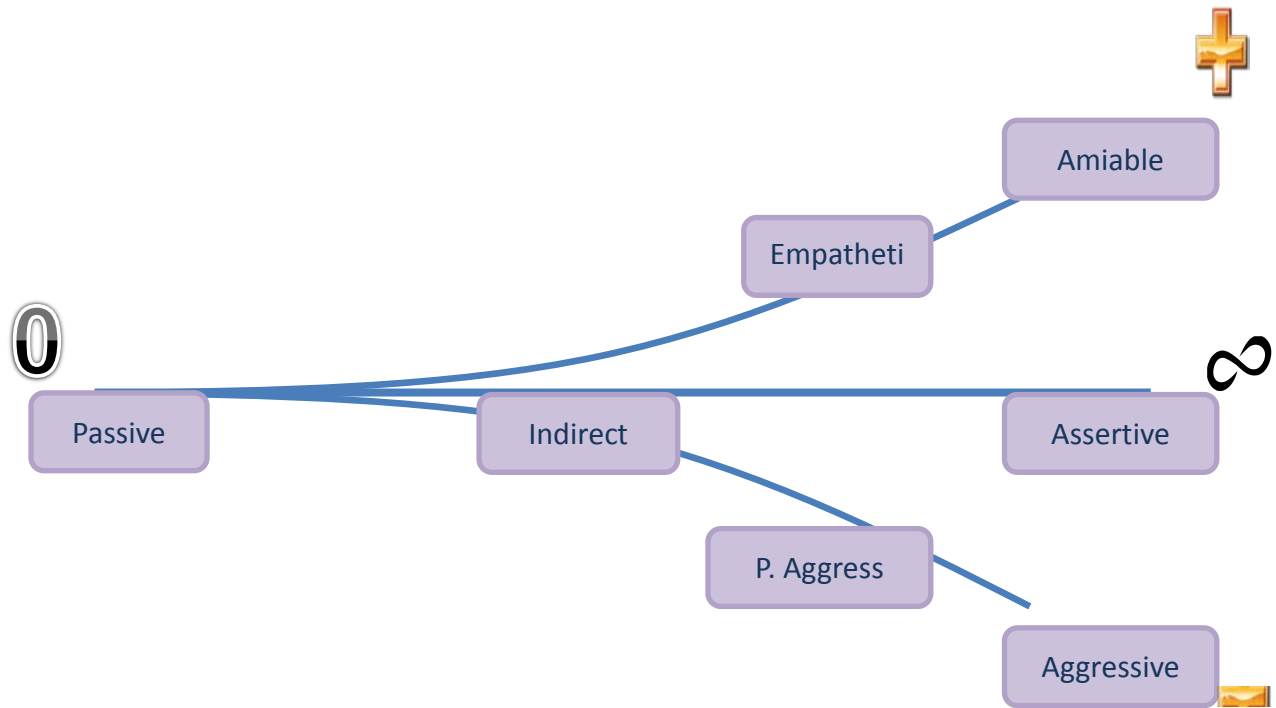



PSYCHOLOGY 154

INTERPERSONAL RELATIONS



INSTRUCTOR: Marty Donatelli

	<p>School of Arts & Science PSYCHOLOGY DEPARTMENT</p> <p>PSYC 154 Section 004 Interpersonal Relations Win 2015</p>
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COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

Instructor Information

Instructor:	Marty Donatelli		
Office Hours:	Tuesday 11:30-12:30 and Friday 10:30-11:30		
Location:	Paul 220		
Phone:	250-370-3220		
Email:	donatellim@camosun.bc.ca		
Website:	Go to Camosun.ca scroll over 'Services & Forms' tab scroll down to 'Online courses' section and select D2L log in with username (firstname.lastnamebirthdate) and password (date of birth)		

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

Text	Interplay by Adler, Rosenfeld, Proctor and Winder. 2012 3rd. Canadian Edition
Coursepack	Psyc 154 Coursepack section 004

COURSE CONTENT: 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:

Purpose: Experience the skills and ideas of the course

Length: 300- 350 words (please include a word count)

Submission: drop box in the class's D2L page by 4pm of due date

Late: penalized 5% per day. No work will be accepted 1 week following the due date.

Marks will be based on accuracy, completeness, and depth of reflection/analysis

For your analysis/reflection DO NOT simply record answers to the questions provided. They are there to stimulate your thinking.

1. Thinking skills Due Jan 30th

Select only one of the following three

- 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. How has taking their perspective affected your thoughts and feelings?
- 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.

2. Communication skills Due Mar 6th

Select only one of the following three

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

3. Conversation skills Due April 10th

Select only one of the following three

- 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?
- Course conclusion
Select up to three concepts, phrases, skills from this course that have been the most important to you. Explain their impact on you, your interpersonal style/skills, and your relationships

Practice questions: Students will be required to complete online practice questions on the course material. These are located on the D2I page for this course. They appear on an approximately weekly basis and are available for a limited number of days. It is the student’s responsibility to check and complete these as they become available.

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 (25,20,20%)	65%
Projects/ papers	3@ 5%	15%
In class assignments/activities		15%
Practice questions		5%
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, tablets, 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 laptops/tablets in class is restricted to note taking. Students using their laptops/tablets 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.

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.

English as a Second Language students.

Please note. This course has a large amount of reading, writing and terminology. A certain level of English proficiency is required. Students having difficulties should access college support services.

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, activities, written assignments and one test.

SYLLABUS

<u>Topic</u>	<u>Required readings</u>
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Introduction	Ch 1 (not 15-17)
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People

Beliefs	pp 40-53
Perception	Ch 3
Emotions	Ch 4
Diversity	pp. 21-27, 169-174, 332- 334

Test #1 Feb 6th

Messages

Listening	Ch 7
Verbal	Ch 5 & 61-79, 275-276 (NOT 169-174)
Nonverbal	Ch 6

Test #2 Mar 13th

Relationships

Positive aspects	Ch 8
Development and Change	
Challenges	Ch 9 & 10

Test #3 To be scheduled during the final exam period April 13-25

Students should not arrange to travel before the end of the final exam period.

The last day to switch to audit or withdraw from the course without receiving an F grade is Mar 9th

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.