

	<p><b>School of Arts &amp; Science</b>  <b>PSYCHOLOGY DEPARTMENT</b></p> <p><b>PSYC 154-001</b>  <b>Interpersonal Relations</b>  <b>Spring 2011</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour before class; other times by appointment		
(c)	Location:	Fisher 106-E		
(d)	Phone:	370-3200	Alternative Phone:	721-1259
(e)	Email:	lenihan@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

Texts	<p>Adler, R.B., Towne, N., and Rolls, Judith, H. (2008) <b>LOOKING OUT/LOOKING IN/ 3<sup>rd</sup></b>. Canadian Edition</p> <p>Lenihan, B. Student Manual: Looking Out/Looking</p>
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### FORMAT

In order to achieve the main objective – the implementation of theory into practice, students will do readings from the text, discussions in class, and a series of structure planned exercises that involve practicing new skills in pairs and small groups. Mini lectures will explain various concepts and techniques such as role-playing and written work will demonstrate and practice concepts and skills. Students will be evaluated on conceptual understanding as well as skill performance.

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

Presentation: 25% (MAX. 35 MIN.)

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: 16 marks and written report 9 marks

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.

Role play grade will be provided at the following class.

List of Role Plays:

1. 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).
2. Chapter 4 ( pp. 175-187)  
Illustrate how Albert Ellis’ seven irrational beliefs or fallacies lead to illogical conclusions and debilitating feelings.
3. Chapter 5 (pp. 196-215)  
Illustrate 6 ways the language we use can cause problems in our relationships, and also illustrate alternatives.
4. 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.
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.

### Presentation (25%)

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

### Chapter Quizzes (40%)

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 eight of ten quizzes comprise the forty per cent. The student can miss two quizzes without this grade being affected.

### Tests (15%) Option is to take test one or test two.

There are two tests each worth the same percentage. Both tests are composed 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.

Baseline Tape Summary (10%) A written description of your strengths, improvements, and goals, following your skill demonstration: perception checking, empathy, paraphrase, and open questioning, is required (1000-1500 words).

Transcript Analysis and Alternatives (10%) A written transcript of a conversation between the speaker and listener will be provided in class, covering chapter 7. You are responsible for analyzing the responses and accurately identifying the skills or/and roadblocks. You are to provide four alternative skills for each of the four original listener responses. The transcript assignment will be completed in class. A medical note will only be the permissible acceptance for missing this assignment. One hour of class time will be provided for completion.

### **CHAPTER QUIZZES: (40%)**

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 eight of ten quizzes comprise the forty percent. The student can miss two quizzes without the course grade being affected.

### **TESTS (15%)**

There are two tests each worth the same percentage and are of similar format. Both tests comprise 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.

#### 4. Basis of Student Assessment (Weighting)

(a)	Assignments	Transcript Analysis 10%	Baseline Tape Report 10%
(b)	Quizzes	Eight of ten quizzes 40%	
(c)	Exams	One of two tests 15%	
(d)	Oral/Group Presentation	Oral 16 marks and written report 9 marks 25%	

Students will be evaluated their conceptual understanding as well as skill performance. This includes the student's ability to use the skills presented in class. **Attendance is very important in meeting both of these requirements and missing more than 6 hours of class may resulting a loss of one letter grade.**

#### 5. 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 at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

##### Attendance, Assignments, and Tests

Attendance enhances conceptual understanding of course materials and notifies the student of any changes that may occur throughout the semester. A missed test or assignment will result in a mark of zero. Make up tests and quizzes will not be offered. If there is a serious medical or compassionate reason for missed test or assignment, **contact the instructor before the due date.** Documentation to support your claim is required. Assignments may be emailed as an attachment to avoid late penalty. A hard copy of the assignment must be submitted for grading purposes.

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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 6. 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.

SEMESTER SCHEDULE				
Week	TOPIC	READINGS	GROUP PRESENT	ASSIGNMENTS
May 10	Introduction			Quiz #1
May 12	Interpersonal Relationships	Chapter 1		Quiz #2
May 17	Perception	Chapter 3	1	Quiz #3
May 19	Emotions	Chapter 4	2	Quiz #4
May 24	Language/Non-verbal	Chapter 5/6	3	Quiz #5
May 26	Communication/Self	Chapter 2	4	Quiz #6
<b>May 31</b>	Test One (Chapters 1-6)			Test One
June 02	Listening	Chapter 7	5	Quiz #7
June 07	Baseline Tape/Report	Chapter 7		
<b>June 09</b>	Transcript analysis	written in class		Baseline /Report
June 14	Intimate Relationships	Chapter 8	6	Quiz #8
June 16	Improving Climate	Chapter 9	7	Quiz #9
June 21	Conflict	Chapter 10	8	Quiz #10
<b>June 23</b>	Test Two (Chapters 7-10)			Test two