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 Information and Public Communications»

Lutsk – 2023

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 Information and Public Communications».

Developer:

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Approved
by the Guarantor of Education and Professional Programme:

Sergii Fedoniuk

The syllabus of the academic component «Psychology of interpersonal interaction» was approved at the meeting of the General and Clinical Psychology Department
Protocol No._11__ as of June 21, 2023.

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	29 International Relations, 291 «International Relations, Public Communications and Regional Studies», International Information and Public Communications, bachelor	Normative	
		Year of study	2
Number of hours / credits 90/ 3		Semester	4
		Lectures	14 hours.
		Practical	30 hours.
Individual research work: no		Independent work 40 hours.	
		Consultations	6 hours.
		Form of control: credit	
Language of instruction:		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
Contacts: *phone number* +380669395898, *e-mail* nataliia.kostruba@eenu.edu.ua.
Days Classes: http://94.130.69.82/cgi-bin/timetable.cgi
Consultations on the discipline are held during the semester every Monday from 15.00 till 16.00 in the office № 119. In case of additional need for consultation, the time is agreed with the instructor.

III. DESCRIPTION OF THE ACADEMIC COMPONENT

1. An Abstract

The academic component «Psychology of Interpersonal Interaction» belongs to the General Training Cycle. It is studied in the 4th semester, the form of control is a test. 3 credits (90 hours) are allocated for the study of the academic component: 14 hours – lectures, 30 hours – seminars, 40 hours – independent work, 6 hours – consultations.

The academic component is aimed to study the patterns of personality formation and its socio-psychological development, features of group and interpersonal communication, the development of effective interaction and communication skills.

2. Goal and tasks of the academic component

The *goal* is the formation a holistic system of knowledge and skills related to the

theory and practices of effective teamwork of students, mechanics and methods of successful interpersonal verbal and nonverbal communication.

Tasks:

- to form competences in the field of interpersonal students' communications psychology;

- to form a basic system of scientific knowledge on the psychology of interpersonal interaction, modern theories and concepts on the psychology of communication;

- to form skills of psychological analysis of interpersonal interaction problems which are actual in a modern society and manufacture;

- 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.

3. The academic component is aimed at the formation of the following **competencies.**

General Competences (GC):

GC 3. Ability to learn and master modern knowledge.

GC 6. Ability to generate new ideas (creativity).

GC 8. Ability to abstract thinking, analysis and synthesis.

GC 13 Ability to be critical and self-critical.

Special (Professional) Competencies (SC):

SC 12. Ability to carry out communication and information and analytical activities in the field of international relations (in Ukrainian and foreign languages).

Program Learning Outcomes (LO):

LO 13. To conduct a professional discussion on the problems of international relations, international communications, regional studies, foreign policy activities, argue one's position, respect opponents and their points of view.

LO 17. To have the skills of self-determination of educational goals and learning, finding educational resources necessary for their achievement.

4. The Academic Component Structure

Names of content modules and topics	Total[1]	Lect.	Sem.	Ind. work	Cons.	Methods and techniques of teaching [2]	Form of control [3]/ Points
Content module 1. What is Cognitive Science?							
Theme 1. Introduction to psychology of interpersonal interaction	10	2	4	4		Team-based learning	i/tRat tests/5
Theme 2. Concepts and factors of successful interpersonal interaction.	15	2	6	6	1	Team-based learning	i/tRat tests/10
Theme 3. The structure of communication. Communication barriers.	13	2	4	6	1	Team-based learning, psychological training	i/tRat tests/5
Theme 4. Effects of social perception in the process of interpersonal interaction.	13	2	4	6	1	Team-based learning,	i/tRat tests/5

Nonverbal communication.						psychological training	
Theme 5. Techniques of active listening, persuasion and regulation of emotional stress.	13	2	4	6	1	Team-based learning	i/tRat tests/5
Theme 6. Psychology of conflict management	13	2	4	6	1	Team-based learning	i/tRat tests/5
Theme 7. Negotiation, facilitation, mediation and arbitration.	13	2	4	6	1	Team-based learning, case method	i/tRat tests/5
Total for module 1	**90**	**14**	**30**	**40**	**6**		**40**
Types of final thesis							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

5. Tasks for Independent Work:

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

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

Instructor's policy towards the student. *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 reason; - being late for class; - using mobile phones 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 students' systematic educational and cognitive work in all types and forms of its organization: lectures, practical classes, consultations, independent work.

The control is carried out taking into account the current and final assessment. 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, during the independent work 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 – 40 points;

module control – 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 test (4th semester). The test can be set based on the results of the current and final control. If the student wants to improve the result, he passes a test secondly.

The test is conducted in the form of a written tests. 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.

Grading Scale

Scores	Linguistic Grade
90 – 100	Passed
82-89	
75-81	
67-74	
60-66	
1-59	Fail (needed to retake)

VI. LIST OF SOURCES:

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4. Bennani A., Ahmadi A., Channouf A., Boujraf S., Benzagmout M., Boussaoud D. (2023). Social Facilitation and Bilingual Cognitive Advantage : Bridging Social Psychology and Psycholinguistics. Heliyon, 9. https://doi.org/10.1016/j.heliyon.2023.e13239.

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10. Brykman K. M., O'Neill T. A. (2023). How Conflict Expressions Affect Recipients' Conflict Management Behaviors. *Organizational Behavior and Human Decision Processes*. 174. URL: https://doi.org/10.1016/j.obhdp.2022.104208/.

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12. Mogea T. (2023). Cross-Cultural Communication Barriers in Organizations. CENDEKIA : *Jornal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(2), P. 20-33. URL: https://doi.org/10.55606/cendikia.v3i2.951.

13. Bratchuk H., Smith P. (2023). Overcoming of Communication Barriers in the Classroom. *EIKI Journal of Effective Teaching Methods*, 1(1). URL: https://doi.org/10.59652/jetm.v1i1.6.

14. Norton J. (2023). Soft Approach in the Hardest Cases : Facilitative Mediation in the Israeli-Palestinian Conflict (Dissertation). URL: https://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-504728.

15. Classen J., Vea T., Kijima R., Yang-Yoshihara M. & Ariga S. (2023). Interactional Role Negotiation among Co-Facilitators in an Online Design Workshop, Classroom Discourse. URL: https://doi.org/10.1080/19463014.2023.2240907.

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