



Interpersonal Relationship Skills CCSW 6214/CEAL 6214

New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Spring 2015 Internet

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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 is to study the nature of interpersonal relationships with particular reference to personal, family, church, and community relationships.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. For the 2014-2015 academic year, the core value is Spiritual Vitality.

The core values of New Orleans Baptist Theological Seminary are:

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 worshiping 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

This course will address the following curriculum competencies:

1. *Effective servant leadership*: This course assists students in learning how to serve effectively with others in ministry in churches and communities.
2. *Interpersonal relationships*: This course will provide opportunities for students to enhance their relationship skills both personally and professionally.

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.
 - b. Healthy family relationships.
 - c. 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.

Required Readings

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

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

Floyd, Kory. *Interpersonal Communication*, 2d. Boston: McGraw-Hill, 2011.

Course Teaching Methodology

Units of Study

- Unit 1: Introduction
- Unit 2: The Self Concept
- Unit 3: Communication
- Unit 4: Communication: Culture/Language/Gender
- Unit 5: Listening Skills
- Unit 6: Assertiveness/Difficult People
- Unit 7: Decision Making
- Unit 8: Family of Origin
- Unit 9: Family of Creation
- Unit 10: Etiquette/Emotional Intelligence
- Unit 11: Relationships in the Church
- Unit 12: Conflict Resolution/Collaborative Problem Solving
- Unit 13: Relationships in the Community
- Unit 14: Social Media/Conclusion

Teaching Method. Threaded discussions, case studies, PowerPoint presentations, and personal journals will be utilized in this internet course.

Assignments and Evaluation Criteria

I. Unit Assignments

Students should complete all unit assignments as instructed on Blackboard by the posted due dates on the syllabus. Unit assignments will be available on Monday at 1 p.m. (CST) of each week. Unit assignments are due on Monday of the following week, 11:59 p.m. (CST) [unless otherwise noted on the course schedule]. It is the student's responsibility to be aware of due dates.

II. Reading Assignments/Quizzes

Students should complete all reading assignments and quizzes by the assigned dates. **Each quiz must be taken by the due date given for each unit assignment.** Quizzes will not be accessible after the due date. Only one late quiz will be allowed during the semester. Students should email Dr. Rivers to obtain a password to take a late quiz.

Students will receive a final quiz grade which will be the total points earned on all quizzes divided by the total points possible on all quizzes.

III. Journals

Students will keep a journal throughout the course. The journals will be assessed by the following criteria:

- To what degree did the student engage in self-exploration
- To what degree did the student interact with reading assignments
- To what degree did the student make application to his/her area of ministry

Journal entries should be at least two to three full paragraphs. The title of each journal entry should be the unit number and the student's last name (e.g. Unit 1 Journal Rivers).

Journal entries are due when the unit for which they are assigned closes. **No late journal entries are allowed in this course.** Students may drop one unit journal grade.

(See grading rubric attached to the syllabus for more information.)

Note about Journal: The topics students are asked to write about in their journals often require them to share information about themselves. For this reason, journal entries will be read by the professors and teaching assistants and treated confidentially. However, Information and Technology Center personnel at NOBTS will have access to the Blackboard course and will, in times of need, login to the course to address any problems that might occur that hinder the professors and the students from effectively engaging in online learning.

IV. Discussion Boards

Threaded discussion is intended to foster dialogue concerning the subject matter. Timely answers are critical for participating in threaded discussions. Initial posts to threaded discussions should be submitted by 11:59 p.m. on **Thursday** of each week to allow time for further dialogue. All students are expected to respond to at least **2** initial posts per week. Response posts are due when the unit for which they are assigned closes. Threaded discussions should be timely and thought provoking, referencing reading content and making real-life application. **Points will be deducted for late initial posts. No late response posts are allowed in this course.** Students may drop one unit discussion board grade. (See grading rubric attached to the syllabus.)

V. Personal Evaluation of Interpersonal Relationship Skills

Each student should assess his/her interpersonal relationship skills using the evaluation forms attached to the syllabus. In addition, each student is to interview two family members, two friends, two church members, and two persons from the community (total of 8 interviews). Students should ask each person to assess the strengths and weaknesses of their interpersonal relationship skills. Students should use the evaluation forms attached to the syllabus to aid in their assessments. For each person interviewed, submit his/her name, relationship category, and contact information (e-mail or phone number is sufficient); the information for interviewees should be included as an appendix to the report.

Based upon your interviews and your personal assessment, prepare a 7-8 page report (typed, double-spaced) evaluating your interpersonal relationship skills. Include in your report a **detailed plan** for strengthening your interpersonal relationship skills. Reference relevant course materials in your plan. You may use first person pronouns in your report. The report should be written in narrative form. The report should be submitted as one document with a cover page.

The report is due on 3/30/15, 11:59 p.m. (CST). Upload your paper on Blackboard in either .doc (Microsoft Word) or .wpd (WordPerfect) format. Late submissions will be accepted until 4/24/15, 11:59 p.m. (CST). The grade for late submissions will be reduced by 10 points.

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 the syllabus. Please complete the assignment according to this rubric.

VI. Interpersonal Relationship Skills Presentation

Each student will choose a topic from the Bozeman and Smith textbook. The student will prepare and lead a 45-minute presentation on the chosen topic. The presentation should be an interactive time, rather than a lecture. Students should arrange to make their presentation to an adult group in a ministry setting (e. g. Sunday school class or collegiate group). Students should make arrangements with the pastor or the appropriate staff person to schedule the presentation.

Students will research the chosen topic. Students will prepare a bibliography of ten resources, in addition to the textbooks. At least 5 of the resources must be dated within the past 5 years. Students also will prepare a teaching plan and at least two handouts for the participants. The teaching plan should include objectives, description of intended audience, and an outline of subjects to be covered and activities utilized with specific time periods allotted.

At the conclusion of the presentation, students will prepare a report on the presentation which includes a brief summary of the content of the presentation, the presenter's interaction with participants, and the presenter's evaluation of the presentation. The report should be typed, double-spaced, and 4-5 pages in length (exclusive of appendix). The teaching plan and two handouts should be included in an appendix. The report should be submitted as one document with a cover page. (See grading rubric attached to the syllabus.)

The report on the presentation is due on 4/13/15, 11:59 p.m. (CST). Upload your report on Blackboard in either .doc (Microsoft Word) or .wpd (WordPerfect) format. Late submissions will be accepted until 4/24/15, 11:59 p.m. (CST). The grade for late submissions will be reduced by 10 points.

VII. Final Exam

Students will complete a final exam. The exam will be due on May 11, 2015, at 1 p.m. (CST).

Course Evaluation

Assignment	Percentage of Grade	Due Date
Reading Assignments/Quizzes	10%	As assigned for each unit
Journals	10%	End of each Unit
Discussion Boards	10%	Initial Post, Thursday (during the week the unit is opened) at 11:59 p.m. (CST) Response Posts, Close of each Unit on Mondays, 11:59 p.m. (CST)
Personal Evaluation of Interpersonal Relationship Skills	25%	3/30/15, 11:59 p.m. (CST)
Presentation/Report	25%	4/13/15, 11:59 p.m. (CST)
Final Exam	20%	5/11/15, 1 p.m. (CST)

Course Policies

Policy Regarding All Assignments

All assignments should be submitted in either .doc (Microsoft Word) or .wpd (WordPerfect) on Blackboard unless otherwise stated.

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*.

Blackboard

Blackboard will be used extensively in this class. Please make sure that your contact information on Blackboard is accurate. 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 others 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 Schedule

Unit/Dates	Topics/Reading Assignments	Professor
Unit 1 Open 1/20/15 Due 1/26/15	Introduction Bozeman & Smith, Introduction Floyd, Chapter 1	Barlow (Unit Content) Rivers (Syllabus)
Unit 2 Open 1/26/15 Due 2/2/15	The Self Concept Bozeman & Smith, Chapter 1 Floyd, Chapter 3	Rivers
Unit 3 Open 2/2/15 Due 2/9/15	Communication Bozeman & Smith, Chapter 2 Floyd, Chapters 4, 6	Barlow
Unit 4 Open 2/9/15 Due 2/16/15	Communication: Culture/Language/Gender Floyd, Chapters 2, 5	Rivers

Unit 5 Open 2/16/15 Due 2/23/15	Listening Skills Bozeman & Smith, Chapter 3 Floyd, Chapter 7	Barlow
Unit 6 Open 2/23/15 Due 3/2/15	Assertiveness/Difficult People Bozeman & Smith, Chapters 4, 15 Floyd, Chapter 12	Rivers
Unit 7 Open 3/2/15 Due 3/9/15	Decision Making Bozeman & Smith, Chapter 21	Barlow
Unit 8 Open 3/9/15 Due 3/16/15	Family of Origin Bozeman & Smith, Chapters 5-9	Rivers
Spring Break {March 23-27 No Assignments Due}		
Unit 9 Open 3/16/15 Due 3/30/15	Family of Creation Bozeman & Smith, Chapters 10, 12, 13 Floyd, Chapter 10	Rivers
Unit 10 Open 3/30/15 Due 4/6/15	Etiquette/Emotional Intelligence Bozeman & Smith, Chapter 11, 14; Floyd, Chapter 8	Rivers
Unit 11 Open 4/6/15 Due 4/13/15	Relationships in the Church Bozeman & Smith, Chapters 17-18; Floyd, Chapter 9	Barlow
Unit 12 Open 4/13/15 Due 4/20/15	Conflict Resolution/Collaborative Problem Solving Bozeman & Smith, Chapter 16; Floyd, Chapter 11	Barlow
Unit 13 Open 4/20/15 Due 4/27/15	Relationships in the Community Bozeman & Smith, Chapters 19-20, 22	Rivers
Unit 14 Open 4/27/15 Due 5/4/15	Social Media/Conclusion Bozeman & Smith, Conclusion	Barlow
Due 5/11/15 1 p.m. (CST)	Final Exam	Barlow

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.

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon and Schuster, Inc., 1979.

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

- Gangel, Kenneth O., and Samuel L. Canine. *Communication and Conflict Management: In Churches and Christian Organizations*. Eugene, OR: Wipf & Stock Publishers, 2002.
- Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More than IQ*, 10th anniversary ed. New York: Bantam, 2006.
- Gray, John. *Mars and Venus Together Forever: Relationship Skills for Lasting Love*, Rev. ed. New York: Harper, 2005.
- Hester, Dennis J. *Pastor, We Need to Talk! How Congregations and Pastors Can Solve Their Problems Before It's Too Late*. Shelby, NC: His Way Publishing, 2001.
- Holladay, Tom. *The Relationship Principles of Jesus*. Grand Rapids, MI: Zondervan, 2008.
- Lane, Timothy S., and Paul David Tripp. *Relationships: A Mess Worth Making*. Greensboro: New Growth Press, 2008.
- McInerney, Virginia. *Single Not Separate: How to Make the Church a Family*. Lake Mary, FL: Charisma House, 2003.
- McKay, Matthew, Patrick Fanning, and Kim Paleg. *Couple Skills: Making Your Relationship Work*, 2d ed. Oakland, CA: New Harbinger Publications, 2006.
- McKee, Jonathan. *Connect: Real Relationships in a World of Isolation*. Grand Rapids, MI: Zondervan/Youth Specialties, 2009.
- Rainer, Thom S., and Jess W. Rainer. *The Millenials*. Nashville: Broadman and Holman Publishing Group, 2011.
- Richo, David. *How to Be an Adult in Relationships: The Five Keys to Mindful Loving*. Boston: Shambhala Publications, 2002.
- Sande, Ken. *The Peacemaker: The Biblical Guide to Resolving Personal Conflict*, 3d ed. Grand Rapids, MI: Baker Books, 2004.
- Sellon, Mark K., and Daniel P. Smith. *Practicing Right Relationships: Skills for Deepening Purpose, Finding Fulfillment, and Increasing Effectiveness in Your Congregation*. Herndon, VA: The Alban Institute, 2005.
- Vohs, Kathleen D., and Eli J. Finkel, eds. *Self and Relationships: Connecting Intrapersonal and Interpersonal Processes*. New York: Guilford Press, 2006.
- Williams, Linda J. *Church Etiquette: A Handbook for Manners and Appropriate Behavior in Church*. Bloomington, IN: AuthorHouse, 2009.

Wright, H. Norman. *Communication@Work: How to Get Along with Anyone at Church and in the Workplace*. Venutera, CA: Regal Books, 2011.

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>Audience identified. (2 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. (5 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, have potential to enhance the presentation, and are visually appealing. (10 points)</p>	0 to 20
<p>Presentation and Report. { 50 points total }</p> <p>Report provides a brief summary of the presentation content. (10 points)</p> <p>Report includes presenter's interaction with participants. (15 points)</p> <p>Report includes presenter's evaluation of the presentation. (15 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

Grading Rubric for Journals

Journal entries are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
To what extent did the student engage in self-exploration	0 (no self-exploration) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student interact with the reading assignments	0 (no reference to reading) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student make application to his/her area of ministry	0 (no application) 1 (minimal) 2 (moderate) 3 (maximum)	
Entries relatively free of grammatical, punctuation, and spelling errors	0 (several errors) 1 (relatively free of errors)	

Grading Rubric for Discussion Boards

Discussion boards are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
Timeliness of Initial Post	0 (late) 1 (on time)	
Original Thought	0 (no original thoughts) 1 (minimal) 2 (adequate)	
Reference to Reading Materials	0 (none) 1 (minimal) 2 (adequate)	
Thoroughness of Posts	0 (superficial post) 1 (minimal) 2 (moderate) 3 (maximum)	
Number of Posts [{initial + response posts} (3 required)]	0 (only 1 post) 1 (2 posts) 2 (3 posts)	

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Embedded Learning Assignment Assessment Rubric

Domain	Level	Basic (1 point)	Competent (2 points)	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-understanding 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.				