

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Lesya Ukrainka Volyn National University
General and Clinical Psychology Department

SYLLABUS
of a normative academic component

PSYCHOLOGY OF INTERPERSONAL INTERACTION

Bachelor Training
Specialty 291 «International Relations, Public Communications and Regional Studies»
Educational and professional programme «International Relations»

Lutsk – 2022

The syllabus of the academic component «Psychology of interpersonal interaction», Education Level bachelor, Speciality 291 «International Relations, Public Communications and Regional Studies», Educational and professional programme «International Relations».

Developer:

Kostruba Natalia, PhD in Psychology, associate professor of the department of general and clinical psychology

Approved

by the Guarantor of Education and Professional Programme:



signature

associate professor Yevheniia Vozniuk

The syllabus of the academic component “Psychology of interpersonal interaction” was approved at the meeting of the General and Clinical Psychology Department Protocol No. 1 as of August 31, 2022.

The Head of the Department:



Olena Zhuravlova

I. The description of academic component

Indicator Name	Field of knowledge, educational and professional programme / education and research program, education level	Characteristics of academic component
Full-time education	Education Level bachelor, Speciality 291 «International Relations, Public Communications and Regional Studies», Educational and professional programme «International Relations».	Basic course
Number of hours / credits 90/ 3		Year of study <u>2</u>
		Semester <u>4</u>
		Lectures <u>14</u> hours.
Individual research assignment: <u>no</u>		Practical (seminar) <u>30</u> hours
	Laboratory hours Individual hours	
Language of instruction	Independent work <u>40</u> hours. Consultations 6 hours.	
	Form of control: credit	
		English

II. Information about the instructor

Name: Natalia Kostruba

Scientific Degree: PhD in Psychology

Academic Title: -

Title: associate professor of the department of general and clinical psychology, Lesya Ukrainka Volyn National University

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Days Classes: <http://194.44.187.20/cgi-bin/timetable.cgi?n=700>

Consultations on the discipline are held during the semester every Monday from 15.00 to 16.00 in the office № 119. In case of additional need for consultation, the time is agreed with the teacher.

III. Description of the academic component

1. A Course Abstract

The course “Psychology of interpersonal interaction” belongs to the cycle of basic course of general education of a bachelor students. It is studied in the 4th semester, the form of control is a test. 3 of the credits (90 hours) are allocated for the study of the academic discipline, including: full-time study – 14 hours of lectures, 30 hours of seminars, 46 hours – independent work, 6 hours - consultations.

The course is aimed at studying the patterns of personality formation and its socio-

psychological development, features of group and interpersonal communication, the development of skills of effective interaction and communication.

2. Goal and tasks of the academic component

The purpose of teaching the discipline course “Psychology of interpersonal interaction” is the formation of bachelor students a holistic system of knowledge and skills related to the theory and practices of effective teamwork, mechanics and methods of successful interpersonal verbal and nonverbal communication.

There are *four course objectives*.

1. - formation of students' competence in the field of psychology of interpersonal communications;
2. - to form a basic system of scientific knowledge on the psychology of interpersonal interaction, modern theories and concepts on the psychology of communication;
3. - to form skills of psychological analysis of interpersonal interaction problems which are actual in a modern society and manufacture;
4. - to increase the student's level of psychological competence in ensuring individual's constructive behavior and practical readiness to analyze situations of interpersonal interaction and conflict management.

4. The course is aimed at the formation of the following **competencies**:

General competence

GK3. Ability to learn and master modern knowledge.

GK6. Ability to generate new ideas (creativity).

GK8. Ability to abstract thinking, analysis and synthesis.

GK13. The ability to be critical and self-critical.

Professional competencies

PC12. Ability to carry out communication and information-analytical activities in the field of international relations (in Ukrainian and foreign languages).

Program learning outcomes.

PLO13. Conduct a professional discussion on issues of international relations, international communications, regional studies, foreign policy activities, argue one's position, respect opponents and their points of view.

PLO17. To have the skills of self-determination of educational goals and learning, finding educational resources necessary for their achievement.

The Course Structure

Names of content modules and topics	Total ¹	Lectures	Seminars	Individual work	Consultations	Methods and techniques of teaching ²	Form of control ³ / Rat
Content module 1. What is Cognitive Science?							
Theme 1. Introduction to psychology of interpersonal interaction		2	4	4		Team-based learning	i/tRat tests/5
Theme 2. Concepts and factors of successful interpersonal interaction.		2	6	6	1	Team-based learning	i/tRat tests/10
Theme 3. The structure of communication. Communication barriers.		2	4	6	1	Team-based learning	i/tRat tests/5
Theme 4. Effects of social perception in the process of interpersonal interaction. Nonverbal communication.		2	4	6	1	Team-based learning	i/tRat tests/5
Theme 5. Techniques of active listening, persuasion and regulation of emotional stress.		2	4	6	1	Team-based learning	i/tRat tests/5
Theme 6. Psychology of conflict management		2	4	6	1	Team-based learning	i/tRat tests/5
Theme 7. Negotiation, facilitation, mediation and arbitration.		2	4	6	1	Team-based learning	i/tRat tests/5
Total for module 1		14	30	40	6		40
Types of final thesis (for needs)							Points
Team Project							60
Total hours/ Points	90	14	30	40	6		100

Notes: i/tRat tests – individual/readiness assurance test for team-based learning

3. Tasks for independent work:

Theme 1. Object, subject and methods of psychology of interpersonal interaction

Theme 2. Ensuring the communication process.

Theme 3. Mechanisms of conflict.

Theme 4. Primary and secondary psychoprophylaxis of conflict behavior.

Theme 5. Conflict personality, types of conflict people, factors of increased personality conflict.

Theme 6. Cartography as a method of conflict management.

Theme 7. Coaching as a way to manage and resolve conflicts in the business sphere.

Theme 8. Training of constructive interaction in conflict.

IV. Evaluation policy

Teacher's policy towards the student

Teacher requirements:

- mandatory attendance at classes;
- student activity during practical classes;
- timely performance of tasks of independent work;
- performance of modular control tasks;
- practice of classes that were missed or not prepared (unsatisfactory grades) at consultations;

Not allowed:

- skipping classes without good reason;
- late for class;
- use of a mobile phone, tablet or other mobile devices during the lesson (except for the permission of the teacher if necessary to perform certain tasks provided by the discipline);
- violation of discipline;
- copying and plagiarism.

Attending classes gives the opportunity to obtain the declared integral, general and professional competencies, to perform tasks in a timely and high-quality manner.

For conscious and systematic mastering of the course it is necessary systematic educational and cognitive work of students in all types and forms of its organization: lectures, practical classes, consultations, independent work.

The control of students' success is carried out taking into account the current and final assessment. Classroom classes are mainly held in the form of team-based learning, namely pre-class activities, individual/team readiness assurance tests, clarification session, application session and peer evaluation.

The assessment is carried out on a 100-point scale.

The number of points for working with theoretical papers at application sessions, during the independent work execution depends on compliance with the following requirements: timeliness of educational tasks; the full scope of their implementation; quality of educational tasks; independence of execution; creative approach to tasks; initiative in educational activities.

The following requirements are:

current control – a maximum of 40 points;

module control – a maximum of 60 points.

Attendance of practical classes is mandatory. Under the circumstances of forced distance learning during COVID-19, education can also take place online (in agreement with the Postgraduate Research Degree Unit).

V. Final control

The curriculum provides for credit (4th semester). The credit can be set based on the results of the current and final control. If the student wants to improve the result, he passes a credit.

The credit is conducted in the form of a written test. Students are offered test tasks in

the amount of 30 questions. The maximum score for the test is 60 points.

Types of test tasks:

- with the choice of one correct answer;
- with a choice of several correct answers;
- to establish the correspondence of the proposed sets of statements;
- the task of reproducing the correctness of the answer (formulations of concepts) on memory;
- open-ended task, which provides a detailed answer.

VI. Rating scale

Score in points for all kinds of educational activity	Rating	
	For the exam	For the credit
90 – 100	Excellent	Accept
82 – 89	Very good	Accept
75 - 81	Good	Accept
67 -74	Satisfactory	Accept
60 - 66	Sufficiently	Accept
1 – 59	Unsatisfactory	Unsatisfactory (with the option to take the exam again)

VII. LIST OF SOURCES:

Essential literature

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2. Birke, R. (2000). Evaluation and Facilitation: Moving Past Either. Available at: <https://scholarship.law.missouri.edu/jdr/vol2000/iss2/6>
3. Cherkassky A. (2021). Psychological principles of communication in creating management teams. *Psychological Prospects Journal*, (37), 303–313. <https://doi.org/10.29038/2227-1376-2021-37-303-313>
4. Iagniuk, I. Ponomaryov V. I.Osypenko A.A (2016). *Communication Psychology*. Kharkiv: V.N.Karazin Kharkiv National University. https://www.researchgate.net/publication/310450563_Book_Communication_Psychology
5. *Interpersonal Communication: A First Look* [https://www.sagepub.com/sites/default/files/upm-binaries/52575_Gamble_\(IC\)_Chapter_1.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/52575_Gamble_(IC)_Chapter_1.pdf)
6. Jenny Xiao, Y., Coppin G., Van Bavel J.J. (2016). Clarifying the Role of Perception in Intergroup Relations: Origins of Bias, Components of Perception, and Practical Implications, *Psychological Inquiry*, 27:4, 358-366, DOI: <https://doi.org/10.1080/1047840X.2016.1237822>
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8. Kostruba, N. S. (2020). Psychological features and significance of mass religious communications. *Science and Education a New Dimension. Pedagogy and Psychology*, VIII (95), 239, 21-23. <https://doi.org/10.31174/SEND-PP2020-239VIII95-05>
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10. Overton, A. R., & Lowry, A. C. (2013). Conflict management: difficult conversations with difficult people. *Clinics in colon and rectal surgery*, 26(4), 259–264. <https://doi.org/10.1055/s-0033-1356728>
11. Ramaraju, S, Phil M. (2012). Psychological perspectives on interpersonal communication. *Journal of Arts, Science & Commerce, Researchers World*. Vol. 3, Iss. 4, 68-73.
12. Sethi, D., Seth, M. (2009). Interpersonal Communication: Lifeblood of an Organization. *The IUP Journal of Soft Skills*, Vol. III, Nos. 3,4, pp. 32-40 <https://iims.uthscsa.edu/sites/iims/files/Novel/communication/Communication-5.pdf>
13. Коструба, Н. С. (2020). Ефективні комунікації як засіб досягнення професійних цілей// Соціально-психологічна компетентність персоналу в сфері публічного управління [Текст] : монографія за заг. ред. О. В. Лазорко, Т. В. Федотової. Луцьк : Вежа-Друк, 92-105. <https://evnuir.vnu.edu.ua/handle/123456789/18868>
14. Чміль, Н. С. (2014). Теоретичні аспекти формування професійного мовлення у студентів. *Психолінгвістика*, 16, 174-183. <http://psycholing-journal.com/index.php/journal/issue/view/10/16-2014-pdf>