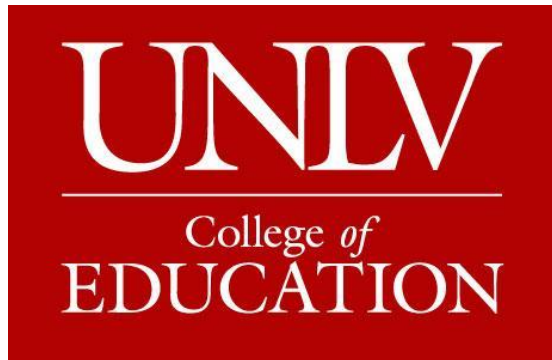


CED 117: Interpersonal Skills in Human Relationships
Online Education

Instructor:
Email:
Phone:
Office:
Office Hours:



COURSE DESCRIPTION

This 100% online course is practical and unique in that it is designed to provide the student with an understanding of and 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. (2021). *Becoming aware: A text/workbook: Human relations and personal adjustment* (14th Ed.). Philadelphia: Kendall Hunt.

ISBN 9781792408922

COURSE REQUIREMENTS

This course consists of eleven modules, one reflection paper, and three exams. Please see point value and grade calculation tables below.

Assignment/Exam	Point Value
Modules 0-10 (11 total x 10 each)	110
Positive Self-Image Project	70
Exam #1 (Chs 1-3)	40
Exam #2 (Chs 4-7)	40
Exam #3 (Chs 8-10)	40
TOTAL POINTS	300

Grade Calculation Table			
A	280-300	C	220-229.9

A-	270-279.9	C-	210-219.9
B+	260-269.9	D+	200-209.9
B	250-259.9	D	190-199.9
B-	240-249.9	D-	180-180.9
C+	230-239.9	F	0-179.9

LEARNING OUTCOMES

- The student will achieve an increased awareness of self and be able to appreciate his/her individual uniqueness.
- 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.

COMMUNICATION WITH INSTRUCTOR

Please remember that your communication with the instructor is reflective of your professional development. When sending emails to your instructor, students must include an appropriate subject in the “subject” line, include a proper salutation, and avoid writing in poor and improper grammar. Writing an email to your instructor is NOT the same as sending a text message to a friend. The instructor reserves the right to not respond to student emails that are not properly addressed and/or formatted. You will typically receive a response within 48 business hours, **excluding weekends**. That is, emails sent over the weekend will be responded to within 48 hours from the following Monday; additionally, emails sent after 5:00 pm on Fridays will be considered sent “over the weekend” and there will be responded to within 48 hours from the following Monday. Any email correspondence received from instructor over the weekend should be considered a courtesy, not a requirement.

LEARNING ACTIVITIES AND EVIDENCE OF ACHIEVEMENT

As a mostly self-paced, online course, CED 117 will involve your taking responsibility for completing independent learning activities. These activities 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. I mentioned that this is mostly a self-paced class because though you may “move ahead” through the materials, please note that there are specific deadlines placed throughout the course. Please see the course schedule to familiarize yourself with these deadlines.

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 Discussion Posts. 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 11 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 post. Upon reviewing other members’ posts you are free to submit a response, but due to the nature and speed of this course a response is not required. See the Calendar in Webcampus for due dates. Requirements will be explained in detail in the modules.

Module Discussion Postings

Based on the content covered in each module, students are responsible for doing original postings to the discussion board. Each module post is worth a maximum of ten (10) points. See Rubric at end of the syllabus.

- 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 Canvas discussion board will be viewed by the class, therefore, please only post personal experiences and information that you are comfortable sharing with others of 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.

Online Exams

- You will take **three (3)**, 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. **BUT, DO NOT** submit anything past the deadline.
- You may retake all exams a second time if you wish. 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 tool within Canvas. While there may be some “overlap” between exams, in general, 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.

Positive Self Image Change Project (PSIC)

1. Make a series of notes to yourself and post them in prominent places so that you are constantly reminded of your 3-day project. You might tape a reminder on your door so that you see it every time you leave your apartment or dorm. Carry a reminder in your notebooks or textbooks that you carry around campus or on your desk at work.
2. Specifically, your project is to be very upbeat, positive, and complimentary toward others while avoiding unnecessary negative thoughts, reactions, and interpretations.
3. Make a list of the positive behaviors that you will pursue every day for 3 days (Monday – Friday). For example, your list might include:
 - Looking for opportunities to compliment people for their ideas, behaviors, dress, and such (WITHOUT being phony!!);
 - Recognizing when you think a negative thought or when you interpret a situation as being negative when you really are not sure that it is. Immediately replace such negative self-talk and interpretations with a positive alternative;
 - Smile and greet people whom you know as well as strangers you meet on the street;
 - Help people in need; for example, the frail old lady who is struggling to lift a bag of groceries from her shopping cart into her car, etc.;
 - Disclose something about yourself that you are comfortable sharing with others in an attempt to allow them to know you better.

Keep a daily journal about your thoughts, feelings, and reactions to this assignment as you move through the week, addressing the following questions:

1. How did it make you feel: satisfied? pleasant? embarrassed? hypocritical? shy?
2. Did your thoughts/feelings change during the course of the week? How so?
3. What was the response of others?
4. What was your response to the response of others?
5. Was this a difficult challenge for you?
6. What did you learn about yourself as a result of this project?

Make sure that you include people in this project that you see every day. This may include family members, spouses, friends, children etc.

Project will be written in APA format: Title page, Running head, page numbers, Abstract, Times New Roman, size 12 font, double spaced. Note: Use of contractions are NOT permitted in APA format; please write in 1st person point of view. Your journal should be NO LESS than 3 pages in length, not including title page.

Class Expectations

Given the online nature of this class, you are expected to be an independent learner and “keeper” of your own time management. Please take full advantage of the discussion boards and other resources made available to you, including your classmates. **Important note:** though you may “move ahead” in the materials as fast as you wish, there are specific deadlines for when materials and activities must be completed. **DO NOT FALL BEHIND THESE DEADLINES.**

CAUTION: In order to successfully manage yourself in this class, it is recommended that you avoid the “rumor game” in regards to specific requirements and assignments of this class. Please carefully review your syllabus as many of your questions and concerns can be answered through a simple review of your syllabus.

Online Participation and Leadership.

Students are to participate in the online discussions in a professional and appropriate manner. This means willingness to engage in dialogue and debate from a position of respect for others in a non-judgmental way. Confidentiality will be expected at all times as there will be a variety of students and possibly even personal case histories discussed. Personal information divulged by a classmate or reference to a personal concern should be treated as confidential information. Students are to use fictitious names and remember the rules of confidentiality when discussing cases in class. Courtesy and respect will be expected at all times. Please understand that the etiquette of an online class should mirror the etiquette of a face-to-face class; do not behave in a way that you would not otherwise behave in a face-to-face class. Rules of online netiquette will be strictly enforced.

Note: There will be **NO** opportunity for make-up of assignments including exams. Please note that technical issues that may arise and “prevent” a student from completing assignments is **not** an acceptable excuse for late submissions. Therefore, it is **highly recommended** that students not wait until near the deadline(s) to attempt all of the required work. Students are **strongly encouraged** to consider this recommendation and adjust their schedules accordingly. I repeat, I recommend that you do not wait until the last minute to complete assignments. If you are having trouble accessing WebCampus, contact the Help Desk at 702-895-0777 or email at: ithelp@unlv.edu.

Additionally, it goes without saying that because this course will utilize the Canvas learning module, each student is expected to have access to a computer and a stable internet connection. If you do not own your own computer, there are various computer labs located across our campus. It is also important that you are familiar with the technology in order to utilize Canvas effectively. If you have any questions or concerns regarding the suitability of your equipment and its associated software please contact the Office of Information Technology (<http://oit.unlv.edu/>) for assistance.

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 discussion posts 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 will be assigned based on performance on the following rubric:

	Below Minimal Standard	Developing Toward Minimal Standard	Meets Minimal Standard	Exceeds Minimal Standard
Comprehensive detail for each question asked (6 points)	Student misses one or more of components for the reflection completely (25%)	Student does not have sufficient detail in one or more of the components of the reflection (50%)	Student has minimal detail for all of the components of the reflection (75%)	Student demonstrates excellent detail in all components of the reflection (100%)
Grammar (2 points)	Student has multiple grammatical and spelling errors (25%)	Student has multiple grammatical or spelling errors (50%)	Student has minimal grammatical and spelling errors (75%)	Student has excellent grammar and no spelling errors (100%)
Length (2 points)	Student post had less than 300 words (25%)	Student post had 300-350 words (50%)	Student post had 350-399 words (75%)	Student post had 400 words or more (100%)

Grades for the PSIC Project will be assigned based on performance on the following rubric:

	Below Minimal Standard	Developing Toward Minimal Standard	Meets Minimal Standard	Exceeds Minimal Standard
Content (40 points)	Student misses one or more of components for the paper completely (25%)	Student does not have sufficient detail in one or more of the components of the paper (50%)	Student has minimal detail for all of the components of the paper but fails to expand (75%)	Student demonstrates excellent detail in all components of the paper (100%)
Grammar (10 points)	Student has exhaustive grammatical and spelling errors (25%)	Student has multiple grammatical or spelling errors (50%)	Student has minimal grammatical and spelling errors (75%)	Student has excellent grammar and no spelling errors (100%)
Length of paper (10 points)	Paper has less than 2 pages of writing (25%)	Paper has more than 2, but less than 2.5 full pages of writing (50%)	Paper has 2.5 pages of writing, not including title page (75%)	Paper has 3 FULL pages of writing not including title page (100%)
APA format (10 points)	Paper has exhaustive APA	Paper has multiple APA format errors throughout (50%)	Paper has minimal APA format errors (75%)	Paper has no APA format errors (100%)

	format errors throughout (25%)			
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OTHER IMPORTANT INFORMATION

THE COMMUNITY CAFÉ

You are invited to virtually “drop in” daily (or at least several times each week) to the Community (Clarification) Café, the blog for the community of learners. Here you will find messages from students who wish to post comments or questions to everyone. Usually, the substance of the messages from student members of the community seek clarification regarding course procedures. Please be sure to read through the postings first before you post your question, as often times your question may have already been asked and answered.

Late Assignments:

Due to the online nature of this class, students have flexibility in “attending” class during the summer term. Due to the flexibility afforded, students must be responsible for their own “time management” and therefore all assignments must be completed and submitted by the designated date and time. **Late assignments will not be accepted. This is not negotiable. Please see the note on “Class Expectations” for further clarification.**

Grade Inflation/Extra Credit:

In recent years academia has evidenced widespread grade inflation. UNLV faculty members are charged with ensuring that grades accurately characterize each student’s level of mastery of course material. At the undergraduate level, grades of **A** and **A-** are awarded to reflect outstanding/excellent performance. Grades of **B+** and **B** reflect good/acceptable performance in the course. A grade of **B-** or lower represents less than acceptable performance in this course. [L]
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Extra credit is a form of grade inflation and WILL NOT BE OFFERED. Do not ask your professor to provide you with alternate assignments or additional work to adjust your grade.

Policy on Grading:

Assignment grades are NON-NEGOTIABLE. Please carefully review all requirements for assignments. The instructor will not honor requests to review assignment grades unless you believe an error in calculation has been made or your grade was recorded incorrectly.

COURSE SCHEDULE

Below you will find the course schedule we will be following this semester. Please keep in mind that each due date has multiple assignments due. It is your responsibility to keep up with all assignments and exams. It will be important for you to try and get ahead on these assignments, as you’ll notice the final due date has several things due. You can always complete modules, exams, and assignments early.

Assignment/Exam	Content Focus	Due Dates
Module 0	Syllabus	
Module 1	Text Chapter 1	

Module 2	Text Chapter 2	
Module 3	Text Chapter 3	
Module 4	Text Chapter 4	
Module 5	Text Chapter 5	
Module 6	Text Chapter 6	
Module 7	Text Chapter 7	
Module 8	Text Chapter 8	
Module 9	Text Chapter 9	
Module 10	Text Chapter 10	
Positive Self-Image Project*	Positive Self-Image Project	
Exam #1	Text Chapters 1-3	
Exam #2	Text Chapters 4-7	
Exam #3	Text Chapters 8-10	

* = This project requires 3 days' worth of activity, it is advised that you begin this project early in order to turn in your paper by the due date.