



## **Facilitative Dialogue Undergraduate Course Information Guide**

**Course Number: CCH 222, 4 credits, 10 Weeks**  
**Delivery Formats: Online Async**

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### **Course Description**

This course aims to help students understand the psychology surrounding difficult, emotionally volatile interpersonal situations in order to facilitate appropriate dialogue to arrive at a solution. These situations can include: confronting an uncooperative coworker, assessing alleged wrongdoing by a student, addressing resistance in a patient, providing feedback to a friend, or meeting the needs of a disgruntled customer. In these situations, our own behavioral and verbal actions are important determinants in the direction, duration, and consequences of the interaction. Given the potential for us to be hostilely confronted, and for those whom we are talking to for them to act defensively, we often have to manage our own emotions while trying to quickly assess the situation to facilitate dialogue. Students will learn, develop, and practice a framework to more effectively manage these situations. This course is appropriate for those in professional settings such as human resources, patient- and service-oriented industries, counseling, education, leadership development, in addition to personal settings where facilitative dialogue is necessary.

### **Learning Outcomes**

After completing this course, you will be able to:

- Identify key psychological factors that contribute to successful navigation of volatile and emotionally intense interpersonal contexts.
- Explain skills needed for successful navigation of volatile and emotionally intense interpersonal contexts.
- Explain the stress response and its impact on emotional regulation within interpersonal contexts.
- Develop a communication strategy to address a personal or professional interpersonal conflict that involves volatile and emotionally intensity.

## Learning Strategies and Resources

We will use a variety of learning methods to begin to understand the components of facilitative dialogue and the factors involved with its success and failure. Class discussions will be vital as we work together as a group to understand how our emotional and cognitive selves intersect with the way we perceive, interpret, and engage with others. The extent of participation will determine the quality of the course; thus, students are encouraged to come prepared and to engage. We will use video clips and real-world examples to provide illustrations of the concepts.

The course has a heavy emphasis on application. Therefore, students will engage in several experiential exercises that invoke thoughts and feelings in a simulation-based setting. Students will learn practical strategies and have ample opportunities to practice and observe themselves.

## Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2021). *Crucial conversations: Tools for talking when stakes are high* (3rd Ed). McGraw Hill: New York, NY.

Hill, C.E. (2014 or 2020). *Helping skills: Facilitating exploration, insight, and action* (4th or 5th Ed). APA: Washington, D.C. (Buy used for \$30 or rent via Amazon for \$20)

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

## Learning Deliverables

**Online Discussion Posts – Online Discussions** will be posted on D2L and will be a question or an article that relates to our discussions. Students are expected to participate in these online discussions and post at least one comment with your thoughts/opinion by the designated due date every week. Students are highly advised to post early on so that an actual online discussion can occur. Students are encouraged to post more than once, as this will facilitate discussion during class as well. Online posts will be graded based mostly on quality and depth of thought. Please use decorum, etiquette, and proper grammar in your posts. There is no minimum or maximum length requirement. You will be assessed on quality/depth of thought and grammar.

**Videotape Dialogue and Transcription –** Students will be asked to videotape an interpersonal interaction dialogue with a classmate twice throughout the course, in which they play the role of the helper/listener. The purpose of this exercise is for students to observe themselves engaging in facilitative dialogue. Each videotape session should range around 20 minutes. Students will transcribe their videotape sessions and examine the transcription for interpretation, emotional content, personal

impact, and decision-making rationale. They will systematically evaluate the transcript to understand the various dynamics that shaped the course of the dialogue.

Self-Awareness Papers – These papers will include either questionnaires and/or behavioral questions to help students identify their own personal communication patterns.

Final Project – The Final Project is the culmination of what you have learned in this course through practical application. Students will describe their understanding of facilitative dialogue. Additionally, they will delineate the factors involved with their own personal engagement with facilitative dialogue and create a template for their future success use of it.

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## Assessment of Student Learning

### Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Attendance (10 x 10 points each)	10%
Online Discussion Posts (5 x 20 points each)	10%
Videotape Dialogue and Transcription (2 x 150 points each)	30%
Self-Awareness Papers (5 x 50 points each)	25%
Final Project (250 points)	25%

### Grading Scale

A = 93 to 100	A- = 89 to 92	B+ = 87 to 88
B = 82 to 86	B- = 79 to 81	C+ = 77 to 78
C = 72 to 76	C- = 69 to 71	D+ = 67 to 68
D = 62 to 66	F = 59 or below	INC

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## Course Schedule

<b>Week or Module Title or Theme</b>	<b>Readings / Learning Activities</b>	<b>Graded Assignments</b>
Week 1: Introduction: Crucial Conversations and the Three-Stage Model	Crucial Conversations, Chapters 1 and 2  Helping Skills Chapter 2	Self-Awareness Paper 1  Online Discussion 1
Week 2: The Role of Emotions	Crucial Conversations Chapter 4, 6	Self-Awareness Paper 2  Online Discussion 2
Week 3: Physiological Activation and the Stress Response / Videotape Dialogue 1	Helping Skills Chapters 4 and 5	Videotape Transcription 1
Week 4: Exploration: Listening	Helping Skills Chapter 7	Self-Awareness Paper 3
Week 5: Exploration: Thoughts and Feelings	Crucial Conversations Chapter 8  Helping Skills Chapter 8 and 9	Online Discussion 3
Week 6: Insight: Understanding Behavior	None	Self-Awareness Paper 4
Week 7: Insight:	Helping Skills Chapter 12 and 14	Online Discussion 4

Developing Awareness		
Week 8: Guest Speaker / Videotape Dialogue 2	None	Videotape Transcription 2
Week 9: Action	Crucial Conversations Chapter 3 and 9  Helping Skills Chapter 16	Self-Awareness Paper 5
Week 10: Action	Crucial Conversations Chapter 11	Online Discussion 5
Week 11		Final Project

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## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

## Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

### **School of Continuing and Professional Studies**

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For Advising Assistance, call (312) 362-5445 or email [scpsadvising@depaul.edu](mailto:scpsadvising@depaul.edu)

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