

Syllabus

PSY-345: Relationship Development 1



Course Description

This course provides the framework to help students understand individuals as created, relational beings and to apply models for building healthy intrapersonal and interpersonal relationships. This course also introduces students to the process of identifying and developing an area of personal and professional interest that will provide the basis for a Capstone project.

Credit Hours: 3

Prerequisite Courses: PSY-150, PSY-250

Course Outcomes

Upon successful completion of this course, students should be able to:

1. Describe models of personal, professional and spiritual development for an individual.
2. Identify personal and professional interests to provide a foundation for a Capstone project.
3. Examine biblical principles that contribute to healthy relationship formation.
4. Develop a strategy for ongoing healthy personal, professional, and spiritual development.
5. Demonstrate an ability to compose a portfolio of goals, skills, interests, and values.
6. Synthesize key findings into a personal growth plan.

Course Resources

Hanna, S. (2008). *Psychology of Human Relations, PSY 345: Relationship Development 1*. Upper Saddle River, New Jersey: Pearson Custom Library.

****Students - you need to keep this textbook to use in your Capstone course****

IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919

Grade	Quality Points Per Credit	Percentage	Score
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

Grade	Quality Points Per Credit
A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
F	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Note: In graduate level courses, a grade of C- or below will require the course to be repeated.

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Discussion: Learning to Listen	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	25
1.2 Discussion: StoryCorps	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	25
1.3 Assignment: Learning to Listen	Due by the end of the workshop.	4 hours	25
1.4 Discussion: Psychology of Human Relations	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	25
1.5 Assignment: Capstone Preparation	Due by the end of the workshop.	1 hour	50
Totals		13 hours*	150

*These times are only estimates. Actual completion times will vary.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Discussion: World Changer Life List	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	25
2.2 Discussion: Learning to Listen	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	25
2.3 Discussion: Identifying Interests	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	25
2.4 Discussion: Strengths Inventory	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	2 hours	25
2.5 Discussion: Values Inventory	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	1 hour	25
2.6 Assignment: Update: Capstone Project/21 Day APP Experiment/StoryCorps Interview	Due by the end of the workshop.	2 hours	100
Totals		14 hours*	225

*These times are only estimates. Actual completion times will vary.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Discussion: Learning to Listen/StoryCorps Story: Interview Preparation	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	3 hours	25
3.2 Discussion: The Art of Listening in Relationships	Initial posting due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	4 hours	25
3.3 Assignment: Learning to Listen: StoryCorps Interview	Due by the end of the workshop.	3 hours	100
3.4 Exercise: Preview: Informational Interview	Due by the end of the workshop.	1 hour	0
Totals		11 hours*	150

*These times are only estimates. Actual completion times will vary.

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Assignment: Informational Interview	Due by the end of the workshop.	4 hours	100
4.2 Discussion: Psychology of Human Relations	Initial posting due by the end of the fourth day of the workshop; one response due by the end of the workshop	3 hours	25
4.3 Assignment: Capstone Project/Personal Growth Plan	Due by the end of the workshop.	4 hours	125
4.4 Exercise: Preview	Due by the end of the workshop.	1 hour	0
Totals		12 hours*	250

*These times are only estimates. Actual completion times will vary.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Discussion: Reading	Initial posting due by the end of the fourth day of the workshop; one response due by the end of the workshop	3 hours	25
5.2 Assignment: 21 Day Experiment/APP	Due by the end of the workshop.	3 hours	50
5.3 Discussion: Wix.com	Due by the end of the workshop.	3 hours	50
5.4 Assignment: Final One-on-one Faculty Review Meeting	Due by the end of the workshop.	3 hours	100
Survey/Quiz: End of Course Survey	Due by the end of the workshop.	15 minutes	10 extra credit
Totals		12 hours*	225

*These times are only estimates. Actual completion times will vary.

Outline Totals

Total Time	Total Points
62 hours*	1000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information

Course References

Berscheid, E., & Regan, P. (2005). The Psychology Interpersonal Relationships. London, England: Pearson.

Ford, L., & Arter, J. A. (2013) Human relations: A game plan for improving personal adjustment. London, England: Pearson.

Hanna, S. L., & Suggett, R., & Radtke, D. (2007). Person to person: Positive relationships don't just happen. London, England: Pearson.

Waitely, D. (2013). Psychology of success: Finding meaning in work and life. New York, NY: McGraw Hill.