self	Chapter 2	1	Quiz #1
4	Perception	Chapter 3	2	Quiz #2
5	Emotions	Chapter 4	3	Quiz #3
6	Language/Non Verbal	Chapter 5/6	4	Quiz #4
7	Test One	Chapters 1-6		Test One
8	Listening	Chapter 7	5	Quiz #5
9	Listening	Chapter 7		Transcript
10	Intimate Relationships	Chapter 8	6	Quiz #6
11	Improving Climate	Chapter 9	7	Quiz #7
12	Assertiveness	Chapter 10	8	Integration Paper
13	Conflict	Chapter 10		Quiz #8
14	Test Two	(chapters 7-10)		Test Two

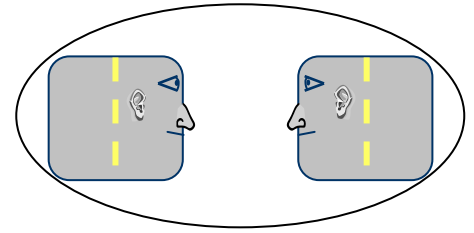
**UNIT 1
PERSON**



**UNIT 2
MESSAGES**



**UNIT 3
RELATIONSHIP**



<p>INTRODUCTION Course purpose human nature</p> <p>course goal & themes communication:</p> <p>definitions, nature & model</p> <p>BEHAVIOURS Origins Categories of interpersonal styles 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 Artfactual Time/space</p> <p>LISTENING Process Why we don't How we don't Effective listening</p> <p>AFFILIATION Importance Attributes Actions Self-disclosure</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>CHALLENGES & SOLUTIONS Compliments Climate Criticism and defensiveness Clear assertive message Conflict</p> <p>CONCLUSION Ideas Needs Skills</p>
---	---	--