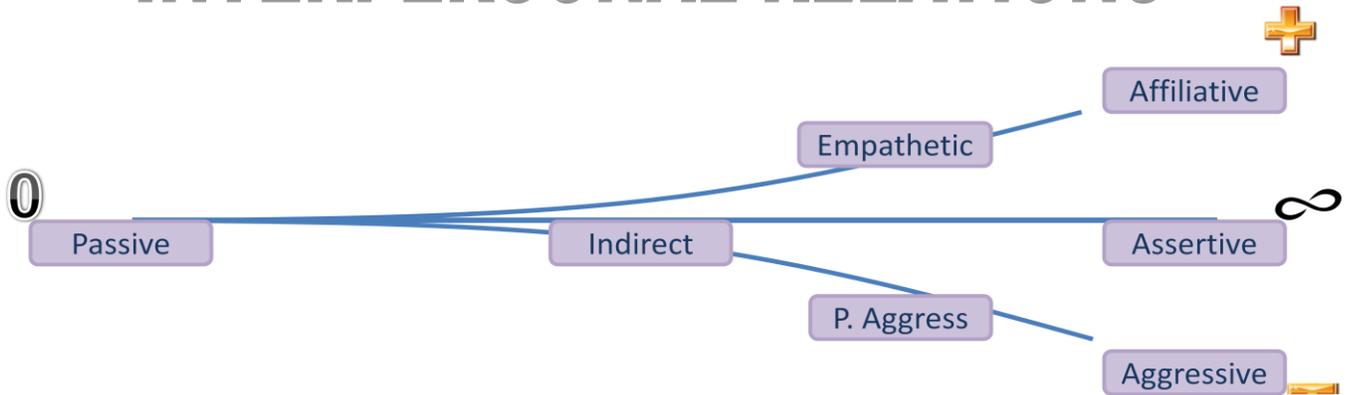


# PSYCHOLOGY 154

## INTERPERSONAL RELATIONS




INSTRUCTOR: Marty Donatelli

	<p><b>School of Arts &amp; Science</b>  <b>PSYCHOLOGY DEPARTMENT</b></p> <p><b>PSYC 154 Section 003</b>  <b>Interpersonal Relations</b>  <b>Fall 2012</b></p>
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## COURSE OUTLINE

### Instructor Information

Instructor:	Marty Donatelli		
Office Hours:	Tues 11:30-12:30 Thurs 12:00 – 2:00		
Location:	Paul 220		
Phone:	250-370-3220		
Email:	donatellim@camosun.bc.ca		
Website:	Go to Camosun.bc.ca 'Program/Courses' scroll down to 'Online courses (D2L)' Then click on 'Access Desire2Learn (D2L)'		

### 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, Resenfeld, Proctor and Winder. 2012 3rd. Canadian Edition
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### 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:** worth 5% each

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.

1. Personal goal Due Sept 18th

- a) What people do you find most challenging? What interpersonal situations do you find most challenging?  
b) Which dysfunctional interpersonal style do you exhibit most and why? Which functional interpersonal style would you like to develop? c) Reflect on your willingness for growth. Outline a plan

2. Thinking skills Due Oct 9th

Select only one of the following

- 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.
- 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.

3. Communication skills Due Oct 30th

Select only one of the following

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

4. Conversation skills (optional) Due Nov 27<sup>th</sup>

Select only one of the following

- 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?

5. Progress Due Dec 4<sup>th</sup>

- Discuss the progress you've made (towards your personal goal. (#1 above.) How has it been useful? How has it felt? Discuss the progress you have not made. Why? What needs to be done?

## 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 (@ 22% each)	66%
Projects/ papers	4@ 5%	20%
In class assignments/activities		14%
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, pdas, 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 lap tops in class is restricted to note taking. Students using their laptops 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](http://camosun.ca).

## English as a Second Language students.

Please note. This course has a large amount of reading, writing and terminology.

Please speak with the instructor if you are having difficulties.

## 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.

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.

## 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 and assignments, one or two written assignments and one exam.

## Unit 1 The Person

<b>INTRODUCTION</b>	<b>THOUGHTS</b>	<b>EMOTIONS</b>	<b>SKILLS</b>
Course purpose course goal recurring themes communication: definitions model attributes misconceptions	Beliefs Fallacies Self – concept Interpersonal styles Perception process factors affecting tendencies/errors perception checking empathy	Components Attributes Influences Dealing with: intervention Dealing with: expression	Making the skills work Stages of skill development

Ch 1 (not 21-27)

Ch 2 (not 45-46, nor 61-79)

Ch 3 (not 95-100)

Ch 4 (not 121-123)

Unit 1 Exam Oct 2

## Unit 2 Messages

<b>LISTENING</b>	<b>LANGUAGE</b>	<b>VERBAL</b>	<b>NONVERBAL</b>
Process Why we don't How we don't Effective listening	Nature of language Impact Problem language Functional language	Self disclosure Models Reasons Alternatives Guidelines Relationship messages	Characteristics Functions Body Paralanguage Artifactual Time/space

Ch 7

Ch 5 (not 169-174)

61-79, 354, 275-276

Ch 6

Unit 2 Exam Nov 6th

## Unit 3 Relationship

<b>DIVERSITY</b>	<b>FORM/CHANGE</b>	<b>POSITIVE ASPECTS</b>	<b>CHALLENGES &amp; SOLUTIONS</b>
Gender Culture Age Personality Family roles	How do they unfold Dialectic tensions (needs)	Attraction Affiliation Intimacy	Climate Criticism and defensive Respond nondefensivley Clear assertive message Gibb categories Conflict Types Styles Outcomes Resolution

21-27, 45-46, 95-100,  
 121-123, 169-174,  
 187-189, 332 – 334  
 355-357, 359-360

261-274

249-261

Ch 9 and 10

Unit 3 Exam: To be scheduled during the final exam period

The last day to switch to audit or withdraw from the course without receiving an F grade is Nov 6

## ESSENTIAL SKILLS OF PSYC 154

Self-disclosure	Sharing information about ourselves. Right time and place? Person important? Reciprocating?
Perspective taking	Understanding an issue by looking at it from different perspectives; 1. I'm right 2. They're right 3. Truth in both
Alternate interpretation	Choosing to look at a situation in a completely different way
Perception check	Ensuring you understand by stating; 1. a request for clarification 2. objective description of behavior/situation, 3. two possible interpretations
'I' language	Respectful tone and takes responsibility by using words 'I' and 'my' rather than you or your
'We' Language	using words 'we' and 'our' rather than you or your
Clear message (assertive)	Break message into parts: Objective description, Interpretation, feelings, consequences, request, etc.
Nonverbal listening	Head nod, Eye contact, Disfluencies, Facial expression, Body posture/orientation, synchrony
Touch	Appropriate and timely hug (etc.) can be very powerful/reassuring
Minimal encouragers	Brief one word prompts; Uh huh, Yeah, Right, OK, sure, And?
Paraphrase	Repeat their message back to them in your own words
Questions	Queries should be relevant and sensitive
Empathetic response	You feel....because.....
Request options	Instead of giving advice, ask the other person to generate possible courses of action. What have you tried? What else could you do? What would (person) do?
Praise	Compliments that boost self-esteem
Support	Statements of agreement, reassurance, and/or offers to help
Capitalization	When hearing another's positive experience, share their enthusiasm, ask questions, and praise
Metacommunication	Talking about how we communicate with (and relate to) each other.
Responding non-defensively to criticism	Ask for specifics, ask about consequences, guess at specifics, ask what they want, ask what else is wrong Active listen to their responses Agree with the truth, agree in principle, agree with their perception
Conflict resolution	Identify problem & needs Set time and place Consider their side; ask, active listen Communicate clearly; assertive message Generate, choose, try solutions