



**School of Arts & Science
PSYCHOLOGY DEPARTMENT**

PSYC 154

Section 002

Interpersonal Relations

Spring 2013

COURSE OUTLINE

1. Instructor Information

| | | | | |
|-----|---------------|-------------------------------|--|--|
| (a) | Instructor: | Cate Pelling | | |
| (b) | Office Hours: | After class or by appointment | | |
| (c) | Location: | Paul 233 | | |
| (d) | Phone: | 250-370-3202 | | |
| (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., Rosenfeld, L.B., Proctor II, R.F., and Winder, C. (2012)
INTERPLAY, 3rd Canadian Edition

4. Course Content and Schedule

The ability to implement theory into practice is the primary objective of this course. In order to achieve this objective, students complete readings from the text, participate in class discussions, and practice new skills in a series of structured, planned exercises involving pairs and small groups.

Class time is divided among lecture (theory), group activities (application) and course exercises (skill development).

Students will be evaluated on their conceptual understanding as well as skill performance.

EVALUATION

A course grade will be determined by the following:

I. Chapter quizzes 25%

A short quiz will be given after most chapter readings. Quizzes ensure students keep up with the text material. There are NO make-up quizzes. The best five of seven quizzes comprise twenty-five percent of the final mark. A student may miss two quizzes without their grade being affected.

II. Tests 40%

There are two tests which are each worth twenty percent. Both tests are comprised of multiple choice and short answer questions. Tests provide opportunities for students to demonstrate their conceptual understanding of course content. Test one covers material in chapters one through five. Test two covers material in chapters six through ten.

III. Lab Assignments 20%

(5% each) Pick four of the five labs

Purpose: Experience the skills and ideas of the course
Length: 300- 350 words (please include a word count)
Due: at the start of class. Late penalty is 5% per day No work will be accepted 1 week following the due date.

1. Personal goal Due May 9
 - a) What people do you find most challenging? What interpersonal situations do you find most challenging?
 - b) Which dysfunctional interpersonal style do you exhibit most and why? Which functional interpersonal style would you like to develop?
 - c) Reflect on your willingness for growth. Outline a plan
2. Thinking skills Due May 21

Select only one of the following

 - Perception check. Use one perception check in a normal everyday conversation. What did they say? What did you say (your perception check)? How well did it work? What would you do differently? How did it feel? What else did you learn?
 - Perspective taking. Describe an issue that you and a significant other disagree on. Share your position on the issue, then argue their side. Discuss the commonalities and differences you see.
 - Alternate interpretation. Describe three lousy things that have happened in the last week. One at a time, indicate how you interpreted it negatively, how you could interpret them optimistically/positively, then how you could interpret them more realistically.
3. Communication skills Due June 6

Select only one of the following

 - Paraphrase. In a normal everyday conversation use two paraphrases. What was the situation? What did you say (your paraphrases)? How well did it work? What would you do differently? How did it feel? What else did you learn?

- Request options. When listening to the problems/challenges of a family member/friend, instead of giving advice ask them to come up with options. What was the situation? What did you say (your request options statements)? How well did it work? What would you do differently? How did it feel? What else did you learn?
 - I/we language: Use one clear/mature 'I language' and/or 'We' language statement in a normal everyday conversation. What was the situation? What did you say (your I/we language statement)? How well did it work? What would you do differently? How did it feel? What else did you learn?
4. Conversation skills Due June 18
Select only one of the following
- 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. Ask for specifics on verbal and nonverbal messages. What were the main observations? How well did it work? How did it feel? What did you learn?
 - 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. How well did it work? What would you do differently? How did it feel? What else did you learn?
5. Progress Due June 20
- Discuss the progress you've made (towards your personal goal.(#1 above.) How has it been useful? How has it felt? Discuss the progress you have not made. Why? What needs to be done?

IV Audiotape/Transcription projects (in-class)

10%

Working in groups of three, students will participate in a 5 minute listening exercise. Students will record their dialogue, transcribe the dialogue and then write an analysis of the dialogue. There will be two transcription projects in the term each worth 5%

V. Participation

5%

Student behavior that demonstrates a commitment to the class makes up the participation mark. This includes: respect for the learning environment; attentiveness and/or listening; attendance; engagement (ask questions, offer comments, etc.); being an effective communicator.

5. Basis of Student Assessment (Weighting)

| | | |
|-------------------|-----------------------|-----|
| (a) Assignments | Labs | 20% |
| (b) Quizzes | five of seven quizzes | 25% |
| (c) Exams | midterm and final | 40% |
| (d) Projects | two projects 5% each | 10% |
| (e) Participation | | 5% |

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. <i>(For these courses a final grade will be assigned to either the 3rd 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.

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.

CLASS SCHEDULE

| Class | Topic | Readings | Due |
|--------------|---------------------------------|-----------------|-------------------------|
| May 7 | Introduction | | |
| May 9 | Interpersonal Relationships | Chapter 1 | Lab #1 |
| May 14 | Communication/Self | Chapter 2 | Quiz #1 |
| May 16 | Perception | Chapter 3 | Quiz #2 |
| May 21 | Emotions | Chapter 4 | Quiz #3 Lab #2 |
| May 23 | Language | Chapter 5 | Quiz #4 |
| May 28 | Test One (Chapters 1-5) | | |
| May 30 | Nonverbal Communication | Chapter 6 | |
| June 4 | Listening | Chapter 7 | Quiz #5 |
| June 6 | Listening | | Transcript #1 Lab #3 |
| June 11 | Intimate Relationships | Chapter 8 | Transcript #2 |
| June 13 | Improving Climate | Chapter 9 | Quiz #6 |
| June 18 | Conflict | Chapter 10 | Quiz #7 Lab #4 |
| June 20 | Test Two (Chapters 7-10) | | Lab #5 |

Important dates and assignment marks are posted weekly on D2L.

