#### card of course

|  |  |
| --- | --- |
| Subject name | Interpersonal communication |

1. The placement of the subject in the study system

|  |  |
| --- | --- |
| 1.1. Field of study | ARU, FIR, GP, INF, PG, PS, ZAZ |
| 1.2. Form and path of study | Full-time/part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

|  |  |
| --- | --- |
| 1. 5. Specialty | - |
| 1.6. Subject Coordinator | Mgr Maria Sieńko |

2. General characteristics of the subject

|  |  |
| --- | --- |
| 2.1. Belonging to a subject group | University-wide |
| 2.2. Number of ECTS | 1 |
| 2.3. Language of lectures | English |
| 2.4. Semesters in which the subject is taught | I |
| 2.5.Criteria for selecting course participants | - |

1. Learning outcomes and course delivery
   1. Subject Objectives

|  |  |
| --- | --- |
| No. | Subject Objectives |
|
| C1 | Increasing the ability to use the tools of effective communication (paraphrase, I-message, naming feelings, naming emotions). |
| C2 | Increasing awareness of the appropriate choice of communication style depending on the situation. Transformations in the quality of relationships during the pandemic. |
| C3 | Acquiring the ability to communicate effectively in a helping situation and in the process of solving individual and group problems. |
| C4 | Improving the quality of communication in a student group through effective relationship building, bridging the gap between communication theory and practice. |
| C5 | Making participants aware of communication barriers and working on filling deficits in this area. |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Description of subject  learning outcomes | Reference to  directional effects  learning (symbols) | Method of implementation (mark "X") | | | |
| ST | | NST | |
| Classes at the University | Activities on  the platform | Classes at the University | Activities on  the platform |
| After passing the course, the student knows and understands **the knowledge** | | | | | | |
| W1 | Own communication style. | ARCH\_W14  FIR\_W10  GP\_W18  INF\_W22  PPW\_W08  PS\_W07  Z1\_W11 | X |  | X |  |
| W2 | Communication barriers that hinder interpersonal communication. | X |  | X |  |
| W3 | The role of verbal and non-verbal communication and the importance of emotions in the communication and integration process and the influence of experiences, phenomena, knowledge, personality and temperament on the communication process | X |  | X |  |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | Use methods and tools of effective communication, including: paraphrase and I-message. Select communication style depending on the situation, understands the need to improve communication skills. | ARCH\_U06  ARCH\_U07  FIR\_U13  FIR\_U15  GP\_U20  INF\_U10  PPW\_U23  PS\_U08  PS\_U22  Z1\_U14 | X |  | X |  |
| U2 | Participate in meetings, effectively establish contact with another person/environment, cooperate and build a platform for dialogue and understanding with people with different beliefs and values. | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | Taking responsibility for effective integration and communication, while respecting the principles of professional ethics. | ARCH\_K06  FIR\_K01  FIR\_K03  GP\_K07  INF\_K05  PPW\_K05  PS\_K08  Z1\_K06 | X |  | X |  |
| K2 | Motivating yourself and others to carry out tasks and achieve set goals, as well as to actively and independently work for the benefit of the social environment. | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of ………………. | Other | **ECTS points** |
| **ST** |  |  |  | 15 |  |  |  |  |  | 1 |
| **NST** |  |  |  | 10 |  |  |  |  |  | 1 |

3.4. Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASS: WORKSHOP

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Content of the course | Reference to subject-specific learning outcomes | Method of implementation (mark "X") | | | |
| ST | | NST | |
| **Classes at the University** | **Activities on  the platform** | **Classes at the University** | **Activities on  the platform** |
| 1. | Getting to know your own communication style. | W1 | X |  | X |  |
| 2. | Communication barriers that hinder interpersonal communication - introduction, exercise analysis, statements | W2, U1 | X |  | X |  |
| 3. | Building a platform for dialogue and understanding with people with different beliefs and values. Communication with loved ones. Effectively establishing contact with another person – introduction and discussions. | U1, U2 | X |  | X |  |
| 4. | Effective communication tools: naming feelings, using open-ended questions, active listening: paraphrasing, reflecting, precision of the message, "I" message - introduction, analysis of exercises, statements | U1 | X |  | X |  |
| 5. | Discussion on the role of verbal and non-verbal communication.  The role and importance of emotions in the process of communication and integration. | W3, U2, K1 | X |  | X |  |
| 6. | Interpersonal relations in a helping situation. The power of empathy. Communication with people affected by war and difficult experiences - discussion, analysis of exercises, statements | W3, U1, U2, K1 | X |  | X |  |
| 7. | How to motivate participants, how to motivate yourself? – internal and external motivation. – analysis of exercises | K2 | X |  | X |  |
| 8. | The importance of the integration process and effective communication in group functioning – introduction, exercise analysis, statements | U2, K1, K2 | X |  | X |  |
| 9. | Interpersonal relations during the COVID-19 pandemic and after its end. Transformations in the quality of interpersonal relations – discussion. | W3, U1, U2 | X |  | X |  |
| 10. | Summary of classes and discussion of grades. |  | X |  | X |  |

3.5 . Methods of verifying learning outcomes (indicating and describing methods of conducting classes and verifying the achievement of learning outcomes, e.g. debate, case study, preparation and defense of a project, complex multimedia presentation, solving problem-solving tasks, situation simulations, study visit, simulation games + description of a given method):

After a short theoretical introduction, students analyze exercises from individual thematic blocks and provide answers to each task. Students discuss and exchange their own experiences from everyday life (without assessment).

Based on the topics covered in class, students prepare a final paper: "Interpersonal communication as an inseparable element of professional work", which they present during the last class. The paper must contain the following elements:

1. What is communication style and which one can be most useful in professional work?
2. What can hinder interpersonal communication at work and how you can overcome these problems.
3. What is the role of verbal and non-verbal communication in communication? What type of communication is more important in professional work.
4. Should professional work take into account the importance of emotions in communicating with other people?
5. How can you communicate effectively with others and why it is important.
6. What is the importance of effective communication for the functioning of a group, e.g. a task group or a professional group?
7. How you can use the knowledge you have gained about interpersonal communication to motivate yourself and your team of colleagues to work effectively.

|  |  |  |  |
| --- | --- | --- | --- |
| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W3 | Preparation of written work and its presentation (described above) | Task sheet, written work assessed by the instructor | Preparation of written work and its presentation (described above) |
| SKILLS | | | |
| U1-U2 | Analysis of exercises and solving tasks, discussion | Preparation of written work and its presentation (described above) | Task sheet, written work assessed by the instructor |
| SOCIAL COMPETENCES | | | |
| K1-K2 | Analysis of exercises and solving tasks, discussion | Preparation of written work and its presentation (described above) | Task sheet, written work assessed by the instructor |

3.6. Assessment criteria for the achieved learning outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning effect | For a grade of 3 or "pass."  the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Literature

**Basic**

1. Carnegie, Dale. Jak tworzyć doskonałe relacje: zdobądź zaufanie i wpływaj na ludzi, Gliwice, Helion, 2021
2. Rosenberg M. B., Porozumienie bez przemocy, Jacek Santorski & Co Agencja Wydawnicza, Warszawa, 2016
3. McKay M., Davis M., Fanning P., Sztuka skutecznego porozumiewania się, Gdańskie Wydaw. Psychologiczne, 2017
4. L. Myszka- Strychalska, O potrzebie wzmacniania relacji interpersonalnych w czasach pandemii koronawirusa SARS-CoV-2 – doniesienia z badań z udziałem młodzieży akademickiej, 22/2021, dostęp on-line https://bibliotekanauki.pl/articles/2087790.pdf

**Supplementary**

1. Adler R. B., Relacje interpersonalne: proces porozumiewania się, Dom Wydawniczy Rebis, Poznań, 2014
2. [P. Kosowski](https://scholar.google.com/citations?user=W542BQcAAAAJ&hl=pl&oi=sra), [J. Mróz](https://scholar.google.com/citations?user=6e44Ce0AAAAJ&hl=pl&oi=sra) - Kwartalnik Naukowy Fides et Ratio, 2020, Ocena komunikacji a poczucie samotności i satysfakcji z życia w czasie pandemii, dostęp on-line: https://fidesetratio.com.pl/ojs/index.php/FetR/article/download/273/268

4. Student workload - ECTS points balance

|  |  |  |
| --- | --- | --- |
| **Types of student activity** | **Student Load** | |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **15** | **10** |
| Classes included in the study plan | 15 | 10 |
| **Student's own work** | **10** | **15** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 5 | 10 |
| Preparation for passing classes | 5 | 5 |
| **TOTAL STUDENT HOURLY LOAD** | **25** | **25** |
| **Number of ECTS points** | **1** | **1** |

|  |  |
| --- | --- |
| Last change date | 30/09/2024 |
| The changes were introduced | INF Education Quality Team |
| The changes were approved | Arkadiusz Gwarda, M.A. |