

EDISON STATE COLLEGE

Division of Professional and Technical Studies
Health Professions

COMMON COURSE SYLLABUS

PROFESSOR: Scott A Johnson, MA

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OFFICE HOURS: M/W/F 10:00am to 11:00am &

SEMESTER: Spring 2012

by appointment

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

HUS 1111C INTRODUCTION TO INTRA/INTER PERSONAL PROCESSES (3 CREDITS)

An introductory course offering experience in which specific skills needed for effective human service workers are examined and practiced. The focus is on the dynamics of intra- and inter-personal processes.

II. PREREQUISITES FOR THIS COURSE:

ENC 1101, STA 2023 or MGF 1106, and PSY 2012

CO-REQUISITES FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- Interviewing, counseling and psychotherapy
- Demonstrate communication skills that enhance exchange of information between interviewer and the subject
- Interpret messages exchanged in verbal and nonverbal communication
- Identify characteristics of a helping relationship
- Demonstrate and analyze barriers to exchange of information
- Determine and evaluate exchange of information
- Demonstrate competence in sensitive interviewing skills relating to multicultural diversity

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCIES
Distinguish between the techniques used in interviewing, counseling and psychotherapy	Weekly Role playing exercises graded at 3 or higher on role play rubric	CT, COM
Demonstrate communication skills that enhance exchange of information between interviewer and the subject.	Weekly Role playing exercise graded at 3 or higher on role play rubric Successful completion of midterm and final exams with a 77% or higher	GSR
Interpret messages exchanged in verbal and nonverbal communication in a variety of situations and in a variety of cultures.	Self assessment and case study assessment of role-played interviews graded on a rubric.	CT, COM
Identify and label characteristics of a helping relationship in a variety of multicultural scenarios.	Successful completion of observational assessment forms in role-play situations	CT, GSR
Demonstrate and analyze barriers to exchange of information	Assessed by midterm and final exams	CT
Self-evaluate exchange of information in a therapeutic situation.	Successful completion of self assessment on rubric of role playing	CT

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational

process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle	(863) 674-0408

VI. **REQUIREMENTS FOR THE STUDENTS:**

Participation: Class participation is required. Teaching assignments and other course material must be presented when expected and when appropriate to the curriculum and cannot be postponed. If there is an absence during a chapter test or presentation, special arrangements must be made *prior* to the missed date for making-up the work.

Attendance: You are expected to be present at every class session (see College Catalog). You are responsible for notifying me *directly, by phone and email* if you intend to miss a class *prior* to missing the class! Otherwise it will be an unexcused absence. If you miss and are recorded as absent **more than three classes for ANY REASON**, your grade will be adversely affected (how it will be affected will be determined by the professor, e.g., including but not limited to the following: lowering a borderline average to the next lowest grade or not raising a borderline average to the next highest grade; dropping a grade by one letter; an F in the course; removing a student from class).

PAPERS

Please see syllabus for due dates! Due dates may be changed by the professor.

Public & Private Selves- Discussion Paper 1 (50 points)

This paper will provide you an opportunity to explore and define your public and private selves. You may be asked to discuss this paper in class. This discussion paper will be **2-4 pages** in length and **does not** require citation or references. All citations and references provided are to follow **APA format**.

Identify your public and private selves. Explain the following in detail including your thinking, and behavioral expressions of each of the following selves:

- a. Your public self
- b. Your private self
- c. Explain what you might want to change or improve, some aspect of either your public or private self and explain why. Be specific and detailed.

Nonverbal Communication Style & Emotional Regulation – Discussion Paper 2 (100 points)

This paper will explore your nonverbal communication style. You will also explore emotional regulation. You may be asked to discuss this paper in class. You will provide citations and references for terms and processes described in **APA format**. You will also provide specific personal examples of how you will demonstrate effective nonverbal communication and emotional regulation. **This paper will be 4-6 pages**, not including the cover page and reference page.

1. Identify how you use nonverbal communication. Explain:
 - a. How nonverbal communication is relational. Provide at least two examples.
 - b. How clothing communicates messages. Provide at least two examples.
2. Explain the importance of silence. Provide at least 3 examples of how silences can be used effectively and provide at least 3 examples of how silence may interfere with communication.
3. Explain emotional regulation. Provide the following:
 - a. Define in your own words emotional regulation and explain why it is important. Be detailed and specific!

- b. Explain the difference between feeling and behaving/acting. Provide at least 3 examples of each.
- c. Identify at least three detailed examples of how emotional regulation would benefit you in your career.

Your Effective Communication Strategies Paper 3 (100 points)

Write a paper explaining effective communication. This paper is to be written first as though you are educating someone about intra/interpersonal communication and second to include your own effective communication strategies.

You will use at least three sources for this paper. All citations and references are to follow **APA** format. One source may be your book. No websites may be used, only authored books or articles. The paper will be 5-7 pages. The cover page and reference page do not count in the 5-7 pages.

Address the following in your paper:

1. Write a paper describing your communication process. This will examine how you will use verbal and nonverbal communication strategies. Provide specific examples.
2. Explain in detail how you will demonstrate emotional regulation. Provide specific examples.
3. Explain in detail how you will demonstrate and engage in conflict management. Provide specific examples.
4. Provide citations to support your strategies described above. For example, if you intend to use *time-outs* or *thinking before you speak*, cite research that supports that it is effective.
5. Identify your strengths and weaknesses in regards to intrapersonal and interpersonal communication.
6. List at least three intervention or remedial strategies to address your communication weaknesses.

VII. ATTENDANCE POLICY:

College policy on attendance is in the Catalog, and defers to the professor. Any student missing an exam or presentation assignment will receive no credit for that assignment and a score of zero unless the absence is reported to the professor prior to the end of the missed class. With prior notification, a reschedule will occur as is appropriate to the circumstances and assignment. In the case of pre-approved absences, the class syllabus will contain the scheduled material for the date of absence. Without prior notification absences will be marked as unexcused. If students have more than four absences for any reason during the semester, they may be ineligible to participate in any extra credit assignments which may be offered to the class.

Participation: Class participation is required. Teaching assignments and other course material must be presented when expected and when appropriate to the curriculum and cannot be postponed. If there is an absence during a chapter test or presentation, special arrangements must be made *prior* to the missed date for making-up the work.

Attendance: You are expected to be present at every class session (see College Catalog). You are responsible for notifying me *directly*, by *phone and email* if you intend to miss a class *prior* to missing the class! Otherwise it will be an unexcused absence. If you miss and are recorded as absent **more than three classes for ANY REASON**, your grade will be adversely affected (how it will be affected will be determined by the professor, e.g., including but not limited to the following: lowering a borderline average to the next lowest grade or not raising a borderline average to the next highest grade; dropping a grade by one letter; an F in the course; removing a student from class).

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

495 - 550	=	A
440 - 494	=	B
385 - 439	=	C
330 - 384	=	D
Below 329	=	F

The professor reserves the right to award extra points for excellence, improvement, and academic success.

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.”)

Papers will be scored according to the grading rubrics provided. The first paper is worth 50 points and the second two are each worth 100 points. Each exam will be worth 100 points each and there will be three in-class exams. There are a total of 550 points for this course.

EXAMS: Your final grade will be determined in part by your performance on three 100-point in-class exams. Each exam is composed of items drawn from the test-item file, which accompanies the text (see text website for practice questions), plus other items in multiple choice and other formats. Tests can cover all information including classes, videos, and other course materials. Make-up exams will be given ONLY for legitimate reasons and with appropriate documentation for missing the exam. The professor retains the right to determine what is and is not a legitimate reason and what is and is not appropriate documentation. You will have only one chance to make up an exam (a missed appointment for a make-up exam cannot be rescheduled and you will receive a 0 for that exam). Make up exams can be different from regularly scheduled exams. Any authorized make up exam must be completed prior to the next scheduled class; if it is not made up prior to that time, you will receive a 0 for the missed exam. It is your responsibility to keep up with any missed exams, provide legitimate documentation, and make appropriate arrangements within the stated time-frame.

Your grade will be based in part on the average of those three exams (plus the three papers (one worth 50 points and two worth 100 points each) and other requirements, see above) with 90-100% an A, 80-89%; B, 70-79%; C, 60-69%; D, and below 60% an F. There may be additional required assignments (short essays, e.g.). Failure to complete any of the required assignments (including any papers or discussions or exams) will result in a “zero” for that missed item and may result in a lower final grade, or being dropped from the course. If you are taking the class pass/fail, you must complete all assignments and have a passing average in order to earn a passing grade (“C” or above).

PAPERS

All papers must adhere to APA format in regards to citations and references. Papers should have a 1” margin and be double spaced. A cover page is recommended and does not count towards the final page requirement (nor does the reference page). This paper will be due ***in class as specified in the syllabus or by the professor. Two papers are worth 100 points each and the other is worth 50 points. No late work will be accepted. All papers must be turned in during class- no papers will be accepted by email.*** Papers are described above under section VI- Requirement for the Students.

Grading criteria for Papers

See grading criteria at the end of the syllabus.

IX. REQUIRED COURSE MATERIALS:

Adler, R.B., Rosenfeld, L.B., & Proctor II, R.F. (2010). Interplay: The Process of Interpersonal Communication, 11th edition. New York: Oxford University Press.

Power Point lecture notes will be available free of charge on the instructor’s website: (www.forensicconsultation.org). Go to the **“books”** page, bottom of the page, click on Edison and you will see your course listed. It is recommended that you print-out these Power Point notes and use them in class to save on note taking. Also, much of the test is based on the Power Point notes. To print out the Power Point notes: go to print; under the **print what** tab select **“handouts” and then how many slides per page (6-8 recommended)**; select **“black and white”** to save on ink! HOWEVER, the Power Point notes do not take the place of reading the text book and actively participating in class discussions and activities. Failure to read the text book will likely result in a lower grade on the exams because the questions may be of an application type versus definitions.

X. RESERVED MATERIALS FOR THE COURSE:

None.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

The following schedule is a tentative outline of the order of material studied. As such, it may be subject to minor changes by the professor for the sake of organization and efficient use of time. Detailed guidelines for written and/or presentation assignments will be provided during class. The professor reserves the right to modify the syllabus and schedule at any time.

Intro to Intra/Interpersonal Processes HUS 1111C Tuesday/Thursday 1:00 to 2:15 pm Spring 2012

Date	Chapter	Lecture/Topic
Jan 10	Intro / chap 1	Syllabus Overview/ Interpersonal Process
Jan 12	Chap 1	
Jan 17	Chapter 2	Culture & Communication
Jan 19	Chapter 2	
Jan 24	Chapter 3	Communication & the Self
Jan 26	Chapter 3	
Jan 31	Chapter 4	Perceiving Others Discussion Paper one Due in class
Feb 02	Chapter 4	
Feb 07	EXAM	EXAM 1 (Chapters 1-4)
Feb 09		Discussion of paper one
Feb 14	Chapter 5	
Feb 16	Chapter 6	
Feb 21	Chapter 6	
Feb 23	Chapter 7	
Feb 28	Chapter 7	
Mar 01	Chapter 8	Paper Two due in class
Mar 5-11	Spring Break	Have a fun & safe Spring Break!
Mar 13	EXAM	EXAM 2 (Chapters 5-8)
Mar 15	Chapters 8	
Mar 20	Chapter 9	
Mar 22	Chapter 9	

Mar 27	Chapter 10	Discussion Paper Two due in class
Mar 29	Chapter 10	
Apr 03	review	Discussion of paper 2
Apr 05	Chapter 11	
Apr 10	Chapter 11	
Apr 12	Chapter 12	
Apr 17	Chapter 12	Paper 3 due in class
Apr 19	Review	
TBD	Final EXAM	Exam 3

ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

1. The Lecture Power Point Slides will be available on the class portal.
2. Please be punctual to class or risk being marked absent. If you are more than 5 minutes late for class or demonstrate a pattern of being late for class you may be marked absent for that class, receive a lowered final grade, or be withdrawn from the course. After three absences, you may be withdrawn from the course or have your final grade lowered.
3. Please respect others and refrain from unnecessary talking during the lectures.
4. Your grades will partially reflect your attendance and class participation.
5. **Participation: no points but failure to do so may result in a lower grade!** You are expected to attend all classes. More than 3 absences may result in a lowered grade. See attendance policy. To receive full credit for classroom participation, you will need to demonstrate active listening, ask questions, participate fully in all in/out of classroom activities. Anyone dozing-off during class, not paying attention, or engaging in distracting behavior will lose participation points and may be asked to leave the class. Group exercises may occur at any time and you are expected to actively participate. This requires that you keep current with the required reading (book chapter and power point notes).
6. For full credit, all assignments must be turned in during class of the due date or completed online if appropriate. All assignments must be completed or a lowered grade will be issued.
7. You must comply with the College Honor Code. **Plagiarism will not be tolerated.**
8. Any student caught cheating on an exam, failing to complete their own work, or plagiarizing, will receive a ZERO for the exam or paper, may be withdrawn from the class, and will be referred to the appropriate college personnel. Cheating includes allowing someone to look at your exam answer or failing to appropriately protect your answer thereby allowing another student to see your answers; both students will be held accountable.
9. It is your responsibility to frequently check your Edison email for changes and updates. Failing to do so does not excuse any expectation. It is **your responsibility** to make sure that the school has your current email address and that the address is applied to the course roster.
10. All papers are due in class and will not be accepted by email.
11. Any disrespectful conduct in the classroom or towards the professor will also not be tolerated and may result in being withdrawn from the course or a lowered final grade.
12. It is your responsibility to have read the college catalog and the code of conduct, as well as the course syllabus. Any violation of a rule, policy, or expectation will not be tolerated.

CELL PHONES, ETC: Cell phones, PDA's and IPODS, blackberries, iPhones and similar devices must be **turned off and out of sight** during class or you could be asked leave the class.

IMPORTANT: Review college materials relative to “add/drop” and “withdrawal” dates and procedures. You should also review the **Code of Conduct** in the college catalog. Be careful about plagiarizing: that is, always attribute direct quotes from your sources to those sources. All papers will be subject to plagiarism check. Any paper found to have been plagiarized will be graded a zero and the student report to academic services. **Plagiarism is never tolerated.**

Grading Criteria- Public & Private Selves- Discussion Paper 1 (50 points)

Intra/Interpersonal Processes	Points Earned	
I. MAIN PAPER BODY & CONTENT (100%)		
Identified & addressed the key elements in a substantive way. (50 points possible) Identify your public and private selves. Explain the following in detail including your thinking, and behavioral expressions of each of the following selves: <ul style="list-style-type: none"> d. Your public self (15 points) e. Your private self (15 points) f. Explain what you might want to change or improve, some aspect of either your public or private self and explain why. Be specific and detailed. (15 points) g. Appropriate number of pages. (5 points) 		
Provide citations as appropriate in APA format.		
TOTAL FOR PAPER (50 points possible)		

Grading Criteria- Nonverbal Communication Style & Emotional Regulation – Discussion Paper 2

Intra/Interpersonal Processes	Points Earned	
I. MAIN PAPER BODY & CONTENT (70%)		
Identified & addressed the key elements in a substantive way. (50 points possible) <ul style="list-style-type: none"> 4. Identify how you use nonverbal communication (10 points). Explain: <ul style="list-style-type: none"> c. How nonverbal communication is <i>relational</i>. Provide at least two examples. d. How <i>clothing</i> communicates messages. Provide at least two examples. 5. Explain the importance of <i>silence</i>. Provide at least 3 examples of how silences can be used effectively and provide at least 3 examples of how silence may interfere with communication. (10 points) 6. Explain <i>emotional regulation</i>. Provide the following (10 points each): <ul style="list-style-type: none"> a. Define in your own words emotional regulation and explain why it is important. Be detailed and specific! b. Explain the difference between feeling and behaving/acting. Provide at least 3 examples of each. c. Identify at least three detailed examples of how emotional regulation would benefit you in your career. 		
Provide citations as appropriate in APA format. (5 points possible)		
The content is comprehensive (at least 3 sources/articles reviewed), accurate, and/or persuasive. <i>No websites!</i> (5 points possible)		
The paper follow APA format for all citations and references (15 points)		

possible) <ul style="list-style-type: none"> Citations follow APA format (10 points) References follow APA format (5 points) 		
TOTAL: 75 points possible		
READABILITY & STYLE (10%); 2 points possible per item		
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain flow of thought.		
TOTAL: 10 points possible		
MECHANICS 15%; 3 points per item		
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		
The paper utilizes clear headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed, spelling is correct.		
Required number of pages.		
TOTAL: 15 points possible		
TOTAL FOR PAPER (100 points possible)		

Grading Criteria- Your Effective Communication Strategies - Paper 3

Intra/Interpersonal Processes	Points Earned	
I. MAIN PAPER BODY & CONTENT (70%)		
Identified & addressed the key elements in a substantive way. (50 points possible) 7. Describe your communication process. This will examine how you will use <i>verbal</i> and <i>nonverbal</i> communication strategies. Provide specific examples. 8. Explain in detail how you will demonstrate <i>emotional regulation</i> . Provide specific examples. 9. Explain in detail how you will demonstrate and engage in <i>conflict management</i> . Provide specific examples. 10. Identify your <i>strengths and weaknesses</i> in regards to intrapersonal and interpersonal communication. 11. List at least three <i>intervention or remedial strategies</i> to address your communication weaknesses.		
12. Provide citations to support your strategies described above. For example, if you intend to use <i>time-outs</i> or <i>thinking before you speak</i> , cite research that supports that it is effective. (5 points possible)		

The content is comprehensive (at least 3 sources/articles reviewed), accurate, and/or persuasive. <i>No websites!</i> (5 points possible)		
The paper follow APA format for all citations and references (15 points possible) <ul style="list-style-type: none"> • Citations follow APA format (10 points) • References follow APA format (5 points) 		
TOTAL: 75 points possible		
READABILITY & STYLE (10%); 2 points possible per item		
Paragraph transitions are present and logical and maintain the flow throughout the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well constructed, with consistently strong, varied sentences.		
Sentence transitions are present and maintain flow of thought.		
TOTAL: 10 points possible		
MECHANICS 15%; 3 points per item		
The paper, including the title page, reference page, tables, and appendices, follow APA guidelines for format.		
Citations of original works within the body of the paper follow APA guidelines.		
The paper utilizes clear headings, font styles, and white space.		
Rules of grammar, usage, and punctuation are followed, spelling is correct.		
Required number of pages.		
TOTAL: 15 points possible		
TOTAL FOR PAPER (100 points possible)		