



Interpersonal Relationship Skills CCSW6214

(formerly CESW6214)

New Orleans Baptist Theological Seminary

Church & Community Ministries Division

Spring 2015

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.

Purpose of the Course

The purpose of this course will be to study the nature of interpersonal relationships with particular reference to professional church staff, personal and family relationships. Goals will be to learn to establish positive relationships, to improve weak relationships, and to develop skills in resolving problematic relationships.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. This year's core value focus is Spiritual Vitality.

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

Core values: Spiritual vitality, characteristic excellence, and servant leadership

Competencies: Interpersonal relationship skills, servant leadership, spiritual and character formations

Core Value Emphasis: Spiritual Vitality

Course Description

The purpose of the course will be to study the nature of interpersonal relationships with particular reference to personal, family, church, and community relationships. Goals will be to learn to establish positive relationships, to improve weak relationships, and to develop skills in resolving problematic relationships.

Student Learning Outcomes

In order to perform pastoral care effectively with skills in communication and conflict management, the student, by the end of the course, should:

1. Be able to apply their knowledge and comprehension of healthy relationships through knowledge of self, family, church, and community to the process of performing pastoral care effectively with skills in communication and conflict management.
2. Value the following concepts:
 - a. Self-evaluation and self-care in building and maintaining healthy relationships with family, church, and community.
 - b. The dignity and worth of all human beings as being made in the image of God.
3. Be able to accomplish the following:
 - a. Practice listening skills, assertion skills, conflict-resolution skills, collaborative problem solving skills, and skill selection.
 - b. Establish and maintain healthy boundaries.
 - c. Model healthy relationships in family, church, and community.

Course Methodology

This course will be taught using in-class lecture, discussion, case studies, exams, PowerPoints, guests, group experiences, role play and personal evaluation exercises.

Required Readings

Bozeman, Jeanine C. and Argile Smith, eds. *Interpersonal Relationship Skills for Ministers*. Gretna, LA: Pelican Publishing Company, 2004.

[Note: This textbook is available as an eTextbook at www.pelicanpub.com.]

Bozeman, Jeanine C. and Argile Smith, eds. *Interpersonal Skill Set for Ministers*. Gretna, LA: Pelican Publishing Company, 2014.

[Note: This textbook is available as an eTextbook at www.pelicanpub.com.]

Floyd, Kory. *Interpersonal Communication: The Whole Story*. McGraw-Hill, 2009.

Assignments and Evaluation Criteria

I. Personal Evaluation

Each student is to interview:

- a. Two family members
- b. Two friends
- c. Two church members
- d. Two community persons

Ask these persons to assess the strengths and weaknesses of your interpersonal relationship skills. Use the evaluation form (distributed in class) to aid in your assessment. Write one paper with the following 2 components. 1) From these eight interviews prepare an evaluative report of your interpersonal relationship skills. 2) Based upon your evaluation, prepare a plan for strengthening your interpersonal relationship skills. You may use first person pronouns in your report. Prepare a 6-8-page paper following Seminary guidelines for formatting.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to this rubric.

II. Interpersonal Relationship Skills Presentation

Students will be assigned to groups (4-5 persons/group). Each group will prepare and lead an in-class presentation on a topic chosen from one of the course textbooks. The professors must approve topics.

Students will research the chosen topic. A minimum of 15 sources, in addition to the textbook(s), will be required (at least 10 sources dated since 2005). The students will prepare and lead a 30-minute presentation on the chosen topic. The presentation should be an interactive time, rather than a lecture. Students will prepare a teaching plan and at least 2 handouts for the class and a bibliography of a minimum of 15 sources related to the chosen topic (excluding textbooks). PowerPoint is optional. Each group will prepare a report on the presentation. The report should be typed, double-spaced, and 2-3 pages in length. All submissions should be typed and submitted together with a title page that includes each group member's name. All group members will receive the same grade for the presentation.

Each group should submit to the professors the following components to be graded.

- a. Presentation & Report: 50 points
- b. Teaching plan: 20 points
- c. Handouts: 20 points
- d. Bibliography: 10 points

III. Small Group Participation

Each student will participate in a small group discussions on assigned topics/questions. The grade for small group participation will be based on attendance, participation, and leadership. Each student is expected to participate in all group discussions. In addition, each student will have the opportunity to lead at least one group session.

IV. Exams

Students will complete midterm and final exams

Assignment	Percentage of Grade	Due Date
Personal Evaluation Paper of Communication Skills	20%	February 19
Presentation	20%	As Scheduled
Midterm Exam	20%	
Final Exam	20%	May 14
Class Involvement	20%	

Course Policies

Policies Regarding Assignments

All work is due on the assigned day and at the assigned time. Grades for late submissions will be reduced by 10 points each day excluding Sundays. No work will be accepted after 10 days.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2014-2015*.

Absences: The maximum number of absences for a 2-hour class is 6 classroom hours. Three occasions of arriving late for a class or leaving early for a class will count as one absence.

Classroom Decorum

Each student is expected to treat the professor and other students with respect; arrive on time for class sessions; and use laptops and other technological devices for class purposes only.

Blackboard

Blackboard will be used in this class. Please make sure that your contact information on Blackboard is accurate and up-to-date. If you need assistance accessing Blackboard, please contact the Information Technology Center.

Netiquette

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

COURSE OUTLINE AND READING SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
January 20-22 Unit 1	Introduction The Self Concept	Bozeman & Smith, Chapters 1-2
January 27-29 Unit 2	Communication Communication, Technology, & Relationships	Floyd, Chapter 3-4
February 3-5 Unit 3	Speaker: Dr. Bobby Burt Group Meeting	Floyd, Chapters 1-2
February 10-12	Speaker: Courtney Veasey- Singleness Decision Making	Bozeman & Smith, Chapter 12, 21 Bolton 2-4
February 17-19 Unit 4	Feb. 17-No Class, Mardi Gras Listening Skills Assertiveness	Bozeman & Smith, Chapters 3-4 Floyd Chapters 5-7 Personal Evaluations of Communication Skills Due Feb. 19
February 24-26 Unit 5	Family Relationships Family of Origin	Bozeman & Smith, Chapters 5-9 Floyd, Chapters 8-9
March 3-5 Unit 6	Family of Creation Group Meeting	Bozeman & Smith, Chapters 10,13
March 10-12 Unit 7	Minister's Family	Bozeman & Smith, Chapter, 11 Floyd, Chapter 12
March 17-19	Review Mid-Term Exam	
March 23-27	Spring Break	
March 31-April 2	Speaker: Dr. Rhonda Kelley- Gender Communication Difficult People	Bozeman & Smith, Chapters, 14, 15
April 7-9	Emotional Intelligence Student Presentation 1	Bozeman & Smith, Chapters, 11, 18 Floyd, Chapter 12
April 14-16	Student Presentation 2-3	Bozeman & Smith, Chapter 16,17 Floyd, Chapter 10
April 21-23	Student Presentation 4 Relationship in the Church Staff and Members	
April 28-30	Speaker: Kay Bennett Community Relations	Bozeman & Smith, 19-22
May 5-7	Speaker: Christi Gibson Review and Celebration	Conclusion Floyd, Chapter 12

May 12-14	Final Exam: Thursday, May 14, 10:00 a.m.-12:00 p.m.	
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- The professors reserve the right to make changes to the schedule as needed.
- Students are responsible for all assigned readings. All readings may not be covered in class.

Selected Bibliography

Augsburger, David. *Caring Enough to Confront: How to Understand and Express Your Deepest Feelings Toward Others*, updated ed. Ventura, CA: Regal Books, 2009.

Benjamin, Susan F. *Perfect Phrases for Dealing with Difficult People: Hundreds of Ready-to-Use Phrases for Handling Conflict, Confrontations, and Challenging Personalities*. New York: McGraw-Hill, 2008.

Biehl, Bobb. *Mentoring*. Nashville: Broadman and Holman, 1996.

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon and Schuster, Inc., 1979. **This book is on reserve in the Library. It is also available as an e-book.**

Bolton, Robert, and Dorothy Grover Bolton. *People Styles at Work . . . and Beyond: Making Bad Relationships Good and Good Relationships Better*, 2d ed. New York: AMACOM, 2009.

Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.

Branden, Nathaniel. *The Psychology of Self-Esteem*. New York: Bantam Books, 1969.

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Branson, Mark Lau, and Juan F. Martinez. *Churches, Cultures, and Leadership*. Downers Grove, IL: InterVarsity Press, 2011.

Brill, Naomi L. *Working With People: The Healing Process*. White Plains, NY: Longman Publishers, 1995.

Bumagin, Victoria E. and Kathryn F. Him. *Aging is a Family Affair*. New York: Thomas Y. Crowell, 1979.

Burroughs, Esther. *A Garden Path to Mentoring*. Birmingham: New Hope, 1997.

Clowse, Barbara Barksdale. *Women, Decision Making and The Future*. Atlanta: John Knox Press, 1985.

Cooper, Robert K. and Ayman Sawaf. *Executive EQ*. New York: Grosset/Putnam, 1996.

Corey, Marianne Schneider and Gerald Corey. *Becoming a Helper*. Pacific Grove, CA: Brooks/Cole Publishing, 1989.

- Damon, Roberta McBride. *Relationship Skills*. Birmingham: Women's Missionary Union, SBC, 1993.
- Diehm, William J. *Sharpening Your People Skills*. Nashville: Broadman and Holman, 1996.
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- Egan, Gerard. *The Skilled Helper, 9th ed.* Belmont, CA: Brooks/Cole Publishing, 2009.
- Eisenberg, Ronnie and Kate Kelly. *Organize Yourself*. New York: MacMillan Publishing, 1986.
- Farrel, Bill, and Pam Farrel. *Men are Like Waffles, Women are Like Spaghetti: Understanding and Delighting in Your Differences*. Nashville: Lifeway, 2007.
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- Hocker, Joyce L. and William W. Wilmot. *Interpersonal Conflict*. Dubuque, IA: William C. Brown Publishers, 1991.
- Hunt, Susan. *Spiritual Mothering*. Franklin, TN: Legacy Communications, 1992.
- Hutchins, David R. and Claire G. Cole. *Helping Relationships and Strategies*. Belmont, CA: Wadsworth, Inc., 1992.
- Kelley, Harold H. *Close Relationships*. New York: W.H. Freeman and Company, 1983.
- Kilpatrick, Allie C. and Thomas P. Holland. *Working With Families*. Needham Heights, MA: Allyn and Bacon Publishing, 1995.
- Kraft, Vickie. *Women Mentoring Women*. Chicago: Moody Press, 1992.
- Lane, Tim, and Paul Tripp. *Relationships: A Mess Worth Making*. Greensboro, NC: New Growth Press, 2006.
- Malony, H. Newton. *Win-Win Relationships*. Nashville: Broadman and Holman, 1995.
- Maxwell, John C. *Developing the Leaders Around You*. Nashville: Thomas Nelson, Inc., 1995.
- Meier, Paul. *Don't Let Jerks Get The Best of You*. Nashville: Thomas Nelson, Inc., 1993.
- Miller, Sherod. *Connecting with Self and Others*. Littleton, CO: Interpersonal Communication Programs, Inc., 1988.

- Minirth, Frank B. and Paul D. Meier. *Happiness is a Choice: The Symptoms, Causes, and Cures of Depression, Rev ed.* Grand Rapids, MI: Baker Books, 2007.
- Nelson-Jones, Richard. *Human Relationships: A Skill Approach.* Pacific Grove, CA: Brooks/Cole Publishing, 1990.
- Perlman, Helen Harris. *Relationship: The Heart of Helping People.* Chicago: University of Chicago Press, 1979.
- Powell, John. *Why Am I Afraid to Tell You Who I Am.* Allen, TX: Tabor Publishing, 1969.
- Rosner, Stanley. *The Self-Sabotage Cycle: Why We Repeat Behaviors that Create Hardships and Ruin Relationships.* Westport, CT: Praeger, 2006.
- Rubin, Theodore Isaac. *Overcoming Indecisiveness: The Eight Stages of Effective Decision-Making.* New York: Avon Books, 1985.
- Sande, Ken. *The Peacemaker: The Biblical Guide to Resolving Personal Conflict, 3rd ed.* Grand Rapids, MI: Baker Books, 2004.
- Satir, Virginia. *Making Contact.* Millbrae, CA: Celestial Arts, 1976.
- Schooley, Shirley. *Conflict Management.* Birmingham, New Hope, 1994.
- Sellon, Mary K., and Daniel P. Smith. *Practicing Right Relationship: Skills for Deepening Purpose, Finding Fulfillment, and Increasing Effectiveness in your Congregation.* Herndon, VA: The Alban Institute.
- Shulman, Lawrence. *The Skills of Helping Individuals, Families, Groups, and Communities, 6th ed.* Pacific Grove, CA: Brooks/Cole Publishing, 2008.
- Smith, Argile and Jeanine Bozeman (eds.). *Interpersonal Skills for Ministers.* New Orleans, LA: Pelican Publishing, 2004.
- Tannen, Deborah. *Talking from 9 to 5.* New York: Avon Books, 1994.
- _____. *That's Not What I Meant!* New York: Ballantine Books, 1986.
- _____. *You Just Don't Understand: Women and Men in Conversation.* New York: Harper, 2001.
- Vohs, Kathleen D., and Eli J. Finkel, eds. *Self and Relationships: Connecting Intrapersonal and Interpersonal Processes.* New York: Guilford Press, 2006.
- Wright, Walter, C. *Don't Step on the Rope: Reflection on Leadership, Relationships, and Teamwork.* Waynesboro, GA: Paternoster Press, 2005.

QUESTIONS TO ASSESS YOUR INTERPERSONAL RELATIONSHIP SKILLS

1. What would you consider to be your greatest strengths in relating to people?
2. What do you see as your weaknesses in relating to people?
3. What strengths and weaknesses do you bring to our family in developing good interpersonal relationships?
4. How have you changed during the past few years with regard to your family relationships?
5. What actions do you take or attitudes do you have that hinder your relationships with others in your family?
6. How do you contribute to strengthening your friendships?
7. With regard to interpersonal relationship skills, what actions do you take or attitudes do you have that hinder further development of your friendships?
8. What interpersonal relationship skills do you utilize to strengthen the fellowship of your church?
9. What relationship skills do you utilize that help you to be a valuable member of your community?
10. What changes can you make to help strengthen your relationships in the community?

QUESTIONS FOR PERSONAL EVALUATION OF INTERPERSONAL RELATIONSHIP SKILLS INTERVIEWS

Questions to Use in All Interviews:

1. What would you consider to be my greatest strengths in relating to people?
2. What do you see as my weaknesses in relating to people?

Questions to Use with Family Members:

1. What strengths and weaknesses do I bring to our family in developing good interpersonal relationships?
2. How do you see me as changing during the past few years with regard to our family relationships?
3. What actions do I take or attitudes do I have that hinder my relationships with others in our family?

Questions to Use with Friends:

1. How do I contribute to strengthening our friendship?
2. With regard to interpersonal relationship skills, what actions do I take or attitudes do I have that hinder further development of our friendship?

Questions to Ask Members of Your Church:

1. What interpersonal relationship skills do I utilize that strengthen the fellowship of our church?
2. If you could suggest one change to me in how I relate to people, what would that change be?

Questions to Ask Community Persons:

1. What relationship skills do I utilize that help me to be a valuable member of our community?
2. What changes can you suggest to help me strengthen my relationships in our community?

Grading Rubric for Personal Evaluation of Interpersonal Relationship Skills

Criteria	Points Possible	Points Earned
Completed 8 interviews. Included contact information for interviewees.	40 points (5 points/interview)	
Evaluated interpersonal relationship skills, including strengths and weaknesses.	20 points	
Developed a plan for strengthening interpersonal relationship skills. Referenced relevant course material.	30 points	
Report is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues. Report is well-organized, paragraphs are well-structured, and headings are used appropriately.	10 points	

Grading Rubric for Presentation in Interpersonal Relationship Skills

Criteria/Points Possible	Point Earned
<p>Teaching Plan. { 15 points total }</p> <p>Clear presentation of topic. (3 points)</p> <p>Objectives clearly stated and appropriate for the topic. (5 points)</p> <p>Well organized outline of subjects to be covered and activities utilized with specific time periods allotted. (7 points)</p>	0 to 15
<p>Bibliography. { 15 points total }</p> <p>Compiled bibliography with ten resources (excluding textbooks). (10 points)</p> <p>At least 5 of the resources are dated within the past 5 years. (2 points)</p> <p>Sources are documented according to Turabian style. (3 points)</p>	0 to 15
<p>Handouts. { 20 points total }</p> <p>Completed two handouts. (10 points)</p> <p>Handouts are relevant to the topic, enhance the presentation, and are visually appealing. (10 points)</p>	0 to 20
<p>Presentation and Report. { 50 points total }</p> <p>Presentation was presented according to teaching outline. (10 points)</p> <p>Presentation was interactive. (10 points)</p> <p>Report provides a brief summary of the presentation content. (5 points)</p> <p>Report includes presenters' interaction with participants. (5 points)</p> <p>Report includes presenters' evaluation of the presentation. (10 points)</p> <p>Report begins, flows, and ends effectively.</p> <p>Report is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues. Report is well-organized, paragraphs are well-structured, and headings are used appropriately. (10 points)</p>	0 to 50

CCSW 6214 Interpersonal Relationship Skills

Embedded Learning Assignment Assessment Rubric

DOMAIN	LEVEL	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 POINTS)	EXCELLENT (4 POINTS)
UNDERSTANDING	Student will demonstrate knowledge of concepts related to self, family, church, and community relationships.				
APPLICATION	Student will value self-evaluation as evidenced by development of a plan for strengthening interpersonal relationship skills.				
COMMUNICATION	Student will communicate effective listening skills by incorporating interviewees' responses in their evaluation of interpersonal relationship skills.				