

**ECHECHD 4020: INTERPERSONAL RELATIONSHIPS Spring 2003**

**Room: 411 Aderhold**

**Days/Time: 12:30-3:15pm**

**Instructor: Yvette Q. Getch, Ph.D., CRC**

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**Office Hours: Mondays 9-11 a..m. (Others by appt.)**

Communication skills serve as fundamental building blocks for the development of effective human relationships. This course is designed to help students improve their own basic communication skills. Particular attention will be paid to the development of effective listening skills. In addition, students will learn advanced empathic understanding skills. Such skills apply to teaching, counseling, and daily living. Specifically, the focus will be on developing communication skills that will (a) facilitate communication, (b) enhance personal and professional relationships, and (c) facilitate the development of rapport in helping and instructional relationships. Students in all majors are welcome.

Communication requires more than good intentions. Good communication starts with a desire, but effective communication is comprised of listening and responding skills. These skills can be learned and improved upon. Thus, course activities will focus directly on the development of these basic skills (listening and responding). The format of instruction will consist mainly of practice exercise, role-playing, and systematic feedback.

**Course Description:**

Interpersonal skills are taught and demonstrated by the instructor. Students practice the skills in role-playing situations. Skills included are: physical attending, psychological attending, listening, perceiving surface and underlying feelings, basic responding skills, personalizing skills and initiating skills. Intended for non-majors.

**Course Objectives:**

1. Students will demonstrate basic attending skills.
2. Students will demonstrate active listening skills.
3. Students will demonstrate basic responding skills.
4. Students will demonstrate the ability to accurately identify the person=s feelings/affect.
5. Students will demonstrate the ability to differentiate between content and affect.
6. Students will demonstrate the ability to respond in an empathetic and helpful manner.
7. Students will be able to integrate multicultural communication styles in the development of helping relationships.

**Course Requirements:**

## **1. Class attendance and participation.**

Students are expected to be present and participate in class. Student participation means participation in class discussions, critique sessions, and other assignments. Students are expected to participate in role-plays and practice sessions to gain new skills or improve skills that are already present. Students are also expected to help create and maintain a safe, supportive environment so all students feel supported when learning these basic helping skills.

150 points (15%) of your grade is determined through class participation and contribution. Active participation is essential to your learning and contributes to the learning of others. A class roll will be sent around every class period for students to sign. It is your responsibility to sign the roll sheet before you leave class. Students are expected to notify the instructor about absences and it is the student's responsibility to obtain the information missed. An excused absence will not adversely impact your participation grade. An excused absence may include illness or death of an immediate family member. Participation will be evaluated in the following way:

- Excellent B Proactive participation through leading, originating, informing, as well as asking questions that are thought provoking and indicate that you have read the material and reflected upon the readings and discussions. Participation does not mean dominating the discussion, making comments merely to make comments, or taking up class time with personal issues or tangential items. [139-150 points]
- Satisfactory B Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others. Active participation in group activities. [129 B 138 points]
- Minimally acceptable B Passive participation including being present, awake, alert, attentive, but not actively involved. I call it the Aseat warmer@. While you may be learning, you are not contributing to other's learning nor are you assisting in producing discussions that engage others in learning. [117 - 128 points]
- Unsatisfactory B Uninvolved including being absent, late, leaving early, present but not attentive, sleeping, asking questions that clearly indicate you have not kept up with the readings or class discussions, and making irrelevant contributions that inhibit the progress of the discussion. [115 points or less]

## **2. Journals.**

Each student is expected to communicate weekly with the instructor by submitting a journal (via e-mail) that includes comments about the course, questions, readings, activities, or life experiences. The journals should be submitted by Friday of each week beginning the 2nd week of class.

## **3. Presentation on effective communication.**

Students will be expected to prepare a presentation on effective communication. The topics must be cleared with the instructor but may include topics such as (a) communicating effectively with individuals with disabilities, (b) Communication with persons from backgrounds different from your own; (c) communicating with children; (d) effective communication skills to utilize when people are hostile; (e) using expressive arts to assist in the communication process; (f) icebreakers or activities that facilitate group involvement, etc. The presentations may be done in pairs or triads. They should be creative and effectively use technology such as Power Point. Creativity supported by research is a plus. Effective engagement of fellow students is also important. We will discuss the presentation more in depth during class.

#### **4. Personal Development Books.**

Each student is expected to read one book on a topic related to interpersonal

communication and psychological development. Students should be prepared to share a written summary of the books and a brief oral presentation of the book=s highlights. The written summary should be brief and give the highlights so that other students can decide whether they would like to read the book in the future.

#### **5. Exams.**

Two exams will be given during the semester. These exams will cover material presented in class and material from the readings and texts.

#### **Required Text:**

Egan, G. (2000). *The skilled helper* (7th ed.). Pacific Grove, CA: Brooks/Cole.

#### **Supplemental Texts:**

Miller, S. & Miller, P. A. (1997). *Core communication: Skills and processes*. Littleton, CO: Interpersonal Communication Programs, Inc.

Orbe, M. P. & Harris, T. M. (2001). *Interracial communication: Theory into practice*. Toronto, Ontario: Wadsworth.

#### **Supplemental Materials:**

Berger, D.M. (1984). One the way to empathetic understanding. *American Journal of Psychotherapy*, 38, 111-120.

Brammer, L. (1973). *The helping relationship: Process and skills*. Englewood Cliffs, N.J.: Prentice Hall.

Capuzzi, D., & Cross, D.R. (1997). *Introduction to the counseling profession* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Claiborn, C.D. (1982). Interpretation and change in counseling. *Journal of Counseling Psychology*, 29, 439-453.

Kanfer, F.H., & Goldstein, A.P. (1991). *Helping people change* (4th ed.). New York: Pergamon Press.

McCarthy, P.R., & Betz, N.E. (1978). Differential effects of self-disclosing versus self-involving counselor statements. *Journal of Counseling Psychology*, 25, 251-256.

Stadler, H.A., & Rynearson, D. (1981). Understanding clients and their environments: A simulation. *Counselor Education and Supervision*, 21, 153-162.

Tamminen, A.W., & Smaby, M.H. (1981). Helping counselors learn to confront. *Personnel and Guidance Journal*, 60, 41-45.

Tepper, D., & Haase, R. (1978). Verbal and nonverbal communication and facilitative conditions. *Journal of Counseling Psychology*, 25, 35-44.

Turock, A. (1980). Immediacy in counseling: Recognizing clients= unspoken messages. *Personnel and Guidance Journal*, 59, 168-172.

### **Academic Honesty and Integrity:**

The University of Georgia=s Honor code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

1. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.
2. Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Suspicious of dishonesty will be reported to the Office of the Vice President for Instruction for resolution according to the UGA academic honesty policy, A Culture of Honesty. Students are responsible for reading and abiding by the honesty policy, which is found at: <http://www.uga.edu/ovpi>.

In addition to the University policy, students in the Department of Counseling and Human Development Services found in violation of the University=s academic honesty policies or codes of professional ethics are subject to review and possible permanent expulsion from the programs offered in the Department.

### **Accommodation Needs:**

The University of Georgia Department of Counseling and Human Development Services is committed to providing access to all persons with disabilities and will provide accommodation if notified. Students with disabilities are encouraged to contact the instructor as soon as possible about accommodation needs.

### **Evaluation:**

- |   |                |
|---|----------------|
| 1. Class attendance and participation.                                      | 15%            |
| 2. Journals.  | 15%            |
| 3. Presentation   | 20%            |
| 4. Read a Personal Development Book and write a brief summary and reaction. | 10%            |
| 5. Two Exams.   | (20% each) 40% |

### **Grading Scale:**

A = 93 - 100

B = 86 - 92

C = 78 - 85

D = 70 - 77

F = 69 and below

### **Course Requirements:**

Students are expected to attend class and be prepared to discuss the assigned readings. Additional readings may be assigned during the semester and students are expected to read these as well. Students are expected to fully participate in classroom activities.

### **Course Outline:**

Although every effort will be made to follow the course schedule, unforeseen circumstances may require that we deviate from the proposed schedule. If this should occur, the instructor will inform the students (in class) of the changes.

### **Topical Outline:**

**January 9:** Introduction and Overview

**January 16:** How we communicate

Communication Styles  
Introduction to Helping Egan ch. 1

**January 23:** The Helping Model Egan ch. 2

**January 30:** Empathetic Presence Egan ch. 3

**February 6:** Really Listening to People

Egan ch. 4

**February 13:** Responding to people

Egan Ch. 5

**February 20:** Asking questions effectively

Egan Ch. 6

**February 27:** Summarizing

Egan ch. 7

**March 6:** Tentative test Date

**March 13:** Helping people tell their stories

Egan Ch. 8 & 9  
Journal Article Summary Due

**March 20:** Spring Break

**March 27:** How to challenge in a helping relationship

Egan chapters 10, 11, 12, & 13

**April 3:** Helping people discover what they want

Egan chapters 14, 15, & 16

**April 10:** Commitment to and planning for action

Egan Chapters 17, 18, 19, & 20

**April 17:** Making it all Happen

Ch. 21  
Keeping Diversity in Mind

**April 24:** Challenges: Communicating effectively with people with Disabilities

Sharing personal development books  
Final Exam: Test 2  
Sharing Personal development books