

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT
Winter 2015**

**PSYC 154-02 - INTERPERSONAL RELATIONS
Thursdays 1:00-3:50 pm Fisher 306**



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TEXT: Adler, R.B., Rosenfeld, L.B., Proctor, R.F., and Winder, C., (2012)
Interplay-The Process of Interpersonal Communication 3rd Canadian
Edition, Oxford University Press

GOAL: The main goal of this course is to aid the participant to develop effective communication skills. The guiding principle is that most human interactions (classrooms, families, friends, fellow workers), are affected by the quality of the relationships between and among people. If we can identify, practice, and change the skills necessary for effective communication we can enhance the quality of our lives and increase our satisfaction in working and being with others.

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.

FORMAT: Learning improved ways of communicating requires a balance between theory and practice. To achieve the above goal and listed outcomes, the course format consists of discussions and readings as well as a series of structured, planned exercises that involve practicing new skills. Some lectures will be given to illustrate various concepts. A variety of activities will take place in pairs and small groups. Various techniques such as role playing or written work will be used to evaluate the students understanding of concepts, skills and problems.

- LATE POLICY:**
1. Assignments are expected to be handed in at the beginning of the class in which they are due, unless permission is granted for an extension.
 2. There will be one assignment allowed late during the semester without penalty. This is your "freebie". It must be negotiated.
 3. The late penalty on all others will be 10%.

GRADING FOR THE COURSE

90 - 100%	A+ } Superior. Total understanding.
85 - 89%	A } Uses creativity in articulation.
80 - 84%	A- } Exceptional achievement (e.g. new insight, research, above and beyond the minimum requirement).
77 - 79%	B+ } Total Understanding. Well articulated.
73 - 76%	B } Errors in organization, grammar or
70 - 72%	B- } referencing.
65 - 69%	C+ Total understanding of subject matter but needs some work on articulating (vagueness and lack of detail; formation and obvious grammatical errors).
60 - 64%	C Partial understanding of subject matter. Shows willingness but articulation problems. Not as complete as it could be.
50 - 59%	D Minimal understanding passable but not sufficient standing to take courses for which Psyc 154 is pre-requisite
0 - 49%	F No understanding. Not college level work.

EVALUATION SUMMARY:

1.	Group Presentation	20 marks
2.	Key Concept Quizzes on chapters 1-10. Two marks each. Best of 5	10 marks
3.	Tests:	
	Test #1 (Ch. 1-6)	15 marks
	Test #2 (Ch. 7-10)	20 marks
4.	Listening audio and Transcript	20 marks
5.	Personal Integration Paper	15 marks

Total-100 marks

CLASS ATTENDANCE AND PARTICIPATION

Your consistent attendance is very important. Firstly, a considerable portion of class time will be devoted to discussion of new concepts and to implementation of the previous ones. Secondly, you will be working with and contributing to the learning of other classmates and they will be counting on you to be there. In the event of an unavoidable absence, you must contact the members of your group. 100% attendance is expected in the course because of its interpersonal and experiential nature. You are expected to actively take part in all discussions and activities in a sensitive and reflective manner, and to come to class with assignments and readings complete.

If discussing your personal thoughts and feelings is very uncomfortable for you, you may not be well suited to take this course at this time. You must be willing to discuss your personal and emotional experiences and listen to those of others. However, this is also not therapy. If you have concerns, see your instructor after the first class please.

ASSIGNMENT DETAIL**1. GROUP PRESENTATION**

In teams of four or five students you are to prepare a role-play of a situation illustrating an aspect of interpersonal communication in a setting depicting daily life. A narrator should introduce the role-play and keep the audience informed as necessary, as to what concept or principle is being illustrated, etc. You may elect a short drama, game etc, to illustrate your topic. Your role-play should be exactly 10 minutes in length, not longer or shorter.

Excellent role-plays provide visual (possibly audio) support, are rehearsed, may include minor props and **repeat important concepts** to ensure learning.

Use titles to introduce your topic. Attend to pace, keep it lively and engaging. Repeat 3 times, in 3 different ways what the essential elements of your topic are to ensure audience understanding. (For example, describe the concept, show it graphically in a poster or flash card, demonstrate it in a role play then summarize it.). The 10 min. presentation must include all members of your group in some visible form. **No more than one minute** of other prepared or commercial video or audio material can be used (i.e.YouTube clips)

Upon completion of your presentation, your group will be responsible for dividing your marks to adequately represent the effort, commitment, reliability, creativity and attitude of each member. To minimize conflict in a group, each member must be equally responsible for the task (product) as well as the comfort of each member (process).

GROUP PRESENTATION TOPICS

Group #	Chapter	Pres. Date	Group #	Chapter	Pres. Date
# 3A & #3B	3	Feb. 5 th	# 8	8	March 26 th
# 4	4	Feb. 19 th	# 9	9	March 26 th
# 5	5	March 5 th	# 10A & #10B	10	April 2 nd
# 6	6	March 12 th			
#7A & #7B	7	March 19 th			

2. KEY CONCEPTS QUIZZES

There will be a short quiz at the beginning of each of the ten chapters to test for reading and understanding of the key terms and concepts of the chapters. Check the schedule for dates. These quizzes are worth two marks each. I will take your best 5 quizzes for a total of 10 marks. ***There are no make-up quizzes available.***

3. TESTS

There will be two tests, worth 15 and 20 marks respectively. These tests will include multiple choice and short answer questions that require you to demonstrate your cognitive understanding of concepts as well as your ability to apply these concepts to various life situations. Test #1 will test for concepts from chapters 1 – 6 plus an analysis of your experience with anger in your family and adult life. Test #2 will test for concepts from chapters 7 – 10 and will include an analysis of a personal conflict that involves you that demonstrates your understanding of your own behaviour, the nature of conflict and what you have learned from it.

4. LISTENING AND TRANSCRIPT EXERCISE

INSTRUCTIONS:

You must prepare a audio recording of an interaction that demonstrates your best listening skills. Then, make a word for word transcript of a section of your recording with five (5) consecutive (one after the other) responses and analyse your responses.

- The recording and transcript comprise 20 marks out of 100.
- You will provide me with a cd, usb or emailed file of your recording (please discuss with me if you need to use any other method)
- You will be responsible for ensuring that the method used to record your listening exercise will be accessible to me
- Leave enough space for comments on your transcript please
- Use the format page provided at the end of this outline, photocopy as many as you need or make an exact computer duplicate (i.e. in landscape mode)
- Use the “Checklist for Making Tapes” provided in class before turning in this assignment.

GUIDELINES FOR MAKING THE RECORDING

- Do not record someone surreptitiously. They must be willing to take part.
- All recordings are confidential and only heard by your instructor or my trained marker.
- Take a run at the conversation (20 min. or so) and then choose the section with your best responses. Start with the speaker's statement followed by your #1 listening response. Include **all** of what is said by both speaker and listener. Analysis must be complete and specific (check sample). Alternate responses **must** be different from one another.
- Be as natural as you can. Do not script the conversation before hand or rehearse. Do not stop or edit the recording.
- Your best listening should primarily be paraphrases with some questions, summaries and minimal encouragers added in.
- Choose a topic that lends itself to reflective listening as opposed to argument, chitchat or conversation.
- Leave time to accommodate technical and other glitches

EVALUATION OF THE AUDIO AND TRANSCRIPT

Your grade will be comprised of:

a)	Your listening responses	30%
	<ul style="list-style-type: none"> • accuracy in keeping with the flow of feeling and thoughts • empathy • appropriateness • range of responses and skills 	
b)	Your ability to label and analyse effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ	70%
	TOTAL	20 marks

5. PERSONAL INTEGRATION PAPER

The purpose of the personal integration is to make the course content REAL to the student. A personal integration is a written report where the student combines concepts from the course with her/his own life. They will be evaluated on: appropriate use/understanding of concepts, incorporation of one's own life, amount and quality of thought/analysis put into the report. (They must have these three elements.) The skill/theory/concept from the course will be the center of your personal integration. You will describe personal events, relationships, issues that relate to the concept (How does this concept apply to my life?) Then a good portion of the paper will involve your analysis/reflection. (What have I learned? What changes would I like to make to myself or my relationships, as a result of this concept? What would be the result of those changes? How do/did I feel? How do/did others feel? How would I add to or change this course concept/skill/theory and why? Etc.) They will be about 1000 words long. Please include a word

count at the end. Each student will complete 1 personal integration. Your paper will draw concepts from at least two chapters in the text. If you are in any way unclear of the nature/format these personal integrations should take, please contact the instructor, I will be happy to discuss/explain the project to you or read anything you have written.

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** or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete: 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.</i>
IP	<i>In progress: 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.</i>
CW	Compulsory Withdrawal: 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** for information on conversion to final grades, and for additional information on student record and transcript notations.

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.

SCHEDULE OF ACTIVITIES:

<u>WEEK</u>	<u>READINGS</u>	<u>IN-CLASS TOPIC</u>	<u>ASSIGNMENT</u>
Thurs. Jan. 8 th		Introduction to Course and each other. Chapter one	Group Assignments
Thurs. Jan. 15 th	Chapter 1	Interpersonal Relationships	Key Concept Quiz Ch. 1
Thurs. Jan. 22 nd	Chapter 2	Communication and the Self	K. C.. Quiz Ch. 2
Thurs. Jan. 29 th	Chapter 3	Perception	K.C. Quiz Ch. 3
Thurs. Feb. 5 th	Chapter 4	Emotions	K.C. Quiz Ch. 4 Group #3A & #3B Presentation
Thurs.Feb. 12 th	*Reading Break		
Thurs. Feb. 19 th	Chapter 5 & 6	Language/ Non-verbal Communication	K.C. Quiz Ch. 5 & 6 Group #4 Presentation
Thurs. Feb. 26 th		Mid-term test chapters 1 to 6	
Thurs. March 5 th	Chapter 7	Listening	Group #5 presentation
Thurs. March 12 th	Chapter 7	Listening	K.C. Quiz Ch. 7 Group #6 Presentation
Thurs. March 19 th	Chapter 8	Intimate Relationships	K.C. Quiz Ch. 8 Group #7A and #7B Presentation
Thurs. March 26 th	Chapter 9	Improving Climate	K.C. Quiz Ch. 9 Group #8 & Group #9 Presentation Listening assignment due
Thurs. April 2 nd	Chapter 10	Assertiveness/ conflict	K.C. Quiz Ch. 10 Group #10A & #10B Pres. Personal Integration Due

Thurs. April 9 th	Test #2 chapters 7-10	Test #2 Chapters 7 through 10	

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LISTENING TRANSCRIPT

Word for Word Transcript	Skill Identification and Judgment of Effectiveness	Two Alternative Responses and Reasons Why <i>Each</i> is Better

