GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 03/22/2022

GCCCD Governing Board Approval: 04/19/2022

PSYCHOLOGY 180 – PSYCHOLOGY OF INTERPERSONAL SKILLS

1. Course Number Course Title Semester Units

PSY 180 Psychology of Interpersonal Skills 3

 Semester Hours:

 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

1. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

1. Catalog Description

A study of those skills important for helpful interpersonal relating, accompanied by structured experience and training in their practice. The skill of Empathic Listening is emphasized, with a focus on theory and research, application in helping relationships, and implementation in one-on-one and group interaction in class. The laboratory is designed to give students practice and training (in dyads, triads, pentads, and the entire class) in the many sub-skills that make up Empathic Listening.

1. Course Objectives

The student will:

* 1. List and describe approaches to the topic of empathy, reviewing the historical development of each and comparing and contrasting each with respect to its relevance to Empathic Listening.
	2. Compare and contrast those theories in psychology that evolved into the modern approach to Empathic Listening and other interpersonal skills.
	3. Describe the five stages of empathic identification, explaining the relevance of self-surrender and self- discipline in accurate empathic identification.
	4. Describe, compare, and contrast seven verbal modes of helper responding, evaluating the relevance of each to empathic responding.
	5. Demonstrate seven verbal modes of helper responding when presented with various helpee statements.
	6. Describe the levels of Empathic Listening and demonstrate these levels when presented with various helpee statements.
	7. Rate himself/herself, and others, in the performing of Empathic Listening and various other interpersonal skills.
	8. Demonstrate minimally facilitative levels of Empathic Listening when placed in a helping relationship in the classroom.
	9. Identify, compare, and contrast major interpersonal skills of the Carkhuff model of helping relationships, to include empathy, respect, warmth, genuineness, concreteness, self-disclosure, confrontation, and immediacy.
	10. Describe major nonverbal behaviors that communicate empathic caring.
	11. Demonstrate minimally facilitative levels of performing nonverbal behaviors that communicate empathic caring when placed in a helping relationship in the classroom.
	12. Describe major theories of the sequence of events involved in emotion, evaluating each for its strengths and weaknesses.
	13. Describe major theories of how emotions are to be categorized, evaluating each for its strengths and weaknesses.
1. Instructional Facilities
	1. Standard classroom facilities, except that chairs and desks that may be moved, are required.
	2. Standard computer with audio-visual **projection** equipment.
2. Special Materials Required of Student

None

1. Course Content
	1. Important contributors to the study of those interpersonal skills relevant to helping relationships.
	2. Major theories and research findings regarding the effects and effectiveness of major interpersonal skills.
	3. The interpersonal skills of the Carkhuff model, to include empathy, respect, warmth, genuineness, concreteness, self-disclosure, confrontation, and immediacy.
	4. Major verbal modes of responding in a helping relationship, to include such modes as empathy, interpretation, suggestion and advice, cognitive restructuring, reassurance, and instruction.
	5. Rating scales for evaluating the performance of major interpersonal skills.
	6. Behavioral and attitudinal components of Empathic Listening.
	7. Major theories of emotion, its cause, components, structure, and vocabulary.
2. Method of Instruction
	1. Lecture.
	2. Group discussion.
	3. Demonstration, guided participation, modeling.
	4. Performance with feedback.
	5. Films, tapes, slides, guest speakers.
	6. Audiotaping and videotaping of student performance.
3. Methods of Evaluating Student Performance
	1. One or more exams which may include both objective and essay questions.
	2. A comprehensive written final exam.

# A typed or word-processed document of an Empathic Listening Session, to include a transcript of the session, ratings of Listener responses, a graph of the ratings of Listener responses, and an analysis of the emotions communicated by both Speaker and Listener, shared with the class.

* 1. An audio- or video-recording of the Empathic Listening Session, shared with the class.
	2. Written homework assignments.
1. Outside Class Assignments

Reading assignments from the text and written homework assignments. An example would be for a student to read and study examples of interpersonal skills and then write a reflection of their own skills using vocabulary from the text and personal examples. Another example would be to compare and contrast major models from the text.

1. Representative Texts:
	1. Representative Text(s):
		1. Burton, Vic & Scott, Walter D.. *Empathy Training: Listening to Feeling With Skill*. La Mesa, CA. 2019.
		2. Gazda, G., Balzer, F. J., Childers, W. C., Nealy, A., U Phelps, R. E., & Walters, R. P. *Human Relations Development: A Manual for Educators*. Surrey, BC: VMG Books & Media. *2006.*
		3. Beebe, S. A., & Beebe, S. J. *Interpersonal Communication: Relating to Others*. London: Pearson. 2019.
		4. Solomon, D. *Interpersonal Communication: Putting Theory into Practice*. Abingdon, England: Routledge. 2013.
		5. D’Andrea, V. J & D’Andrea, S. *Peer Counseling: Skills and Perspectives*. Palo Alto, CA: Science and Behavior Books. 1996.
	2. Supplementary texts and workbooks:

# Burton, Vic *Workbook to Accompany Empathy Training: Listening to Feeling With Skill*. La Mesa, CA. 2019.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Compare and contrast those theories in psychology that evolved into the modern approach to empathic responding and interpersonal skills.
2. Demonstrate facilitative levels of performing verbal and nonverbal behaviors that communicate empathic caring when placed in a helping relationship in the classroom.