



Interpersonal Relationship Skills

CESW6214

New Orleans Baptist Theological Seminary
Christian Education Division

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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 and its ministries.

Purpose of the Course

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

Core Value Focus

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.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2012-2013 academic year that Core Value is *Servant Leadership*.

Curriculum Competencies Addressed

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will emphasize the following curriculum competencies:

1. *Biblical Exposition*: To interpret and communicate the Bible accurately in regard to establishing and maintaining healthy relationships.
2. *Disciple Making*: To stimulate church health through mobilizing people in relationships for missions, evangelism, discipleship, and church growth.

3. *Interpersonal Skills*: To provide opportunities for students to enhance their relationship skills both personally and professionally. To perform pastoral care effectively, with skills in communication and conflict management.
4. *Effective Servant Leadership*: This course assists students in learning how to serve effectively with others in ministry in churches and communities.
5. *Spiritual and Character Formation*: To promote effective ministry in the church and community by addressing the spiritual and developmental needs of people.

Course Description

The purpose of the course will be to study the nature of interpersonal relationship 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.

Learning Objectives

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.
2. Value the following concepts:
 - Self-evaluation and self-care in building and maintaining healthy relationships.
 - Healthy family relationships.
 - The dignity and worth of all human beings as being made in the image of God.
3. Be able to accomplish the following:
 - Practice listening skills, assertion skills, conflict-resolution skills, collaborative problem solving skills, and skill selection.
 - Establish and maintain healthy boundaries.
 - Model healthy relationships in family, church, and community.

Required Readings

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

Required Texts

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

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

[Note: A second edition of the textbook, 2011 copyright is available, either the 2009 or 2011 publication is acceptable. Also, this textbook is available as an eTextbook at www.coursesmart.com.]

Optional Texts

Cloud, Henry, and John Townsend. *Boundaries: When to Say Yes/How to Day No To Take Control of Your Life*. Grand Rapids, MI: Zondervan, 1992.

Cloud, Henry, and John Townsend. *How to Have that Difficult Conversation You've Been Avoiding*. Grand Rapids, MI: Zondervan, 2005. (Formerly *Boundaries Face To Face*, 2003)

Johnson, David W. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, 10th ed. Boston: Allyn & Bacon, 2008.

Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass, 2002.

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. Minneapolis, MN: Fort Press: 1996.

Course Teaching Methodology

Units of Study

The topics of this course are as follows:

Unit 1: Introduction

Unit 2: The Self Concept

Unit 3: Communication

Unit 4: Communication: Culture, Language, and 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: 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.

This course will be taught in the hybrid format using Blackboard and in-class lecture, discussion, small groups, case studies, and personal evaluation exercises with an emphasize on experimental learning and, when available, Christian education and Pastoral ministry guest speakers will be included in the course schedule at the various course locations.

Assignments and Evaluation Criteria

Students are expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning

1. *Weekly Textbook Reading: (5%)*

Due: *Each Week/Unit*

Students should read the required texts by following the weekly reading schedule. The completion of the textbook reading each week is intended to improve the understanding of course content and enhance discussion participation. The professors reserve the right to monitor

reading through a variety of means, such as Blackboard quizzes, reading verification, discussion questions, etc. Students will be asked to indicate their reading percentage of the required text the (September 29) and the last class session (December 1). **Textbook Reading Verification will be conducted via Blackboard (online).*

2. *Online Participation: (25%)*

Due: *Each Week/Unit*

Students should complete all unit assignments as instructed on Blackboard by the posted due dates. Unit assignments will be graded weekly. NO late assignments will be accepted without prior permission from the professors. Online participation is determined by completion of quizzes, threaded discussions, and other unit assignments. Threaded discussions should be timely and thought provoking, referencing reading content and making real-life application.

All Unit assignments are due on Monday at 11:55pm (CST) as posted on Blackboard and on the course schedule.

Psychomotor Domain of Learning

3. *Class Participation: (10%)*

Due: **Sept. 1, Sept. 29, Oct. 27, & Dec. 1**

Each student is expected to participate fully in small group discussions and class session activities to foster skill development, strengthen interpersonal relationships, and enrich the assimilation of the class content. Students should come to class prepared to discuss and interact with the material assigned for each class session. Therefore, the student's participation grade will be *reduced 10 points for each class session missed* during the semester. Classroom participation will be evaluated by the professors and is determined by attendance, engagement in class discussion, active participation in teaching/learning activities, evidence of reading assignments completed prior to the class session, and attentiveness to the classroom relationships.

Affective Domain of Learning

4. *Personal Evaluation of Interpersonal Relationship Skills: (25%)*

Due: **October 6, 2012**

Each student should assess his/her interpersonal relationship skills using the evaluation forms posted on Blackboard. In addition to the self-evaluation of his/her own interpersonal relationship skills, the student will interview eight persons:

- a. Two family members (immediate or extended family members)
- b. Two friends
- c. Two church members
- d. Two persons from the community

Students should ask each person to assess his/her interpersonal relationship *strengths* and *weaknesses* through responding to interview questions such as below or evaluation forms*:

- From your observation and knowledge of my life, how would you describe my relationship-building skills? Support your description of my skills with examples.
- In what ways do I appropriately or inappropriately express my thoughts and feelings?
- When in a conversation with me do you sense I listen attentively? If yes, give one example. If no, give one example.
- When receiving constructive criticism or feedback, how do you perceive I respond to the criticism or feedback?
- What is your perspective of how I respond to conflict situations or conflict in relationships?

*Students may use the evaluation forms posted on Blackboard to aid in the interviews. For each person interviewed, submit his/her name, relationship category, and contact information; either e-mail or phone is sufficient.

Paper Requirements: The assignment should be **7 to 8 page**, typed, paragraph form paper and the use of first-person is permissible. Further, the paper should double-spaced, Times New Roman 12 point font with one-inch paper margins and page numbers. Include a Turabian format cover page with the assignment and use the following section headings:

- Introduction of Yourself (1/2 page maximum)
- My Interpersonal Skill Strengths** (2-3 pages)
- My Interpersonal Skill Weaknesses** (2-3 pages)
- My Interpersonal Skill Improvement Plan (3 pages)***

**Make sure you incorporate what you learned about yourself through your interview responses and your personal evaluation to justify your interpersonal relationship skill strengths and weaknesses (i.e., support your description/evaluation in the paper).

***Make sure you *report a detailed plan for strengthening your interpersonal relationship skills* in the last three pages of the paper and referencing course materials that may be relevant to your plan.

Cognitive & Affective Domain of Learning

5. *Biblical Response about Interpersonal Relationship Skills:* (20%) Due: **October 27, 2012**

Students will work in groups (as assigned on Blackboard) to prepare and lead an in-class presentation on an assigned topic. The presentation should be no longer than 20 minutes, be interactive rather than lecture and will be followed by 10 minutes of question and answer. Students will prepare visual aids, handouts, and/or a PowerPoint presentation, and a bibliography of *a minimum of five sources* related to the chosen topic (*excluding* and the two course textbooks and the Bible).

After gaining knowledge about the topic, the group should evaluate the interpersonal relationship topic in light of Scripture and write a **5-page biblical response** that could be used to teach the topic. The biblical response should include references to the five resources in the bibliography and a biblical support or rejection of the specific principles endorsed by the authors of the resources. Biblical exegesis and explanation is required, not just a list of Bible references.

Affective Domain of Learning

Each group member will prepare a **2-page typed, double-spaced report** evaluating the working in a group throughout the process and assessing the interaction with the class during the presentation and an evaluation of the participation of the other group members, as well as his/her own contribution to the group. A guide for this assignment will appear on Blackboard.

Psychomotor Domain of Learning

6. *Case Study:* (15%)

Due: **November 3, 2012**

Students are expected to complete a case study analysis toward the end of the semester. The case study will be mostly subjective in nature and is designed to cause the student to think about implementation of the course content and objectives. **The case study will be available on Blackboard.** The case study analysis shall be typed, double-spaced, Times New Roman, 12 pt font following the guidelines outlined in the most recent edition of Turabian.

Course Policies

Assignment Submission

All assignments are to be submitted by the designated due date. Assignments not submitted *by the designated due date* are considered *late* and late assignments will incur *an initial 10-point penalty* and *accumulate a one-point penalty for each additional day*. Late assignments are due no later than the final day of class, *no exceptions*. *If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments*. Assignments should **not** be e-mailed to professors.

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be uploaded to Blackboard with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Academic Integrity

Each student is responsible for the academic integrity of his/her work. The following are examples of violations of academic integrity: plagiarism, turning in work done by someone else, submitting a paper which has been submitted for another course, and cheating on a quiz or exam. These and other violations of academic integrity may result in a failure of the course.

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.

Blackboard: Blackboard will be used extensively in this course. The student is responsible to check Blackboard for grades, assignments, course documents and announcements. The student is responsible for maintaining current information regarding e-mail address on the Blackboard system and SelfServe. If you need assistance with Blackboard, e-mail blackboardhelpdesk@nobts.edu.

Absences

Class attendance is essential for effective learning. According to the NOBTS Catalog, the maximum number of absences without failure for a four-meeting per semester hybrid is one class session. A class session missed because of late enrollment will be counted as an absence. Arriving late to class or leaving class early will count as ½ of an absence. Therefore, two late arrivals or early departures from class are considered the one allowable class session absence. A grade of "F" will be assigned to students who fail to adhere to the attendance policy.

Grading Scale

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

Course Evaluation

The professor will prescribe a grade based upon the student's satisfactory completion of the following:

Weekly Textbook Reading	5%
Online Participation	25%
Class Participation	10%
Personal Evaluation of Interpersonal Relationship Skills	25%
Biblical Response about Interpersonal Relationship Skills	20%
Case Study	15%

Course Schedule

Reading: *Interpersonal Relationship Skills* text = **JB**; *Interpersonal Communication* text = **KF**

Unit/Week	Topic/ Professor	Reading Due**	Assignments Due
Unit 1 August 20-26	Introduction	JB = Introduction KF = Ch. 1	Introduce Yourself to Class Review Syllabus
Unit 2 Aug 27-Sept 1	The Self Concept - Bauman	JB = Ch. 1 KF= Ch. 3	Engage in Threaded Discussion led by Bauman
Class Meeting September 1	Self-Concept & Calling - Dr. Bauman Don't Be a Statistics - Dr. Watkins Love is Something You Do - Dr. McKeever		
Unit 3 Sept 3-9	Communication Skills - McKeever	JB = Ch. 2 KF= Chs. 4 & 6	Engage in Threaded Discussion on <i>Communication & Listening</i> led by McKeever
Unit 4 Sept 10-16	Communication: Culture, Language, & Gender - Watkins	KF= Chs. 2 & 5	Engage in Threaded Discussion led by Watkins
Unit 5 Sept 17-23	Listening Skills – McKeever	JB = Ch. 3 KF= Ch. 7	Engage in Threaded Discussion led by McKeever
Unit 6 Sept 24-29	Assertiveness/Difficult People - Watkins	JB = Chs. 4 & 15 KF= Ch. 12	Engage in Threaded Discussion led by Watkins
Class Meeting September 29	Listening is not a gift, it is a work – Dr. McKeever Dealing with Difficult People - Dr. Watkins Decision Making - Dr. Bauman		
Unit 7 October 1 - 7	Decision Making – Bauman	JB = Ch. 21	Engage in Threaded Discussion led by Bauman
Unit 8 October 8-14	Family of Origin	JB = Chs. 5, 6, 7, 8, & 9	Engage in Threaded Discussion led by Bauman
Unit 9 October 15-21	Family of Creation	JB = Chs. 10, 12, & 13 KF= Ch. 10	Engage in Threaded Discussion led by Bauman

Unit 10 October 22-27	Emotional Intelligence - Watkins	JB = Ch. 14 KF= Ch. 8	Engage in Threaded Discussion led by Watkins
Class Meeting October 27	<i>Group Presentations at each site</i> Dr. Windus substituting in Atlanta Dr. McKeever in New Orleans Dr. Watkins in Orlando		<i>Group Presentations</i>
Unit 11 Oct 29 – Nov 4	Relationships in the Church - McKeever	JB = Chs. 17 - 18 KF= Ch. 9	Engage in Threaded Discussion on <i>Church Relationships</i> by McKeever
Unit 12 Nov 5 – 11	Conflict Resolution/Collaborative Problem Solving - McKeever	JB = Ch. 16 KF= Ch. 11	Engage in Threaded Discussion on <i>Church Conflict</i> by McKeever
Unit 13 Nov 12-18	Relationships in the Community - Watkins	JB = Chs. 19, 20, & 22	Engage in Threaded Discussion led by Watkins
Thanksgiving Nov 19-25	Thanksgiving Break - No Assignments!	xxxxxx	xxxxxx
Unit 14 Nov 26 – Dec 1	Social Media	JB = Conclusion	Engage in Threaded Discussion led by Watkins
Class Meeting December 1	Dr. Bauman in New Orleans <i>Relationships in the Church</i> - Dr. McKeever <i>Community Relations/Social Media</i> - Dr. Watkins		

*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

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Armour, Michael C., and Don Browning. *Systems-Sensitive Leadership*. Joplin, MO: College Press Publishing, 2000.

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

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

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

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

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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.

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Feldhahn, Shaunti. *For Women Only*. Colorado Springs, CO: Multnomah Publishers, 2004.

Feldhahn, Shaunti and Jeff. *For Men Only*. Colorado Springs, CO: Multnomah Publishers, 2006.

Finchman, Frank D., Leyan O.L. Fernandes, and Keith Humphreys. *Communicating in Relationships*. Champaign, IL: Research Press, 1993.

- Gangel, Kenneth O., and Samuel L. Canine. *Communication and Conflict Management: In Churches and Christian Organizations*. Eugene, OR: Wipf & Stock Publishers, 2002.
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- Hocker, Joyce L. and William W. Wilmot. *Interpersonal Conflict*. Dubuque, IA: William C. Brown Publishers, 1991.
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- Hutchins, David R. and Claire G. Cole. *Helping Relationships and Strategies*. Belmont, CA: Wadsworth, Inc., 1992.
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