



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-154-003
Interpersonal Skills
Fall 2019

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Marty Donatelli
(b) Office hours	Lansdowne: Monday 12:30-2:30pm, Paul 220 Interurban: Tuesday and Thursday, 2:00 – 3:00 pm, LACC 318A Or by appointment
(c) Location	CC Campus Centre 118A (Interurban) and Paul 220 (Lansdowne campus)
(d) Phone	250-370-3220 Alternative: _____
(e) E-mail	Donatellim@camosun.bc.ca
(f) Website	D2L

2. Intended Learning Outcomes

Upon completion of this course a 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

Text	Interplay by Adler, Rosenfeld, Proctor and Winder. 2016 4 th Canadian Edition (or 3 rd Cdn edition)
Coursepack	Psyc 154 Coursepack (on D2L and at the Interurban Satellite Printshop, CBA atrium satshopinterurban@camosun.ca)

4. Course Content and Schedule

COURSE CONTENT: SYLLABUS

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.

Week	Topic	Required Readings	
1	Introduction	Ch 1 but not 16-18, 22-27 (3 rd edition, not 15-17, 21-26)	
2	Beliefs	pp. 40-54 (3 rd ed. pp. 40-53)	
3	Perception	Ch 3	
4	Emotions	Ch 4	
5	Diversity	pp. 22-27, 98-101, 207-213, 340-343 (3 rd ed. pp. 21-27, 97-100, 169-174, 332-334)	Paper
6	Test #1 Oct 8 th		
7	Listening	Ch 5 (3 rd ed. Ch 7)	
8	Listening		
9	Verbal	Ch 6 & 61-78, 281-283, Not 207-213 (3 rd ed. Ch 5 & 61-79, 275-276 (NOT 169-174))	
10	Nonverbal	Ch 7 (3 rd ed. Ch 6)	Paper
11	Test #2 Nov 12 th		
	Development and Change	Ch 8	
12	Positive aspects		
13	Challenges	Ch 9 and 10	
14	Challenges		Paper
	Test #3	To be scheduled during the final exam period	

Thinking skills assignment/paper Oct 3rd

Communication skills assignment/paper Nov 7th

Conversation skills assignment/paper Dec 5th

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 20-25%. 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 instructors 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. Assignments can only be completed on the assignment sheets. Therefore you must bring your course pack to every class.

Projects/Papers:

Purpose: For the student to experience and reflect on the skills and ideas of the course.

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

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.

Feedback. If you'd like to get general feedback on your paper before final submission, submit paper to drop box at least 48 hrs prior to the due date. Then email the instructor letting him know you are looking for feedback.

Do not submit in .pages format

Double spaced

The questions below are to stimulate your analysis/reflection. Do not simply answer the questions.

1. Thinking skills

Select only one of the following three

- Perception check. Use one perception check in a normal everyday conversation. What did the other person say? What was your perception check? How did they respond to it? How well do you think it worked? 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 explain/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. For each one, indicate how you interpreted it negatively (why is it bad), how you could interpret it optimistically/positively (why is it good), then how you could interpret it more realistically.

2. Communication skills

Select only one of the following three

- Paraphrase. In a normal everyday conversation, use two paraphrases. What was the situation (person, topic of conversation)? What did you say (quote your paraphrases)? Discuss; how they reacted, and how well you think it worked. 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 (person, topic of conversation)? 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 (person, topic of conversation)? 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

Select only one of the following two

- Meta communication
Ask a close family member or friend to give you feedback on what they notice about your communication style.
Ask for specifics on. . .
 - How well do I manage my emotions?
 - Which listening skills (paraphrasing, minimal encouragers, questions, etc.) am I strong in? Weak in?
 - How would you characterize my ability to communicate assertively? (clear, honest, respectful)
 - What is my interpersonal style? (Aggressive, amiable, passive, assertive, indirect, passive aggressive)

- What do you notice about my nonverbal behaviours? (body, facial expressions, gestures)

Briefly address some of the more important feedback you received. What did you learn about yourself that you didn't realize? What will you do to improve?

- All skills/effective listening (you are allowed up to 400 words on this assignment)
With their permission, record a 10 minute conversation between yourself and a family member or friend.
During the conversation use your minimal encouragers, perception checking, paraphrasing, questions, supportive and empathetic responses.
Listen to the recording and select three of your substantive responses (not minimal encouragers)
For each one write out exactly what your partner said before hand and then your response.
Evaluate each of your responses. (Which type of response was it? How you could have improved it and/or how effective it was, how appropriate, etc.)

Practice quizzes:

Students will be required to complete online practice quizzes on the course material. These are located on the D2L 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.

5. Basis of Student Assessment (Weighting)

Unit exams	3 (22, 20, 20%)	62%
Projects/papers	3 @ 6%	18%
In class assignments/activities		15%
Practice quizzes		5%
Total		100%

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

COURSE RULES AND FAQS

Technology

Exams:

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

Assignments:

Assignments not received by the deadline are subject to penalty.

Class:

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. Phones used during class will be confiscated.

Students may not use recording devices in the classroom without prior permission of the instructor. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.

FAQ

If I get a grade on an assignment or test I don't like, can I redo it? No

Can I do the in-class assignment/lab on my own at home? No

Can I do extra work to improve my grade? No

Can I just have more marks/percentage points to bump up my grade? No

If I fall short of the final grade I want can I just ask for more marks/a higher grade? No

Will the instructor remind us of due dates for upcoming assignments and tests throughout the semester? No

Can I hand in work late without receiving a penalty? No. Late work is penalized 5% per day.

Will you tell us what's on the test? No, but the material you will be responsible for will be clearly outlined.

If I complete an assignment and hand it in on time am I guaranteed to receive 100%? No

Can I use somebody else's words or ideas and claim they are mine? No, absolutely not. This is plagiarism and you will receive an F on the assignment, or an F in the course, or expulsion from the college, or all three.

Do I have to share personal information about myself if I'm uncomfortable doing so? No.

Can I use somebody else's words or ideas if I properly quote or cite the source? Yes

If I ask, will the instructor help me with the course requirements? Yes (but he won't do them for you)

Can I get feedback on written work from the instructor before I hand it in? Yes (general review 48 hrs prior)

If I choose to can I withdraw from the course or switch to audit? Yes – prior to the change/audit date

If I am not clear on why I got the grade I did can I talk to the instructor? Yes

There are course concepts I find unclear, can I talk to my instructor? Yes

Can I talk to my instructor if I am unclear on what is expected for an assignment or course requirement? Yes

I missed last class. Did I miss anything important? Yes (it is your responsibility to ask a classmate to photocopy their notes)

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.

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to,

Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 <http://camosun.ca/about/policies/index.html> 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 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.
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