

SS2702: PSYCHOLOGY OF INTERPERSONAL RELATIONS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Psychology of Interpersonal Relations

Subject Code

SS - Social and Behavioural Sciences

Course Number

2702

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS1101 Basic Psychology or SS2023 Basic Psychology I or SS2605 Basic Principles in Psychology or SS2607 Psychological Principles Applied to Science and Technology

Precursors

Nil

Equivalent Courses

SS3701 Psychology of Interpersonal Relations

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to explore psychological theories and empirical research that can explain interpersonal behaviour and relations. Students will be able to apply and evaluate Western concepts, theories and research findings in analysing their daily transactions within a local context.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Describe concepts, theories and empirical research findings that explain interpersonal behaviour and relations;	25	x	x	
2 Apply relevant Western theoretical concepts and research findings critically to explain and discuss issues of interpersonal relations within a local context;	25	x	x	x
3 Analyse the psychological processes that undergo with the formation, development and changes of human relationships; and	25	x	x	x
4 Evaluate, critically, the impacts of cultural, social and demographic variables on interpersonal behaviour and relations.	25	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1 Lectures	Students will engage in lectures to gain knowledge about the pertinent theories and research in interpersonal psychology to build up students' competence in various areas of interpersonal relations. Students will be required to participate actively in lectures.	1, 2, 3	

2	Group project	Students will participate in groups to consolidate their learning. Emphasis will be on two dimensions: cross-cultural (East-West), and intergenerational (traditional-contemporary Chinese) in the discussion of the chosen topic. Students will be required to present their project and to write a report as a term paper. It can promote higher-order thinking skills through evaluation of applicability of western concepts and theories across cultures and over time, and by generation of self-owned products (oral presentation and written report).	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Quiz	1, 2, 3, 4	70	-	No
2	Group Project	1, 2, 3, 4	30	Students are allowed to use AI only to (1) brainstorm and generate initial ideas; (2) conduct preliminary literature review. (3) conduct grammatical editing	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Quiz

Criterion

To answer the questions in a form of closed-book situation.

Excellent (A+, A, A-)

Ability to demonstrate full understanding of the materials discussed in lectures by knowing how to describe, apply, analyse, and evaluate the lecture information effectively

Good (B+, B, B-)

Ability to demonstrate a good understanding of the materials discussed in lectures by knowing how to describe, apply, and analyse the lecture information effectively

Fair (C+, C, C-)

Satisfactory grasp of the materials discussed in lectures; able to demonstrate an adequate level of understanding of the subject by knowing how to describe and apply the lecture information effectively

Marginal (D)

Inadequate grasp of the materials discussed in lectures; unable to show a basic understanding of the subject by knowing how to describe, apply, analyse or evaluate the lecture information;

Failure (F)

Failure to grasp of the materials discussed in lectures; unable to show any basic understanding of the subject by knowing how to describe, apply, analyse or evaluate the lecture information.

Assessment Task

2. Group Project I (Oral Presentation)

Criterion

To make an oral presentation of a selected topic as a group project

Excellent (A+, A, A-)

Students are able to demonstrate full understanding of the related knowledge (more than required), very clear explanations and/or full elaborations.

Students maintain good eye contact with audience seldom returning to notes.

Students present information in logical, interesting sequence that audience can follow.

Good (B+, B, B-)

Students are able to demonstrate good understanding of the presented information, but fail to elaborate fully.

Students maintain eye contact most of the time but frequently return to notes.

Students present information in logical sequence that audience can follow.

Fair (C+, C, C-)

Satisfactory grasp of the presented information ; able to demonstrate an adequate level of understanding of the subject.

Students occasionally use eye contact but still read most of report.

Audience has difficulty following presentation student jumps around in topic.

Marginal (D)

Inadequate grasp of the presented information; unable to show a basic understanding of the subject.

Students read all of report with no eye contact.

Audience cannot understand presentation because there is no sequence of information.

Failure (F)

Unable to grasp of the presented information; fail to show a basic understanding of the subject.

Students are unable to present probably even when they are reading the scripts without any eye contact.

Audience is totally lost in the presentation

Assessment Task

Group Project II(Written Report)

Criterion

To write up a written report of the selected topic on the basis of the materials in the oral presentation

Excellent (A+, A, A-)

Students are able to demonstrate full understanding of the related knowledge (more than required), very clear explanations and/or full elaborations in a form of a written paper with excellent organization and structure.

Good (B+, B, B-)

Students are able to demonstrate good understanding of the presented information, but fail to elaborate fully in a form of a written paper with good organization and structure.

Fair (C+, C, C-)

Students are satisfactorily able to grasp the presented information; able to demonstrate an adequate level of understanding of the subject in a form of a written paper with quite good organization and structure.

Marginal (D)

Students are unable to show adequate grasp of the presented information; unable to show a basic understanding of the subject in a form of a written paper. The paper is loosely organized without a clear structure.

Failure (F)

Unable to grasp of the presented information; fail to show a basic understanding of the subject in a form of a written paper. The paper is totally in a mess without a clear focus or structure.

Part III Other Information**Keyword Syllabus**

Nature and Functions of Human Relationship. Relationship Science, Theories and Perspectives. Relationship Process, Development, and Maintenance. Cultural and Generational Differences in Interpersonal Behaviours

Reading List**Compulsory Readings**

	Title
1	Bersheid, E., & Regan, P. (2005). The psychology of interpersonal relationships. New Jersey: Pearson.
2	Erber, R., & Erber, M. W. (2011). Intimate relationships: Issues, theories, and research. Boston/London: Allyn & Bacon.

Additional Readings

	Title
1	Frankel, F. (2010). Friends forever: How parents can help their kids make and keep good friends. San Francisco: Jossey-Bass.
2	Jackson-Dwyer, D. (2014). Interpersonal relationships. Hove, East Sussex : Routledge.
3	Goodwin, R. (2009). Changing relations: Achieving intimacy in a time of social transition. NY: Cambridge University Press.
4	Hanna, S. L., Suggett, R., Radtke, D. (2010). Person to person: Positive relationships don' t just happen. (5th Ed.) New Jersey: Prentice Hall.
5	Hartley, M. (2003). Body language at work. London: Sheldon.
6	Hendrick, C., & Hendrick, S. S. (2000). Close relationships: A sourcebook. Thousand Oaks, CA: Sage.

7	Huston, D. (2010). <i>Communicating mindfully</i> . Ohio: Cengage Learning.
8	Knapp, M. I., Vangelis, A. L., & Caughlin, J. P. (2014). <i>Interpersonal communication and human relationships</i> . (7th Ed.) Boston: Pearson Allyn & Bacon.
9	Mills, R. S. L., & Duck, S. (Eds.). (2000). <i>The developmental psychology of personal relationships</i> . New York: Wiley.
10	Swami, V., & Furnham, A. (2008). <i>The psychology of physical attraction</i> . NY: Routledge.
11	Willerton, J. (2010). <i>The psychology of relationships</i> . Basingstoke : Palgrave Macmillan.
12	Additional journal articles will be assigned in class.