

# COURSE SYLLABUS



COURSE TITLE: Psychology 154 Interpersonal Skills  
CLASS SECTION: 002 Thursdays 9:30-12:20 pm Fisher 302  
TERM: Fall 2021  
COURSE CREDITS: 3  
DELIVERY METHOD(S): LEC Face to face and supported by D2L

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first-class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Anneke van Alderwegen B.Sc., MA  
EMAIL: [vanalderwegen@camosun.bc.ca](mailto:vanalderwegen@camosun.bc.ca)  
OFFICE: Fisher 106 E  
HOURS:

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This course uses an experiential approach to develop self-awareness and increased understanding of others. Both communication theory and practical skills will be covered while working towards the goal of achieving successful and creative interpersonal relationships.

### PREREQUISITE(S):

One of:

- C in English 12
- C in Camosun Alternative

### CO-REQUISITE(S):

See Pre-requisites

### EXCLUSION(S):

Not Applicable

## COURSE LEARNING OUTCOMES / OBJECTIVES

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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.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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Looking Out, Looking In 4<sup>th</sup> Edition

By: Adler, Rolls, Proctor II Publisher:Nelson

Print ISBN: 9780176870980, 0176870989

eText ISBN: 9780176881603, 0176881603

Copyright year:

2021

- a. **Course Link URL:** <https://login.nelsonbrain.com/course/MTPN-NK6Q-HGG0>
- b. **Course Key:** MTPNNK6QHGG0
- c. **Student MindTap Registration Video** - <https://www.youtube.com/watch?v=YYD9b0ae3W0>
- d. **Student MindTap Navigation Video** - <https://screencast-o-matic.com/watch/cYIDFH8tVU>
- e. **MindTap Student Tech Support info:** [Create a ticket here](#) (when you submit a ticket you will be provided with a case number and the customer support phone number)

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Each class will consist of preparation for the group presentations, the presentations (once they begin) It will be expected that the video lectures are viewed prior to the class covering each topic and to be prepared for small and large group discussions on those topics.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Thurs. Sept. 9 <sup>th</sup>	Introduction to Course, D2L and group presentation selection	
Thurs. Sept. 16 <sup>th</sup>	Chap. 1 video lecture review and in class review, discussion questions/activities and e-text- <i>Interpersonal Relationships</i>	
Thurs. Sept. 22 <sup>nd</sup>	Chapter 2 video lecture review and in class review, discussion questions/activities and e-text- <i>Communication and the Self</i>	
Thurs. Sept. 30 <sup>th</sup>	Chapter 3 video lecture review and in class review, discussion questions/activities and e-text- <i>Perception</i>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Thurs. Oct. 7 <sup>th</sup>	Chapter 4 video lecture review and in class review, discussion questions/activities and e-text- <i>Emotions</i>	
Thurs. Oct. 14 <sup>th</sup>	Chapter 5 & 6 video lecture review and in class review, discussion questions/activities and e-text- <i>Language and non-verbal communication</i>	
Thurs. Oct. 21 <sup>st</sup>	Test #1 chapters 1, 2, 3, 4, 5 and 6	
Thurs. Oct. 28 <sup>th</sup>	Chapter 7 video lecture review and in class review, discussion questions/activities and e-text- <i>Listening</i>	
Thurs. Nov. 4 <sup>th</sup>	Chapter 7 video lecture review and in class review, discussion questions/activities and e-text- <i>Listening</i>	
Thurs. Nov. 18 <sup>th</sup>	Chapter 8 video lecture review and in class review, discussion questions/activities and e-text- <i>Intimate relationships</i>	
Thurs. Nov. 25 <sup>th</sup>	Chapter 9 video lecture review and in class review, discussion questions/activities and e-text - <i>Improving Climate</i>	<b>*Listening assignment due</b>
Thurs. Dec. 2 <sup>nd</sup>	Chapter 10 video lecture review and in class review, discussion questions/activities and e-text- <i>Assertiveness and Conflict</i>	
Thurs. Dec. 9 <sup>th</sup>	Test #2- Chapters 7-10	<b>*Personal Integration due</b>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Online quizzes on d2l on chapters 1-10 (dates available on D2L)	10%
Test number 1 (chapters 1-6) Thursday, October 21 <sup>st</sup> online D2L & Test number 2 (chapters 7-10) Thursday, December 9 <sup>th</sup> online D2L	Each worth 10%
Group presentation	15%
Listening audio and transcript due November 25 <sup>th</sup>	20%

DESCRIPTION	WEIGHTING
Personal integration paper due December 9 <sup>th</sup>	20%
Class participation (in class and on d2l)	15%
<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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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 in our class time together. 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 class 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.

### 3. GROUP PRESENTATIONS:

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).

### 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

#### 4. 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.

#### 5. 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%.

### 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 class (Thursdays from 9:30-12:20 pm) on prepared to discuss specific questions related to the chapter content. I will use

break out groups of 4-6 students that will likely make discussions 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.

### SCHOOL OR DEPARTMENTAL INFORMATION

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#### Camosun Psychology Club Information

During the Fall and Winter semesters, the Psyc Club meets each Friday at 1:30pm. Please contact Dr. Michael Pollock if interested in attending - [PollockM@camosun.bc.ca](mailto:PollockM@camosun.bc.ca)

Journal of Camosun Psychology Research Discover how to publish research.

<https://cc.arcabc.ca/islandora/object/cc%3Apsycjournal>

American Psychological Association The hub of our discipline <https://www.apa.org>

Canadian Psychological Association The Canadian hub of our discipline <https://cpa.ca/>

Co-operative Education & Career Services Learn about how to access a co-op experience for your career. <https://camosun.ca/services/co-operative-education-and-career-services/contact-co-operative-education-and-career>

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

**If you have a mental health concern**, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.



### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.