

School for New Learning
DePaul University

HC 222 Facilitative Dialogue
Course Syllabus
Winter 2017

Instructor:	Joseph C. Chen, Ph.D.	Tuesdays 5:45 to 9 PM (Jan. 2 – Mar. 11)
Email:	jchen31@depaul.edu	Lewis 1404
Phone:	(312) 362-7391	
Office:	14 East Jackson, Room 1528 (By Appt)	

COURSE DESCRIPTION

Verbal communication is an essential component in virtually every aspect of our interpersonal lives. The course examines the psychology of interpersonal communication and focuses on facilitating appropriate dialogue in order to arrive at a solution involving a difficult situation or in the face of potentially emotional volatility. As examples, these conversations can include: confronting an uncooperative coworker, assessing alleged wrongdoing by a student, addressing resistance in a patient, providing improvement-focused feedback to a direct report, 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 verbally accosted, hostilely confronted, or inappropriately blamed, and for those whom we are talking to act defensively, shut-down, or disengage, we often have to manage our own emotions while trying to quickly assess the situation to facilitate dialogue. In this experiential and applied course, students will examine the psychological components involved in emotionally volatile and content-difficult situations including the role of our emotional and physiological states. Students will learn, develop, and practice a framework to more effectively manage the situation in order to arrive at an acceptable outcome. This course is appropriate for those in human resources, patient- and service-oriented industries, counseling, education, leadership development, and other settings where facilitative dialogue is necessary.

COMPETENCES

- H3D:** Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.
- H3X:** Can identify the role of interpretation and perception in the process of emotional volatility.
- S2A:** Can describe, differentiate, and explain form, function, and variation within physical systems.
- FX:** Written by student/faculty. This competence allows students to create statements that meet their specific learning needs related to their Focus Area.

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.

Reading materials are focused around a) understanding interpersonal psychology, b) understanding the stress response, and c) learning a framework toward facilitating successful dialogue. We will utilize the required texts (below) and supplemental readings (research studies, handouts, summary articles), which I will provide.

Required Texts:

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high (2nd Ed)*. McGraw Hill: New York, NY.

Hill, C.E. (2014). *Helping skills: Facilitating exploration, insight, and action (4th Ed)*. APA: Washington, D.C.

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.

The course has a heavy emphasis on application. Therefore, students will engage in weekly *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.

Reflective writing will be used to facilitate synthesis and consolidation of learning. Class time will be used after a specific exercise or demonstration for students to gain insight into their own experience as well as the implications of their learning.

LEARNING DELIVERABLES AND ASSESSMENT OF STUDENT LEARNING:

Online Discussion Posts (25 points each) – 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. Due: 1/10, 1/17, 2/7, 2/14, 2/21

Dialogue Videotape (50 points each) – 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. The purpose of this exercise is for students to observe themselves engaging in facilitative dialogue. Each videotape session should range around 30 minutes. Students will be given classroom to conduct these sessions during Week Three (1/17) and Week Eight (2/21).

Videotape Transcription (100 points each) – 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. Due: 1/24, 2/28

Reflection Papers (150 points each) – The purpose of these two papers is for students to think deeper about the dynamics involved with facilitative dialogue. These papers will be focus on students' own experiences. Questions and prompts will be provided to help formulate students' thinking. Due: 1/31, 3/7

Final Project (200 points) – 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. Due: 3/14

Attendance and Participation:

Class attendance and participation is a necessary part of this course. Students who fail to attend more than 2 classes will receive a failing grade. If you foresee absences, please let me know ASAP, preferably at the beginning of the quarter and we will arrange for you to complete assignments. If an emergency arises, please contact me and we can discuss how to proceed.

Late Work:

Late submissions will be allowed two weeks past the due date. Submissions after two weeks will not be accepted and you will not receive credit for that assignment. If there are circumstances that preclude you from submitting within the two-week timeframe, please actively discuss with me.

Overall Grading Scale:

Attendance (10 classes)	= 100 points (10 points each)
Online Discussions (5 Total)	= 100 points (20 points each)
Dialogue Videotape (2 Total)	= 100 points (50 points each)
Videotape Transcription (2 Total)	= 200 points (100 points each)
Reflection Papers (2 Total)	= 300 points (150 points each)
Final Project	= 200 points

A	= ≥ 93%	C	= 72.5%
A-	= 89.5%	C-	= 69.5%
B+	= 87.5%	D+	= 67.5%
B	= 82.5%	D	= 62.5%
B-	= 79.5%	Fail	= < 59.5%
C+	= 77.5%		

Week One (January 3) – Introduction: Crucial Conversations and the Three-Stage Model

Required Readings Due:

- Crucial Conversations Chapters 1 and 2
- Helping Skills Chapter 2

Homework Due:

- None

Week Two (January 10) – The Role of Emotions

Required Readings Due:

- Crucial Conversations Chapter 4, 6

Homework Due:

- Online Discussion 1

Week Three (January 17) – Physiological Activation and the Stress Response / Videotape Dialogue 1

Required Readings Due:

- Helping Skills Chapters 4 and 5

Homework Due:

- Online Discussion 2

Week Four (January 24) – Exploration: Listening

Required Readings Due:

- Helping Skills Chapter 7

Homework Due:

- Videotape Transcription 1

Week Five (January 31) – Exploration: Thoughts and Feelings

Required Readings Due:

- Crucial Conversations Chapter 8
- Helping Skills Chapter 8 and 9

Homework Due:

- Reflection Paper 1

Week Six (February 7) – Insight: Understanding Behavior

Required Readings Due:

- None

Homework Due:

- Online Discussion 3

Week Seven (February 14) – Insight: Developing Awareness

Required Readings Due:

- Helping Skills Chapter 12 and 14

Homework Due:

- Online Discussion 4

Week Eight (February 21) – Guest Speaker / Videotape Dialogue 2.

Required Readings Due:

- None

Homework Due:

- Online Discussion 5

Week Nine (February 28) – Action

Required Readings Due:

- Crucial Conversations Chapter 3 and 9
- Helping Skills Chapter 16

Homework Due:

- Videotape Transcription 2

Week Ten (March 7) – Action

Required Readings Due:

- Crucial Conversations Chapter 11

Homework Due:

- Reflection Paper 2

Week Eleven (March 14) – No Class

Homework Due:

- Final Project

COURSE POLICIES:

Students are expected to be prepared to discuss readings and to actively participate in classroom and online dialogue and assignments. Students are expected to treat others with respect both in person and online. Students are welcome to use technology to take notes. Students are not allowed to audio- or video-record class sessions. While it is understandable that students may need to use mobile devices to deal with urgent personal situations, refrain from using mobile devices during class session.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

INSTRUCTOR BIO

Joseph C. Chen is a member of the DePaul University faculty, serving as an Assistant Professor in the University's School for New Learning. He earned his B.A. in Psychology from Wheaton College (IL) and completed his doctoral degree at Virginia Commonwealth University, obtaining both a M.S. and Ph.D. in Counseling Psychology. As part of his doctoral education, he completed both a predoctoral internship and a postdoctoral clinical fellowship at the University of California, Berkeley, whereby he remained as a staff psychologist at their University Health Services providing psychotherapy and crisis intervention services to students, consultation and outreach to the campus, and workshops and training on student mental health to faculty and staff. A licensed clinical psychologist, he has provided psychological services in the community mental health, university, and correctional settings. His research interests revolve around the change process and the impact of culture, worldview, and groups on its expression. Within research, he likes to ask the question, "Why'd you do that?"