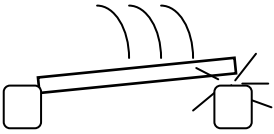

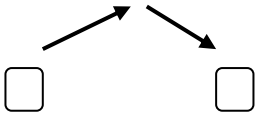

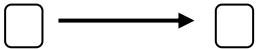
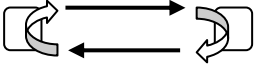


PSYCHOLOGY 154

INTERPERSONAL RELATIONS

INSTRUCTOR: Marty Donatelli



**School of Arts & Science
PSYCHOLOGY DEPARTMENT**

**PSYC 154 Section 004
Interpersonal Relations
Winter 2012**

COURSE OUTLINE

Instructor Information

Instructor:	Marty Donatelli
Office Hours:	Tues 1:00-3:00 Wed 3:30-4:30
Location:	Fisher 308B
Phone:	250-370-3220
Email:	donatellim@camosun.bc.ca
Website:	Go to Camosun.bc.ca 'Online Services' scroll down to 'Online courses (D2L)' Then click on 'Access Desire2Learn (D2L)'

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:

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.

Required Materials

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

In class assignments: Approximately once or twice a week/class a short exercise will be completed in class. The purpose of these assignments is to illustrate, (bring to life) an important skill or concept from the course. Preparation before and debriefing afterwards is an essential part of these assignments and as such they can only be completed in class.

Projects/Papers:

Students will complete the following experiential learning activities. You will complete a write up describing your experiences for 4 of them. The write-ups are to be 250 - 300 words long (please include a word count), and submitted to the drop box in the class's D2L page by 4pm of the assigned due date. Work handed in after the assigned date/time will be penalized 5% per day. No work will be accepted 1 week following the due date.

For activities 1, 3, 5, 6, 7, 9, 11 address the following questions:

Description: What was the context(situation, surrounds)? What did you do/say? What happened? How did it feel?

Insight and analysis: Why did this happen? What did/do you think? What did you learn?

1. Meta communication. Sit down with a close family member or friend and ask if you can talk about how the two of you talk. Ask them to give you feedback on what they notice about the conversations you have and your communication style. Write up; Description and insight/analysis

2. Self improvement; personal communication goal.

Reflect on six the interpersonal styles. Describe which functional behaviours you lack and which dysfunctional behaviours you possess. Discuss how you could lessen the frequency of the dysfunctional behaviours and increasing the frequency of more functional behaviours.

3. Perception check, Use one perception check in a normal everyday conversation. Write up; Description and insight/analysis

Written report on one of the above due Week 4 Feb 1

4. Alternate interpretation; Describe three lousy things that have happened in the last week. Indicate how you first interpreted them, then how you could interpret them more realistically, then how you could interpret them optimistically/positively.

5. I language: Use one clear/mature 'I language' statement in a normal everyday conversation. Write up; Description and insight/analysis

6. New nonverbal; In a conversation with a family member or friend consciously incorporate one new nonverbal listening behaviour into your listening style. Write up; Description and insight/analysis

Written report on one of 4 - 6 due Week 8 Feb 29

7. Paraphrase. In a normal everyday conversation use two paraphrases. Write up; Description and insight/analysis

8. Online social networks. Ask three of your facebook friends to comment on the similarities/differences advantages/disadvantages of online relationships vs face to face relationships. Analyze the data. Present and comment on the results

9. Request options. When listening to the problems/challenges of a family member/friend, instead of giving advice ask them to come up with options. Write up; Description and insight/analysis

Written report on one of 7 - 9 due Week 11 March 21

10. Diversity communication: Ask two people who are in a different group (age, ethnicity, sex, role, gender) their observations about the similarities and differences in communication between people of their group and other groups. Report the information you received and your thoughts/feelings about it.

11. Conflict resolution; Reflect on a conflict you are having with someone. Ask them if you could meet at a convenient time and place to discuss it. Ask them to give their side/view first and actively listen. Share your view using I language. Brainstorm possible resolutions/solutions. Write up; Description and insight/analysis

12. Discuss the progress you've made (and have not made) in improving your interpersonal style. #2 above

Written report on one of 10 - 12 due Week 14 Apr 11

Grading System

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

Basis of Student Assessment (Weighting)

Unit Exams	3 (@ 22% each)	66%
Experiential learning papers	4 @ 5% each	20%
In class assignments/activities		14%
Total		100%

Technology Policy

No electronic devices are allowed during exams. This includes but is not limited to; computers, electronic dictionaries, electronic translators, cell phones, pdas, and other personal electronic devices.

Assignments not received by the deadline will still be subject to penalty marks even if they were submitted electronically prior to the deadline. Student's use of lap tops in class is restricted to note taking. Students using their laptops for other purposes will have their laptop privileges revoked.

All cell phones must be turned off during class. Exceptions for emergency purposes only must be discussed with the instructor ahead of time.

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.

English as a Second Language students.

Please note. This course has a large amount of reading, writing and terminology.

Please speak with the instructor if you are having difficulties.

STUDENT CONDUCT POLICY

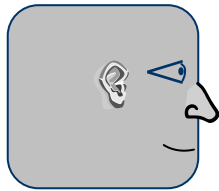
There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

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.

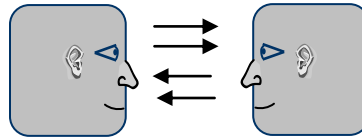
COURSE CONTENT AND SCHEDULE

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. 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.

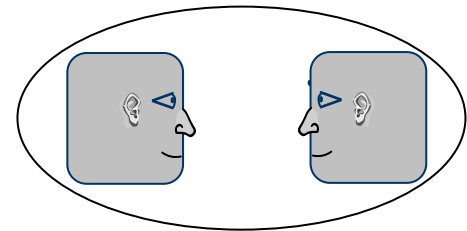
**UNIT 1
PERSON**



**UNIT 2
MESSAGES**



**UNIT 3
RELATIONSHIP**



TOPICS

<p>INTRODUCTION Course purpose human nature course goal & themes communication: definitions, nature & model</p> <p>BEHAVIOURS Origins 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 of language Impact Problem language Functional language</p> <p>SELF DISCLOSURE Model Reasons Guidelines Info</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>DIVERSITY Gender Culture Age Personality Roles</p> <p>FORMING/CHANGE Why relationships? Who do we want What do we get How do they unfold Dialectic tensions (needs)</p> <p>AFFILIATION</p> <p>CHALLENGES & SOLUTIONS Climate Criticism and defensiveness Respond nondefensively Clear assertive message Gibb categories Conflict Styles Outcomes Resolution</p> <p>CONCLUSION Important Ideas & Skills</p>
REQUIRED READINGS		
CH 1-4 <u>not</u> pages 65-71, 116-119, 157-159	CH 5-7 Plus 372-398 <u>not</u> 226-240, 263-267	CH 8-10 Plus 226-240, 263-267 116-119, 157-159, 31-33, 65-71 <u>not</u> pages 372-398
PAPERS		
Feb 1	Feb 29	March 21 April 11
EXAMS		
Unit 1 Feb 8th	Unit 2 March 14th	Unit 3 TBA Final exam period Apr 16 - 25

The last day to switch to audit or withdraw from the course without receiving an F grade is March 13

ESSENTIAL SKILLS OF PSYC 154

Metacommunication	Talking about how we communicate with (and relate to) each other.
Self-disclosure	Sharing information about ourselves. Right time and place? Person important? Reciprocating?
Perspective taking (pillow method)	Understanding an issue by looking at it from 5 different perspectives; 1. I'm right you're wrong, 2. you're right I'm wrong, 3. both right both wrong, 4. it's not that important, 5. truth in all positions
Alternate interpretation	Choosing to look at a situation in a completely different way
Perception check	Ensuring you understand by stating; 1. a request for clarification 2. objective description of behavior/situation, 3. two possible interpretations
'I' language	Respectful and takes responsibility by using words 'I' and 'my' rather than you or your
Clear message (assertive)	Break message into parts: Objective description, Interpretation, feelings, consequences, request, etc.
Nonverbal listening	Head nod, Eye contact, Disfluencies, Facial expression, Body posture/orientation, synchrony
Touch	Appropriate and timely hug (etc.) can be very powerful/reassuring
Minimal encouragers	Brief one word prompts; Uh huh, Yeah, Right, OK, sure, And?
Paraphrase	Repeat their message back to them in your own words
Empathetic response	You feel....because.....
Request options	Instead of giving advice, ask the other person to come up with a number of courses of action. What have you tried? What else could you do? What...
Ego boosters	Compliments that offer support and boost self-esteem
questions	Queries should be relevant and sensitive
Capitalization	When hearing another's positive experience, share in their enthusiasm for it. Ask questions, compliment
Responding non-defensively to criticism	Ask for specifics, ask about consequences, guess at specifics, ask what they want, ask what else is wrong Active listen to their responses Agree with the truth, agree with their perception
Conflict resolution	Identify problem & needs Set time and place Consider their side; ask, active listen Communicate clearly; assertive message Generate, choose, try solutions