



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-154-004
Interpersonal Skills
Tuesdays 9:30-12:20 pm Fisher 306
Winter 2020

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	Anneke van Alderwegen
(b) Office hours	Mondays noon to 1:00 pm (Inter), Tuesdays 12:30 to 2:30 pm & Wednesdays 3:30 to 4:30 pm (Lans) *or by appt.
(c) Location	Lansdowne Fisher 106E and TBA at Interurban
(d) Phone	250-370-3107
(e) E-mail	vanalderwegen@camosun.bc.ca
(f) Website	Camosun 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

- (a) Texts- Adler, R.B., Rosenfeld, L.B., Proctor, R.F., and Winder, C.,(2016) Interplay-The Process of Interpersonal Communication 4th Canadian Edition, Oxford University Press

4. Course Content and Schedule

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.

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.

ASSIGNMENT DETAILS

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.

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 (YouTube)

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 & B	3	Feb. 4 th	# 8	8	March 24 th
# 4	4	Feb. 11 th	# 9	9	March 24 th
# 6	6	Feb. 25 th	# 10A & #10B	10	March 31 st
# 7	7	March 10 th			
#5A & #5B	5	March 17 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 8 quizzes for a total of 10 marks. **There are no make-up quizzes available.**

3. TESTS

There will be two tests, worth 15 marks each. 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, 2, 3, 4, 6 & 7 plus an analysis of your experience with anger in your family and adult life. Test #2 will test for concepts from chapters 5, 8, 9 & 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 an 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 an analysis of your responses.

- The recording and transcript comprise 20 marks out of 100.
- You will provide me with an audio file of your recording downloaded to D2L (You can also give me a usb or digital recorder!)
- 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
- D2L will have a copy of a transcript template for you to use
- Use the “checklist for making transcripts and recordings” provided in class before turning in this assignment.

GUIDELINES FOR MAKING THE RECORDING

- Do not record someone surreptitiously. They must be willing and aware of the assignment 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 ahead of time or rehearse. Do not stop or edit the recording.
- Your best listening should primarily be validation, empathy, 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
 - accuracy in keeping with the flow of feeling and thoughts
 - empathy
 - appropriateness
 - range of responses and skills
- b) Your ability to label and analyze effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ

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.

SCHEDULE OF ACTIVITIES:

WEEK	READINGS	IN-CLASS TOPIC	ASSIGNMENT
Tues. Jan. 7 th		Introduction to the course and each other. Chapter one	Group Assignments
Tues. Jan. 14 th	Chapter 1	Interpersonal Relationships	Key Concept Quiz Ch. 1*
Tues. Jan. 21 st	Chapter 2	Communication and the Self	K. C. Quiz Ch. 2*
Tues. Jan. 28 th	Chapter 3	Perception	K. C. Quiz Ch. 3*
Tues. Feb. 4 th	Chapter 4	Emotions	K.C. Quiz Ch. 4* Group #3A & #3B Presentation
Tues. Feb. 11 th	Chapter 6 & 7	Language/ Non-verbal Communication	K.C. Quiz Ch. 6 & 7* Group #4 Presentation
Tues. Feb. 25 th	Chapter 5	Listening	Group #6 presentation
Tues. March 3 rd		Mid-term test chapters 1, 2, 3, 4, 6 & 7	
Tues. March 10 th	Chapter 5	Listening	K.C. Quiz Ch. 5* Group #7 Presentation
Tues. March 17 th	Chapter 8	Intimate Relationships	K.C. Quiz Ch. 8 & 9* Group #5A and #5B Presentation
Tues. March 24 th	Chapter 9	Improving Climate	K.C. Quiz Ch. 10* Group #8 & Group #9 Presentation Listening assignment due
Tues. March 31 st	Chapter 10	Assertiveness/Conflict	Group #10A Pres. Personal Integration Due
Tues. April 7 th	Final exam	Test #2 Chapters 5, 8, 9, 10	

5. Basis of Student Assessment (Weighting)

1.	Group Presentation	20 marks
2.	Key Concept Quizzes on chapters 1-10. Two marks each. Best of 8	10 marks
3.	Tests: Test #1 (Ch. 1-6) Test #2 (Ch. 7-10)	15 marks 15 marks
4.	Listening audio and transcript	20 marks
5.	Personal Integration paper	15 marks
6.	Class participation	5 marks

Total-100 marks

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

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.

Your participation grade will be based in part on attendance, participation in large and small group discussions and online discussions.

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.