

**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 292 “International Economic Relations”,
Educational and professional programme "International Business"**

The syllabus of the academic component “Psychology of interpersonal interaction”, Education Level bachelor, Specialty 292 “International Economic Relations”, Educational and professional programme "International Business".

Developer:

Kostruba Natalia, Doctor of Psychology Sciences, professor of the department of general and clinical psychology

Approved

by the Guarantor of Educational and Professional Programme:



signature

Andrii O. Boiar

name

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 29, 2024.

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 Specialty 292 “International Economic Relations”, Educational and professional programme "International Business"	Basic course
Number of hours / credits 90/ 3		Year of study <u>2025-2026</u>
		Semester <u>4</u>
		Lectures <u>14</u> hours.
		Practical (seminar) <u>30</u> hours
		Laboratory hours
Individual research assignment: <u>no</u>		Individual hours
		Independent work <u>40</u> hours.
	Consultations 6 hours.	
Language of instruction		Form of control: credit
		English

II. Information about the instructor

Name: Natalia Kostruba

Scientific Degree: Doctor of Psychology Sciences

Academic Title: docent

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

Contacts:

Phone number: +380669395898,

E-mail: nataliia.kostruba@vnu.edu.ua

Timetable: <https://ps.vnu.edu.ua/cgi-bin/timetable.cgi>

Consultations on the discipline are held during the semester every Monday from 15.00 to 16.00 in the office № H-51. 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, 40 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.

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

General competence

GC 1. Ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine;

GC 3. Ability to study and be modernly trained.

GC 6. Ability to communicate in foreign languages.

GC 7. Skills in the use of information and communication technologies.

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

GC 9. Ability to be critical and self-critical.

GC 10. Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge / types of economic activity).

GC 11. Ability to work in a team.

GC 13. Ability to make decisions and act in compliance with the principle of inadmissibility of corruption and any other manifestations of dishonesty.

Professional competencies

PC8. Ability to determine the functional features, nature, level and degree of relationships between the subjects of international economic relations at different levels and to establish communication between them.

PC10. Ability to justify the use of legal, economic and diplomatic methods (tools) for resolving conflict situations at the international level.

PC14. Ability to communicate at the professional and social levels using professional terminology, including oral and written communication in state and foreign languages.

PC16. The ability to constantly improve the theoretical level of knowledge, generate and effectively use them in practice.

Program learning outcomes.

PLO1. Treat professional self-improvement responsibly, aware of the need for lifelong learning, show tolerance and readiness for innovative change.

PLO2. Communicate freely on professional issues in state and foreign languages orally and in writing, professionally use economic terminology.

PLO 5. Have the skills of self-analysis (self-control), be understandable to representatives of other business cultures and professional groups of different levels (with experts from other fields of knowledge / activities) on the basis of valuing diversity, multiculturalism, tolerance and respect for them.

PLO6. Plan, organize, motivate, evaluate and increase the effectiveness of teamwork, conduct research in a group under the guidance of a leader, taking into account the requirements and features of today in a limited time.

PLO15. Determine the functional features, nature, level and degree of relationships between the subjects of international economic relations of different levels and to establish communication between them.

PLO17. Identify the causes, types and nature of international conflicts and disputes, justify and apply economic, legal and diplomatic methods and means of resolving them at the international level, defending the national interests of Ukraine.

PLO20. Defend the national interests of Ukraine, taking into account the security component of international economic relations.

PLO21. Understand and have the skills to maintain business protocol and business etiquette in the field of international economic relations, taking into account the peculiarities of intercultural communication at the professional and social levels, both state and foreign languages.

PLO23. Recognize the need for lifelong learning in order to maintain a high level of professional competence.

PLO30. Analyze the trade and economic opportunities of the firm, identify markets and forecast the activities of firms in international markets, use in practice knowledge in finance, customs, banking and insurance to develop and implement a development plan based on investment and innovation model, analyze and summarize operating results, accounting, financial and investment activities of an international company.

PLO31. Understand the essence and types of dishonest behavior, identify and untolerate it in academic and extra-academic environments, obey to the norms of integrity in educational, scientific and professional activities.

4. The Course Structure

Names of content modules and topics	Total	Lectures	Seminars	Individual work	Consultations	Methods and techniques of teaching ²	Form of control ³ / Points
Content module 1. Psychology of interpersonal interaction							
Theme 1. Introduction to psychology of interpersonal interaction	10	2	4	4	-	Team-based learning, discussion	i/tRat tests/10
Theme 2. Concepts and factors of successful interpersonal interaction.	13	2	4	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/15
Theme 4. Effects of social perception in the process of interpersonal interaction. Nonverbal communication.	13	2	4	6	1	Team-based learning, psychological training	i/tRat tests/15
Theme 5. Techniques of active listening, persuasion and regulation of emotional stress.	13	2	4	6	1	Team-based learning	i/tRat tests/15
Theme 6. Psychology of conflict management. Nonviolent communication	13	2	4	6	1	Team-based learning	i/tRat tests/15
Theme 7. Negotiation, facilitation, mediation and arbitration. The principle of integrity in decision-making	15	2	6	6	1	Team-based learning, case method	i/tRat tests/20
Total for module 1	90	14	30	40	6		100
Total hours/ Points	90	14	30	40	6		100

Notes: DS – discussion, TR – training, RP/K – solving problems/cases, RMG – work in small groups, i/tRat tests – individual/readiness assurance test for team-based learning

IV. 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;
- 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.

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.

Assessment of students' work takes place directly in class. Completion of tasks within team-oriented training and solving tasks/cases is evaluated at 10 points. Active participation in training exercises is evaluated at 5 points. Students are warned in what format the practical session will be held. Criteria for the current assessment of students' knowledge in a practical lesson (evaluated in the range from 0 to 10 points): 10 points - the task is completed in full, the

answer is correct, the argument is provided, professional terms are used, 7-9 points - the task is completed, but the justification of the answer is insufficient, minor errors are made in the answer. 5-6 points - the task is completed, but the description and justification contain errors, professional terminology is not used, the report is simplified, 1-4 points - the task is partially completed, significant errors are made. 0 points - the task is not completed. The teacher evaluates the completeness of the disclosure of the question, integrity, systematicity, logical consistency, ability to formulate conclusions, accuracy of the written work, and independence of execution.

The credit is conducted in the form of a written test. Students are offered test tasks in the amount of 25 questions. The maximum score for the test is 100 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. Policy on Academic Integrity

Academic integrity by students involves:

- Independent performance of educational tasks, tasks of current and final control of learning outcomes;
- Reference to sources of information in case of using ideas, developments, statements, information;
- Providing reliable information about the results of one's own (scientific, creative) activities, research methods used and sources of information.

For violation of academic integrity (plagiarism, falsification, copying, deception, etc.), students may be held academically liable: re-taking of the assessment (test, exam, credit, etc.); re-taking of the relevant educational component of the educational program; expulsion from the University.

All written works are checked for plagiarism and are allowed to be defended with correct text borrowings of no more than 25%. Copying during tests and exams is prohibited (including using mobile devices). Mobile devices are only allowed to be used during online testing (e.g., Kahoot).

VII. Rating scale

Points	Grading
90 – 100	Pass
82 – 89	Pass
75 - 81	Pass
67 -74	Pass
60 - 66	Pass
1 – 59	Fail (with the option to retake the credit)

VIII. LIST OF RECOMMENDED SOURCES:

1. Arendt J. F. W., Pircher V.A., Kugler K. G. (2019). Mindfulness and Leadership: Communication as a Behavioral Correlate of Leader Mindfulness and Its Effect on Follower Satisfaction. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00667>
2. Wrench J. S., Punyanunt-Carter N. M., Thweatt K. S. (2020). *Interpersonal Communication: A Mindful Approach to Relationships*. Open SUNY Textbooks. <https://milneopentextbooks.org/interpersonal-communication-a-mindful-approach-to-relationships/>
3. Meurs, E. van, Greve J. & Strauss B. (2022). Moving in the presence of others – a systematic review and meta-analysis on social facilitation, *International Review of Sport and Exercise Psychology*, <https://doi.org/10.1080/1750984X.2022.2111663>
4. Bennani A., Ahmadi b 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>
5. 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>
6. *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)
7. Khairulin , O. (2021). Psychological Aspects of Language Game as to Mean of Influence on Human Consciousness. *Psychological Prospects Journal*, (37), 256–269. <https://doi.org/10.29038/2227-1376-2021-37-256-269>
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>
9. Haidarravy, S., & Anshori, M. I. . (2023). Conflict Management: A Systematic Literature Review (SLR). *Indonesian Journal of Contemporary Multidisciplinary Research*, 2(4), 577–592. <https://doi.org/10.55927/modern.v2i4.4706>
10. Brykman, K. M., O'Neill, T. A. (2023). How conflict expressions affect recipients' conflict management behaviors, *Organizational Behavior and Human Decision Processes*, 174. <https://doi.org/10.1016/j.obhdp.2022.104208>
11. Wolderslund M, Waidløw K, Kofoed P-E, Ammentorp J. (2023). Facilitators and Barriers to a Hospital-Based Communication Skills Training Programme: An Interview Study. *International Journal of Environmental Research and Public Health*. 20(6):4834. <https://doi.org/10.3390/ijerph20064834>
12. Moge T. (2023). Cross-Cultural Communication Barriers in Organizations. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(2), 20–33. <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). <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). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-504728>
15. Classen J., Veal T., Kijima R., Yang-Yoshihara M. & Ariga S. (2023). Interactional role negotiation among co-facilitators in an online design workshop, Classroom Discourse. <https://doi.org/10.1080/19463014.2023.2240907>
16. Boothby E. J., G. Cooney, Schweitzer M. E. (2023). Embracing Complexity: A Review of Negotiation Research. Annual Review of Psychology, 74, 299-332. <https://doi.org/10.1146/annurev-psych-033020-014116>
17. Коструба, Н. С. (2020). Ефективні комунікації як засіб досягнення професійних цілей// Соціально-психологічна компетентність персоналу в сфері публічного управління : монографія за заг. ред. О. В. Лазорко, Т. В. Федотової. Луцьк : Вежа-Друк, 92-105. <https://evnuir.vnu.edu.ua/handle/123456789/18868>
18. Kostruba, N., & Kostruba, A. (2024). Social support as a factor of mental health in wartime conditions: Communication and interaction. Scientific Studies on Social and Political Psychology, 30(1), 39-45. <https://doi.org/10.61727/ssspj/1.2024.39>