

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS1A24
Subject Title	Understanding Interpersonal Relationships
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p>Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
Pre-requisite / Co-requisite/ Exclusion	<p>The following students are not allowed to take this subject :</p> <p>All APSS students</p>
Objectives	<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>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Know and comprehend concepts and practical skills in the psychology of interpersonal relationships; b. Increase self-awareness and develop insight in tackling practical issues of human relationships; c. Evaluate how to apply Western psychological approaches to cope with interpersonal relationships in the Chinese cultural context; d. Use the psychological concepts acquired to analyze and manage interpersonal relationships in daily life, and/or relevant professional

	practice.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. The Basics of Relationships and Research Methods <ul style="list-style-type: none"> - The nature and importance of interpersonal relationships - Sources of influence - The dark side of relationships - The history of relationship science - Research methods - Ethical issues 2. Attraction <ul style="list-style-type: none"> - Proximity - Physical attractiveness - Reciprocity - Similarity - Barriers 3. Social Cognition <ul style="list-style-type: none"> - First impressions - The power of perceptions - Impression management 4. Communication <ul style="list-style-type: none"> - Nonverbal communication - Verbal communication - Dysfunctional communication 5. Interdependency <ul style="list-style-type: none"> - Social exchange - The economics of relationships - The nature of commitment 6. Friendship <ul style="list-style-type: none"> - The nature of friendship - Friendship across the life cycle - Differences in friendship - Friendship difficulties 7. Love <ul style="list-style-type: none"> - History of love - Types of love - Individual and cultural differences in love 8. Stresses and Strains <ul style="list-style-type: none"> - Perceived relationship value - Hurt feelings - Ostracism - Jealousy - Deception and lying - Betrayal - Forgiveness 9. Conflict <ul style="list-style-type: none"> - The nature of conflict - The course of conflict - The outcomes of conflict 10. Power and Violence

	<ul style="list-style-type: none"> - Power and interdependence - Violence in relationships <p>11. The Dissolution of Loss of Relationships</p> <ul style="list-style-type: none"> - Divorce - Breakups <p>12. Maintaining and Repairing Relationships</p> <ul style="list-style-type: none"> - Maintaining and enhancing relationships - Repairing relationships 																																																														
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></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, reflective learning through presentation and questioning at tutorials, self-learning through class exercises and examination, and integrative learning through individual paper. 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>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="512 1043 1458 1626"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Class attendance and participation</td> <td>10 %</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Group presentation</td> <td>20 %</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Group paper</td> <td>20 %</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Individual reflection</td> <td>20 %</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>5. Quiz (zes)</td> <td>30 %</td> <td>✓</td> <td></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> <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, there will be two shorter quizzes. Group paper 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. The new assessment structure will allow for more balance between individual and group assessment.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Class attendance and participation	10 %	✓	✓		✓			2. Group presentation	20 %	✓		✓	✓			3. Group paper	20 %	✓		✓	✓			4. Individual reflection	20 %		✓		✓			5. Quiz (zes)	30 %	✓		✓				Total	100%						
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Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-Study	66 Hrs.
	Total student study effort	105 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential:</u></p> <p>Miller, R. S., Perlman, D., & Brehm, S. S. (2007). <i>Intimate relationships</i> (4th ed.). Boston: McGraw-Hill.</p> <p>Berscheid, E., & Regan, P. (2005). <i>The psychology of interpersonal relationships</i>. New York: Prentice-Hall.</p> <p><u>Supplementary:</u></p> <p>Hanna, S. L., Suggett, R. & Radtke, D. (2008). <i>Person to person: Positive relationships don't just happen</i>. Upper Saddle River, N.J.: Prentice Hall.</p> <p>Helgeson, V.S. (2002). <i>The psychology of gender</i>. Upper Saddle River, N.J.: Prentice Hall.</p> <p>Lindsay, L. L. (2005). <i>Gender roles: A sociological perspective</i>. New Jersey: Prentice Hall.</p> <p>Rathus, S.A., & Nevid, J.S. (2002). <i>Psychology and the challenges of life</i>. New York: John Wiley & Sons, Inc.</p> <p>Smith, P.B., & Bond, M.H., (1999). <i>Social psychology across cultures</i>. Boston: Allyn & Bacon.</p>	

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.