



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-154-D01
Wed. 9:30-10:50 am (online Blackboard Collaborate)
Interpersonal Skills
Fall 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	Online TBA
(c) Location	online
(d) Phone	250-370-3107
(e) E-mail	vanalderwegen@camosun.bc.ca
(f) Website	Camosun D2L/Blackboard Collaborate

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

Looking Out, Looking In

By: Adler, Rolls, Proctor II

- Publisher: Nelson
- Print ISBN: 9780176870980, 0176870989
- eText ISBN: 9780176881603, 0176881603
- Edition: 4th
- Copyright year: 2021

<https://login.nelsonbrain.com/course/MTPQ-5RDQ-P7C7>

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 smaller groups online via Collaborate. Various techniques such as quizzes, discussion groups and written work will be used to evaluate the students understanding of concepts, skills and problems.

Each week you will be able to read the Chapter in Looking Out Looking In, listen and view my lectures asynchronously on D2L and see the topics/questions we will discuss in our synchronous online sessions.

ASSIGNMENT DETAILS

1. 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.***

2. TESTS

There will be two tests, worth 15 marks each. These tests will 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, 5 and 6 Test #2 will test for concepts from chapters 7, 8, 9 & 10.

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 will be responsible for ensuring that the method used to record your listening exercise will be accessible to me
- D2L will have a copy of a transcript template for you to use
- Use the “checklist for making transcripts and recordings” provided 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.
- 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).
- 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:

Your ability to label and analyze the 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.

6. CLASS DISCUSSIONS

Every week we will meet online at our specified time (for our class it is Wednesdays from 9:30-10:50 am on Blackboard Collaborate.) Prior to our meeting time you should be prepared to discuss several different questions that will be posted ahead of time for you on D2L. Most of the time you will be placed into break out groups with 3 or 4 other classmates in order to facilitate a discussion that is more accessible in a smaller group. Then you will be expected to submit your thoughts/reflections to these questions to the discussion section on D2L. Each meeting will count for 2% of your participation grade for a total of 20%.

SCHEDULE OF BLACKBOARD COLLABORATE MEETING TIMES

WEEK	READINGS/VIDEOS	ONLINE CLASS TOPIC	ASSIGNMENT
Wed. Sept. 9 th		Introduction to Course, D2L and Blackboard Collaborate	Introduction (meet on Collaborate from 9:30 to 10:50 am Wednesdays)
Wed. Sept. 16 th	Chap. 1 videos and etext	Interpersonal Relationships	(Meet on Collaborate from 9:30 -10:50 am every week on Wednesdays) Key Concept Quiz Ch. 1*
Wed. Sept. 23 rd	Chapter 2 videos and etext	Communication and the Self	K. C. Quiz Ch. 2*
Wed. Sept. 30 th	Chapter 3 videos and etext	Perception	K. C.. Quiz Ch. 3*
Wed. Oct. 7 th	Chapter 4 videos and etext	Emotions	K.C. Quiz Ch. 4*
Wed. Oct. 14 th	Chapter 5 & 6 videos and etext	Language/ Non-verbal Communication	K.C. Quiz Ch. 5 & 6*
Week of October 19 th		Mid-term test chapters 1, 2, 3, 4, 5 and 6	
Wed. Oct. 28 th	Chapter 7 videos and etext	Listening	
Wed. Nov. 4 th	Chapter 7 videos and etext	Listening	K.C. Quiz Ch. 7*
Wed. Nov. 18 th	Chapter 8 videos and etext	Intimate Relationships	K.C. Quiz Ch. 8*
Wed. Nov. 25 th	Chapter 9 videos and etext	Improving Climate	K.C. Quiz Ch. 9* Listening assignment due
Wed. Dec. 2 nd	Chapter 10 videos and etext	Assertiveness/Conflict	K.C. Quiz Ch. 10* Personal Integration Due
Wed. Dec. 9 th	Final exam	Test #2 Chapters 7, 8, 9, 10	

*Please be prepared each week for our online synchronous sessions from 9:30-10:50 am Wednesday mornings to discuss the current week's chapter content. Discussion questions will all be posted ahead of time on D2L in the discussion section under content.

*The key concepts quizzes will be available each week on D2L after our online sessions.

5. Basis of Student Assessment (Weighting)

- Key Concept Quizzes on chapters
 - 1-10. 10 marks
- Tests:
 - Test #1 (Ch. 1-6) 15 marks
 - Test #2 (Ch. 7-10) 15 marks
- 3. Listening audio and transcript 20 marks
- 4. Personal Integration paper 20 marks
- 5. Group discussions 20 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 online 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. 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 online with assignments and readings complete.

Each week you will be expected to come to our online sessions (Wednesdays from 9:30-10:50 am) on Blackboard Collaborate prepared to discuss specific questions related to the chapter content. I will use break out groups of 4-6 students that will likely make discussing online more comfortable and accessible. In order to be prepared for these sessions you will have read the chapter and watched the lecture videos prepared for you on D2L. You will have reviewed the discussion questions that will also be posted ahead of time for you to consider.

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.

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.