



College of Education

Preparing Professionals for Changing Educational Contexts

CED 117 – Interpersonal Skills in Human Relationships (3 Sem Hours)
Department of Education and Clinical Studies

Instructor Information:

Office Phone:

Email:

Office Hours:

Office:

COURSE DESCRIPTION

This practical and unique course is designed to provide the student with an understanding of skills in establishing meaningful relationships. This course is an introduction to the theory, development, and application of human behavior as it applies to relationships. The emphasis of this course will be placed on application.

REQUIRED TEXTBOOK

Walker, V. (2013). *Becoming aware: A text/workbook: Human relations and personal adjustment* (12th Ed.). Philadelphia: Kendall Hunt

GENERAL OBJECTIVES

- The student will achieve an increased awareness of the self and be able to appreciate his/her individual uniqueness. College of Education Prepares Professionals for Changing Educational Contexts.
- The student will acquire understanding of learning, communication, and basic psychological theories as they relate to relationships with others, as well as be able to recognize the key qualities essential in changing behavior patterns identified as undesirable.
- The student will understand the essential elements of dealing with interpersonal conflict in a constructive manner.
- The students will gain an increased awareness of how to effectively recognize and manage stress.
- The student will understand some of the processes for identifying and prioritizing current values and life goals.

NATIONAL STANDARDS ADDRESSED

Achievement of the general objectives cited above will also satisfy national standards set by the Council for Standards in Human Services Education (CSHSE). Those standards and specific learning outcomes are listed below.

Standard 20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	
	Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
17-a	Clarifying expectations
17-b	Dealing effectively with conflict
17-c	Establishing rapport with clients
17-d	Developing and sustaining behaviors that are congruent with the values and ethics of the profession
20-a	Conscious use of self
20-b	Clarification of personal and professional values
20-c	Awareness of diversity
20-d	Strategies for self-care
20-e	Reflection on professional self (Posts and Responses to Posts)

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.

Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice

	Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:
17-a	Clarifying expectations
17-b	Dealing effectively with conflict
17-c	Establishing rapport with clients
17-d	Developing and sustaining behaviors that are congruent with the values and ethics of the profession
19-c	The least intrusive intervention in the least restrictive environment
19-d	The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity
19-e	Belief that individuals, services systems, and society can change

RESULTS

Upon completion of this course, members of the learning community will have developed habits of reflection and self-analysis for the purpose of advancing their development of insights and interpersonal skills necessary for successful interaction in personal and professional helping situations. They will also have developed a foundational knowledge of mainstream philosophical schools of counseling as a transition to more advanced study of counseling theories.

LEARNING ACTIVITIES AND EVIDENCE OF ACHIEVEMENT

As a self-paced, online course, CED 117 will involve the student taking responsibility for completing independent learning activities.

These include the following:

- Course and chapter readings;
- Online activities and independent reading;
- Online exams

As mentioned above, three major sources of evidence of your progress will be used to assign a final grade. They are further explained below as well as the expectations of course participants.

COURSE AND CHAPTER READINGS

- The primary emphasis in this course is on your taking responsibility to learn how to reflect on the person you are and to learn ways to make changes (if you deem it appropriate). It is critical, therefore, to understand the concepts related to self-analysis and change. A thorough understanding of the text will take you a long way toward self-understanding.
 - For those motivated largely by grades, reading the assigned material will prepare you to make more effective Posts and Responses (described in the next section). Also, you will be better prepared to take the online exams.
 - Your competence in achieving the course objectives and intended learning outcomes (which are observable, specific learning events) will be assessed by several techniques, including instructor review of your Posts and Responses and your online Exam performance.
-

ONLINE ACTIVITIES AND INDEPENDENT READING

- Members of this community will be expected to participate in class discussions described in the 12 course modules. Your participation is essential, both for you and the learning community. This course includes a substantial experiential component, much of which will be accomplished in the weekly peer discussions. The “Discussion Rubric,” found below and in WebCampus, will provide guidance to you for the expected quality of your work.
- Discussion questions will require you to complete activities in the text or online and share the experience in your initial Post. Upon reviewing other members’ Posts, you will submit a Response. See the Calendar in Webcampus for due dates and deadlines for both Posts and Responses. Requirements will be explained in detail in the modules.
- It is important to recognize the personal nature of most of the assignments you will be completing, and for this reason, assignment contents will be confidential, both in class discussion posts and with me. This is an excellent opportunity to begin developing your professional identity by not disclosing information gained in class with people outside the learning community. It is also important to do the assignments honestly; your self-perception is key to how you operate in relationships. Remember, the BlackBoard discussion board will be viewed by the class, therefore, **please only post personal experiences and information that you are comfortable sharing with others** in the learning community.
- Consistent with the goals of UNLV and the College of Education, students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are founded on the concepts of caring, fairness, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative viewpoints, appreciate the unique abilities of self and others, respect various forms of self-expression, and accept responsibility for one’s

choices.

- Consistent with the General Objective of self-discovery, -analysis, and –understanding, members of the learning community will undertake the work of change (as described in Module 4: **Positive Self-Image Change Project**) to implement principles learned in the course. This effort will be a self-disciplined effort to not only make personal changes, but also to observe the unique process one undertakes to make such change.

THREE ONLINE OPEN-BOOK EXAMS

- You will take three, non-cumulative, open-book exams in this course. Typically, the questions are derived word-for-word from the text, but you **MUST** also be able to read a passage (one or more paragraphs) to discern the meaning of the passage. Thus, it pays to read for understanding.
- The exams will be open on the first day of the course (or very soon thereafter) allowing you to move through them at your own pace.
- You may retake all exams a second time to raise your grade, if you like. Only your highest grade will be recorded.
- Each member of the community will receive a unique exam, as each exam is randomly generated by the exam creator. Your make-up exam will be different from the first one.
- You may **ONLY** refer to your textbook and any notes you have taken while taking each exam. Working with others is an honor code violation.

POINTS DISTRIBUTION AND GRADE BREAKS

Each component is worth the following number of total possible points:

Introduction Post	5 points
Module Posts (1-12)	120 points
Positive Self-Image Change Project (PSIC)	100 points
Open Book Exam 1	60 points
Open Book Exam 2	60 points
Open Book Exam 3	<u>60 points</u>
	= 405 points

GRADE BREAKDOWN

Percent and Points

A 94-100 (381 pts) A- 90-93 (364 pts) B+ 87-89 (352 pts) B 84-86 (340 pts) B- 80-83 (324 pts)
C+ 77-79 (311 pts) C 74-76 (299 pts) C- 70-73 (283 pts) D+ 67-69 (271 pts) D 64-66 (258 pts)
D- 60-63 (242 pts) F 59 & below (238 pts)

PERFORMANCE EVALUATION RUBRICS

The ability to clearly communicate orally and in writing is critical in the Human Services profession because much of your time is spent either in counseling, advising, explaining, directing, and other communication activities. Far too many people, for example, create and send email messages without editing them for correct spelling, grammar, missed words, etc. and then simply send them off, leaving it to the recipient to figure out what is meant.

In your written assignments—Posts and Responses—you should get into the habit of carefully reviewing every word you send into cyberspace. The standard for writing quality is the latest edition of the Publication Manual of the American Psychological Association. You do not need to cite your textbook in your Assignments, but outside sources you refer to DO need to be cited. Pay particular attention to APA Manual regarding writing style and grammar, as those are the standards used in the grading rubric.

Grades for Weekly Written Assignments and Class Postings/Responses will be assigned based on performance on the following rubric:

Provides guidelines for grading quality of written Assignments and Responses.

Objective/Criteria	Performance Indicators			
	Needs Improvement	Marginal	Meets Expectations	Exceptional
Grammar and Spelling	Not Submitted or Spelling and/or grammar errors fail to meet standards of college writing. Grade range: F	Barely acceptable errors in spelling and grammar. Grade range: C to D	Few spelling and/or grammar errors resulting in acceptable to very good writing product. Grade range: A to B-	No errors in spelling grammar. Few people meet this standard
Original Ideas	Not Submitted or Product simply repeats source material with little or no original contribution from student. Grade range: F	Product reflects little engagement with topic and unimaginative response. Grade range: C to D	Product reflects positive student engagement with material and creation of an original reaction of opinion or insight; response logically agrees or disagrees with post. Grade range: A to B-	Post reveals a clearly mature and deeply insightful response; Response reflects a unique perspective that contributes significantly deeper understanding of the issue. Few people meet this standard

THE COMMUNITY CAFÉ

You are invited to virtually “drop in” daily to the Community Café, the blog for the community of learners. Here you will find messages from students who wish to post comments or questions to everyone. You are expected to be familiar with class updates that are posted in the Announcements, which will normally pop-up when you sign in to WebCampus. WebCampus Mail must also be checked regularly in order for you to stay up to date with reminders, changes of schedule, assignments, or any other matter. Student members of the community often post interesting and related Internet links to subjects of interest. That’s great! I welcome it.

OTHER IMPORTANT INFORMATION

You can also refer to the links under the “Let’s Get Started” tab for information regarding UNLV policies, student conduct expectations, and various student services.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain

the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located

on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.