

# The Hong Kong Polytechnic University

## Subject Description Form

<b>Subject Code</b>	APSS1A24											
<b>Subject Title</b>	Understanding Interpersonal Relationships											
<b>Credit Value</b>	3											
<b>Level</b>	1											
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NA											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;"><del>40</del>50%</td> </tr> <tr> <td>Quizzes</td> <td style="text-align: center;"><del>60</del>50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass all component(s) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	Group Project	--	<del>40</del> 50%	Quizzes	<del>60</del> 50%	--
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<p><b>Objectives</b></p>	<p>This subject provides students with essential psychological knowledge and skills pertinent to interpersonal relationships. It enables students to assess the relevance of both theoretical and practical issues of human relationships, with an emphasis on applying the acquired psychological knowledge in different settings. It is also aimed at implanting in students an interest and insight to develop interpersonal skills and relate effectively to people with different needs and problems. The subject also enables students to evaluate the applicability of using Western psychological approaches to cope with interpersonal relationships in the Chinese cultural context.</p>
<p><b>Intended Learning Outcomes</b></p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Know and comprehend concepts and practical skills in the psychology of interpersonal relationships;</li> <li>b. Increase self-awareness and develop insight in tackling practical issues of human relationships;</li> <li>c. Evaluate how to apply Western psychological approaches to cope with interpersonal relationships in the Chinese cultural context;</li> <li>d. Use the psychological concepts acquired to analyze and manage interpersonal relationships in daily life, and/or relevant professional practice.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. The Basics of Relationships and Research Methods <ul style="list-style-type: none"> <li>- The nature and importance of interpersonal relationships</li> <li>- Sources of influence</li> <li>- The dark side of relationships</li> <li>- The history of relationship science</li> <li>- Research methods</li> <li>- Ethical issues</li> </ul> </li> <li>2. Attraction <ul style="list-style-type: none"> <li>- Proximity</li> <li>- Physical attractiveness</li> <li>- Reciprocity</li> <li>- Similarity</li> <li>- Barriers</li> </ul> </li> <li>3. Social Cognition <ul style="list-style-type: none"> <li>- First impressions</li> <li>- The power of perceptions</li> <li>- Impression management</li> </ul> </li> <li>4. Communication <ul style="list-style-type: none"> <li>- Nonverbal communication</li> <li>- Verbal communication</li> <li>- Dysfunctional communication</li> </ul> </li> <li>5. Interdependency <ul style="list-style-type: none"> <li>- Social exchange</li> <li>- The economics of relationships</li> <li>- The nature of commitment</li> </ul> </li> <li>6. Friendship <ul style="list-style-type: none"> <li>- The nature of friendship</li> <li>- Friendship across the life cycle</li> <li>- Differences in friendship</li> <li>- Friendship difficulties</li> </ul> </li> <li>7. Love <ul style="list-style-type: none"> <li>- History of love</li> <li>- Types of love</li> <li>- Individual and cultural differences in love</li> </ul> </li> </ol>

	<p>8. Stresses and Strains</p> <ul style="list-style-type: none"> <li>- Perceived relationship value</li> <li>- Hurt feelings</li> <li>- Ostracism</li> <li>- Jealousy</li> <li>- Deception and lying</li> <li>- Betrayal</li> <li>- Forgiveness</li> </ul> <p>9. Maintaining and Repairing Relationships</p> <ul style="list-style-type: none"> <li>- Maintaining and enhancing relationships</li> <li>- Repairing relationships</li> </ul>																												
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>In anticipation of a diverse student population for this subject, a variety of teaching and learning strategies will be employed to look after the learning needs and develop the learning skills of students having very different academic and professional training background. These include didactic teaching through lectures, <a href="#">brief reflections in the end of each session</a>, <a href="#">reflective learning through presentation</a> and questioning at <del>tutorials</del>, self-learning through <del>weekly bite-size class exercises and examination</del>, and integrative learning through individual <a href="#">reflections paper</a>. The purpose is to implant a solid theoretical foundation in the psychology of interpersonal relationships and at the same time to encourage the learning of the psychology of interpersonal relationships from everyday life.</p>																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="555 1039 1452 1447"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Group Project</td> <td><del>40</del>50%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Quizzes</td> <td><del>60</del>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Based on the experience of a similar GE course (APSS2813 Understanding Interpersonal Relationships), the new mode of assessment will be more compatible and suitable for the large number of students in this course. Other than having one final examination, <del>there will be three short</del><a href="#">this course provides weekly short quizzes and a final quiz</a>. Group <b>project</b> <del>consists of one writing assignment and one presentation. with a component of individual reflection will replace individual paper to achieve a lighter load for students who are mainly taking this course for general interest.</del> The new assessment structure will allow for more balance between individual and group assessments.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Group Project	<del>40</del> 50%	✓		✓	✓	2. Quizzes	<del>60</del> 50%	✓	✓	✓	✓	Total	100 %				
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<p><b>Student Study Effort Expected</b></p>	<table border="1" data-bbox="555 1919 1452 2096"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td>39 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> </table>	Class contact:		▪ Lecture	39 Hrs.	Other student study effort:																							
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	▪ Self-Study	66 Hrs.
	Total student study effort	105 Hrs.
<b>Reading List and References</b>	<u>Essential:</u> Miller, R. S. (2018). <i>Intimate relationships</i> (8th ed.). Boston, MA: McGraw-Hill. Berscheid, E., & Regan, P. (2005). <i>The psychology of interpersonal relationships</i> . New York, NY: Prentice-Hall. <u>Supplementary:</u> Helgeson, V.S. (2002). <i>The psychology of gender</i> . Upper Saddle River, N.J.: Prentice Hall. Bond, M. H. (2010). <i>The Oxford handbook of Chinese psychology</i> : Oxford Library of Psychology.	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.