



Interpersonal Dynamics
HUMAN 1113-100
FALL 2018

Monday, Wednesday, 10 am – 12:25 pm
Berg Instructional Center (BIC), Room 3445

College of DuPage
<http://www.cod.edu>
Glen Ellyn, IL 60137

Instructor

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Office: BIC 2A07

Office hours: I maintain “virtual office hours”, meaning students may email or phone me at any time. Should a student need a meeting, please email me (or see me before or after class) and we can schedule an appointment.

Credit Hours

Credit Hours: 4

Lecture Hours: 3

Lab Hours: 2

Contact Hours: 5

Clinical Hours: 0

Catalog Description

Overview of interpersonal skills that will enhance therapeutic communication. Skills of empathy, respect, concreteness, genuineness, appropriate self-disclosure, and confrontation are addressed. Assessment, interviewing, and de-escalation techniques are introduced.

Objectives/Goals

Upon successful completion of this course, the student should be able to do the following:

1. Identify verbal and non-verbal communications that are incongruent
2. Demonstrate empathic responses
3. Recognize interpersonal skills that are destructive to communication
4. Demonstrate effective interpersonal skills while developing a clinical assessment
5. Demonstrate effective interpersonal skills while conducting an interview
6. Recognize angry verbal and non-verbal behaviors and appropriately de-escalate the individual
7. Identify types of appropriate self-disclosure as compared to inappropriate self-discourse

Topical Outline

This course will include but not be restricted to the following topics:

1. Therapeutic communication skills
2. Ethics guiding the therapeutic relationship
3. Non-verbal communication
4. Empathic response that foster client self-growth
5. Confrontation techniques
6. Assessment practice utilizing therapeutic communication skills
7. Interviewing skills utilizing therapeutic communication skills
8. Crises intervention techniques, de-escalating the angry person
9. Appropriate self-disclosure

Course Methods of Instruction

1. L Lecture
2. D Discussion/Lecture
3. X Lab/Lab Discussion

Required Texts

Title:	The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping, 9 th ed.
Author:	Egan, Gerald
ISBN:	978-0495601890
Publisher:	Brooks / Cole
Publication Date:	2009

Assignments

Submission – using Blackboard

Assignments are to be submitted using Blackboard. Students are fully responsible for ensuring the correct file has been attached and uploaded for submission. I encourage students to double check their file submission after uploading, before leaving Blackboard. This means if you upload the wrong file, you can correct it before the due date. But you cannot resubmit the assignment after I discover the error during grading. (Ex: You upload and submit a blank worksheet rather than your file which you had filled in. I discover the error three days after the due date while grading the assignment. You would *not* be able to resubmit your completed worksheet and you would earn 0 points.)

Due dates

Assignments are listed in this syllabus, including respective due dates. Occasionally an additional assessment activity may be scheduled during the course which does not appear in this syllabus. These are used when needed to address the individual needs of each class. In those cases, enough time will be scheduled to ensure students have enough time for work to be completed and submitted.

Activities/Assignments

Examinations/Quizzes (130 points):

There will be a weekly exam covering the contents of weekly readings. Quizzes will be taken on line. Only 1 attempt can be made for each quiz (e.g. You will **not** be able to begin, stop and save your answers, and resume at another time.)

Ensure you have sufficient time to complete the quiz before you begin. While course materials may be used, the test must be completed independently (i.e. no input from class mates, other students, or any other people).

Quizzes will be due by 11:59 PM on Sunday, following the respective reading assignment. See chart below. NOTE: Quizzes will be made available on the Sunday before the week it will be due. To maintain the integrity of the tests, access to the quizzes will be closed 3 days after the due date has passed (i.e. If Chapter 26 was assigned reading during week 20. Quiz would be available Sunday before week 20. The quiz would be due Sunday of week 20. The quiz would be closed after Wednesday of week 21.)

Mid-term:

There is no mid-term exam. The mid-term grade will be based upon points earned on the assignments submitted as of mid-term.

Formal Paper (150 points):

The student will discuss their personal journey through the class to identify their strengths and opportunities for growth regarding interpersonal dynamics. The following elements must be addressed:

- Identify and describe the key elements of effective interpersonal communications.
- Identify the skill or skills which is/are demonstrated strength for you. Explain why you believe it is/they are a strength for you and how you demonstrate it/them as a strong skill(s).
- Identify the skill or skills which is/are most challenging for you. Explain why.
- Outline your action plan for improving that skill/those skills.

Length: The paper length should be 1,500-2,000 words (5-7 pages), excluding the title and reference pages.

Formatting: The paper must adhere to APA standards.

Research: Use peer-reviewed references. Be sure in—text citations are included for all uses of reference materials (i.e. background, paraphrasing, quoting). All references must be fully and properly documented in the references list, again following APA requirements.

Grading: A scoring rubric will be provided later in the course.

DUE DATE: Sunday 12/09/2018 by 11:59 PM. **NOTE:** No work will be accepted after the last day of class (12/10/2018).

Lab (150 points):

In addition to participation in all class discussions, lab work will consist of role-playing activities in class, allowing students to practice specific interpersonal and interviewing skills. The lab sessions will typically be the second half of the second class each week. Full participation in these activities is required.

Student skill development will be assessed using video-taped sessions in which students demonstrate their skills. Three (3) video-taped skill demonstrations (50 points each), either interviews with a class mate or an in-the-field (out-of-class) interview, (per assignment instructions) are required. Students will tape their interviews and submit for review, feedback and grading. Each will reflect the skills presented in the course during the respective learning module. Detailed instructions will be provided later in the course, along with grading rubrics. Note that one will be due at the end of each for the first three learning modules as noted on the table below.

Final exam:

There is no final exam (Class WILL meet during the scheduled test time). The final course grade will be based upon the cumulative totals for all quizzes, formal paper, and lab work.

Class participation (50 points):

Participation in class discussions is an essential part of the learning process for this class. Students are expected to read about the key concepts in preparation to actively engage in discussions in class, to maximize their learning. Application of the concepts to case studies is one example of the essential nature of the class discussions. Approximately 10% of the course grade will be based upon student participation in classroom activities and discussions.

Grading

Your final course grade will be computed as follows:

Letter grade	Percentage	Standards
A	90 - 100%	Exceptional Accomplishments
B	80 - 89%	Excellent grasp of subject matter
C	70 - 79%	Basic understanding of subject matter
D	60 - 69%	Minimum performance
F	< 60%	Failure to demonstrate acceptable competence

Activity/Assessment	Possible Points
Quizzes	130
Participation	50
Class Project (Labs)	150
Formal Paper	150
TOTAL	480

Withdrawal Policy

Withdrawal from a Class

The final day for a student to withdraw from this course will be Saturday, November 10 (see the Registration Calendar for more details.) Access myACCESS <https://myaccess.cod.edu> or in person at the Registration office or Student Services Center (SSC), Room 2221.

Administrative Withdrawal

After the deadline, students will be required to appeal for late withdrawal and provide appropriate documentation to the Student Registration Services Office for all requests. Students who are granted approval to withdraw by petition will not be eligible for refunds of tuition or fees and will receive a 'W' grade on their transcript. Appeals must be submitted prior to the designated final exam period for 16-week classes and before the last class meeting for all other session classes.

Professional Conduct

As students working toward a degree in the human services field, you will be held to high standards of professional behavior. This includes treating classmates and faculty with respect, honoring diversity, and upholding ethical standards and confidentiality in all things related to working with clients. While there are no clinical hours in this course, occasionally students may share experiences related to engagements with clients. The privacy and identity of clients must always be protected.

Academic integrity

Students are expected to adhere to the school's academic honesty policies. All assignments must employ *original thought* and limit the use of quoted materials. All submitted work must be *fully cited* and *all references* used must be documented, including the use of the course text book and any other assigned reading materials. Remember that APA formatting must be followed.

Assignment rubrics will be posted for most assignments in Blackboard. I encourage everyone to review the rubrics before beginning work to ensure you fully understand the scope of the assignment and how the assignment will be graded. The rubric can also be used to organize your work and as a checklist to ensure no required elements are missing, prior to submitting your work. Please contact me with any questions before submitting the assignment.

Using the work of others as your own, improperly or omitting marking quotes, omitting in-text citations, omitting or improperly listing references, fabricating information, etc. whether intentional or unintentional, is considered plagiarism. It will not be tolerated in this class. Not only does that jeopardize your learning and does not demonstrate what *you* understand, it is also an ethical violation of professional standards for all workers in the human services fields.

Work suspected of being plagiarized or in any other way demonstrates academic dishonesty or lack of academic integrity will be addressed. To support student learning, a progressive intervention approach will be used.

- Level 1: First occurrence. Depending upon the issue and level of severity, I may opt to return the work to the student ungraded and issue a "0". The student will have the opportunity to rewrite the work and resubmit for grading, with a 50% penalty. However, in severe situations, Level 2 will be followed.

- Level 2: Second occurrence (or severe infractions). If the issue is severe or the academic dishonesty has been repeated, the assignment will earn “0” points. There will be no opportunity to resubmit the work. I will meet with the student to discuss.
In all cases, a report will be filed with the school regarding the situation.

Professional Writing Standards

I believe that the mastery of formal academic writing skills and solid research skills are essential to academic success. *How* you express your ideas is as important as the content. Subsequently completion of a paper following formal academic writing standards is required to complete this course. Formal papers must be written following all standard conventions for sentence structure, punctuation, spelling, grammar, paragraphing, etc. Formal papers must be formatted following the Publication Manual of the American Psychological Association (6th ed.). In-text citation of all reference materials used (background understanding, paraphrasing, quotes, etc.) are required and a complete references list is required for ALL work (not just formal papers).

I encourage students to take full advantage of the college resources offered to students to support quality writing skills. Please visit the Writing and Reading Assistance Center located on the main campus, SRC 2102, (630) 942-3355. I am also available to answer any questions and provide guidance as needed.

Late/Missing Assignments

As adult learners, students are the best judge of their own schedules and time management. Subsequently students are expected to appropriately manage their own personal, work, and academic responsibilities to ensure that all work is submitted on or before the due date. Submitting work late must be avoided. Work submitted by 11:59 pm (local time) on the date the assignment is due, is considered “on time”. Any work submitted after 11:59 pm of the due date (even 1 minute after) is considered “Late” and will be addressed accordingly.

In those cases when the student feels they need to submit work after the due date, a penalty will be assessed as follows:

- 10% deduction for work submitted after the due date/time, but before 24 hours late (1 day),
- 20% deduction for 24 hours to 48 hours late (2 days), and
- 30% deduction for 48-72 hours late (3 days).

Work submitted more than 3 days late will not be accepted, regardless of the reason (no exceptions).

Technological issues are not considered valid grounds for late assignment submission. Should you encounter server problems, please contact Student IT Help Desk - for technical assistance: Email: studenthelp@dupage.edu Phone: (630) 942-2999

technical. Unless an Incomplete grade has been granted, assignments submitted after the last day of class will not be accepted, no exceptions.

Student Attendance

Students are expected to attend all classes. Students should be on time, be prepared by having read the reading assignments before each class, participate in discussions about the scheduled topics, engage in all activities/lab assignments, and remain for the entire scheduled time (no leaving early). Attendance at each class session is required and therefore does not earn additional points. However, a point deduction will be made for classes which are missed. Each class which is missed (i.e. arrives more than 15 minutes late, leaves early, or does not attend at all) will incur a 2-point deduction.

Incomplete Grades

The college policies allow an instructor to assign an incomplete or "I" grade when a student who has completed a substantial portion of a class with a passing grade is unable to complete the course within the prescribed time due to *documented* unforeseen circumstances. Instructor approval must be obtained. When an instructor agrees to issue an incomplete grade, an Incomplete Contract must be completed and submitted to the Office of Student Registration Services.

Unfinished course work must be completed within the time limits prescribed by the instructor but may not exceed twelve (12) months from the end of the term in which the "I" grade was assigned. The student is responsible for contacting the instructor of record or, when the instructor of record is no longer employed at the College, the appropriate Associate Dean regarding course completion. If the "I" has not been changed by the instructor of record within the twelve (12) month period, the "I" will automatically change to an "F" grade. During the time the "I" is on the student's record, it will not be calculated into the cumulative grade point average.

Special Accommodations

If you require accommodation under ADA to fulfill the requirements of the class, please contact the Center for Access and Accommodations at (630)942-2154 or access@cod.edu. You may also visit their webpage at:

http://www.cod.edu/student_life/student_services/access_accommodations/

If you have been granted special accommodations by the college, please notify the instructor.

Human Services 1113 - Interpersonal Dynamics			
Dates	Topics	Readings	Assignments & Due Dates
Module 1			
Week 1 8/20-8/26	Welcome & introductions	Syllabus	
Week 2 8/27-9/2	Identifying characteristics of the helping relationship	Ch 1 The Ingredients of Successful Helping	Quiz 1: Ch 1 & 2 DUE: Sept 2
Week 3 9/3-9/9 (9/3 Holiday-no class)	Identifying characteristics of the effective helper	Ch 2 The Helping Relationship and the Values that Drive It	Quiz 2: Ch 3 DUE: Sept 9
Week 4 9/10-9/16	Defining empathy	Ch 3 Empathic Presence: Tuning-In and Listening	Quiz 3: Ch 4 DUE: Sept 16
	Developing empathic responses	Ch 4 Empathic Responding: Working at Mutual Understanding	Skills Demonstration 1 DUE: 9/16
	Importance of communication skills in helping		
	Active listening		
Module 2			
Week 5 9/17-9/23	Nudging vs probing	Ch 5 The Art of Probing and Summarizing	Quiz 4: Ch 5 DUE: Sept 30
Week 6 9/24-9/30	Developing summaries to provide focus and direction	Ch 6 Facilitating Client Self-Challenge: From New Perspectives to New Behavior	Quiz 5: Ch 6 DUE: Oct 7
Week 7 10/1-10/7	Shadow side of communication skills	Ch 7 Helper Self-Challenge	Quiz 6: Ch 7 DUE: Oct 14
Week 8 10/8-10/14	Developing proficiency in communication skills		Skills Demonstration 2 DUE: 10/14
	Challenging		
	Reluctance vs resistance		
	Rolling with resistance		
	Role of negotiation in challenge		
	Shadow side of helpers		
Module 3			
Week 9 10/15-10/21	Stages of problem management	Ch 8 An Introduction to the Problem Management Process	Quiz 7: Ch 8 DUE: Oct 28
Week 10 10/22-10/28	Stages of change and client readiness	Ch 9 Help Clients Tell Their Stories: Stage I, Task I-A	Quiz 8: Ch 9 DUE: Nov 4
Week 11 10/29-11/4	How to evaluate the helping process	Ch 10 The Real Story and the Right Story: Stage I, Task I-B and Task I-C	Quiz 9: Ch 10 DUE: 11/11
Week 12	Helping clients tell their stories		

<p>11/5-11/11</p>	<p>Moving into action from the beginning</p> <p>Inviting clients to participate as fully as possible</p> <p>Dealing with issues in the helping relationship</p>		<p>Skills Demonstration 3 DUE: 11/11</p>
<p>Module 4</p>			
<p>Week 13 11/12-11/18</p> <p>Week 14 11/19-11/25 (11/22 & 23 - Holiday)</p> <p>Week 15 11/26-12/2</p> <p>Week 16 12/3-12/9</p>	<p>Importance of hope in the helping relationship</p> <p>Goal setting</p> <p>Moving from possibilities to choices</p> <p>Client commitment to change</p> <p>Identifying and choosing strategies to accomplish goals</p> <p>Formulating a plan for change</p> <p>Moving from planning to action</p> <p>Resilience</p> <p>When clients choose not to change</p>	<p>Ch 11 Designing for the Future: Stage II, Task IA</p> <p>Ch 12 Goals, Outcomes Impact: Stage II, Task IIB and Task II-C</p> <p>Ch 13 Planning the Way Forward: Stage III, Task III-A, Task III-B, and Task III-C</p> <p>Ch 14 Implementation: Making It All Happen</p>	<p>Quiz 10: Ch 11 DUE: 11/18</p> <p>Quiz 11: Ch 12 DUE: 11/25</p> <p>Quiz 12: Ch 13 DUE: 12/2</p> <p>Quiz 13: Ch 14 DUE: 12/9</p> <p>Formal paper DUE 12/9</p>
<p>12/10-12/14 Final Exam Schedule: Monday 12/10 10-11:50 AM</p>	<p>Wrap Up</p>	<p>----</p>	<p>----</p>