

# Week 7: Connectedness & interpersonal communication

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▶ **Outline:**

- Connectedness (20 mins)
- Diversity and cultural difference (15 mins)
- Intercultural competence and Inclusive Practice (10 min)
- Communication: Active-constructive responding (35 min)
- Communication: Praise (10 min)
- Communication: Assertive communication (20 min)
- Journal 2
- P2P Mentor (5 mins)
- Pre-practical tasks for Week 8 (1 min)

▶ **Expected Outcomes:**

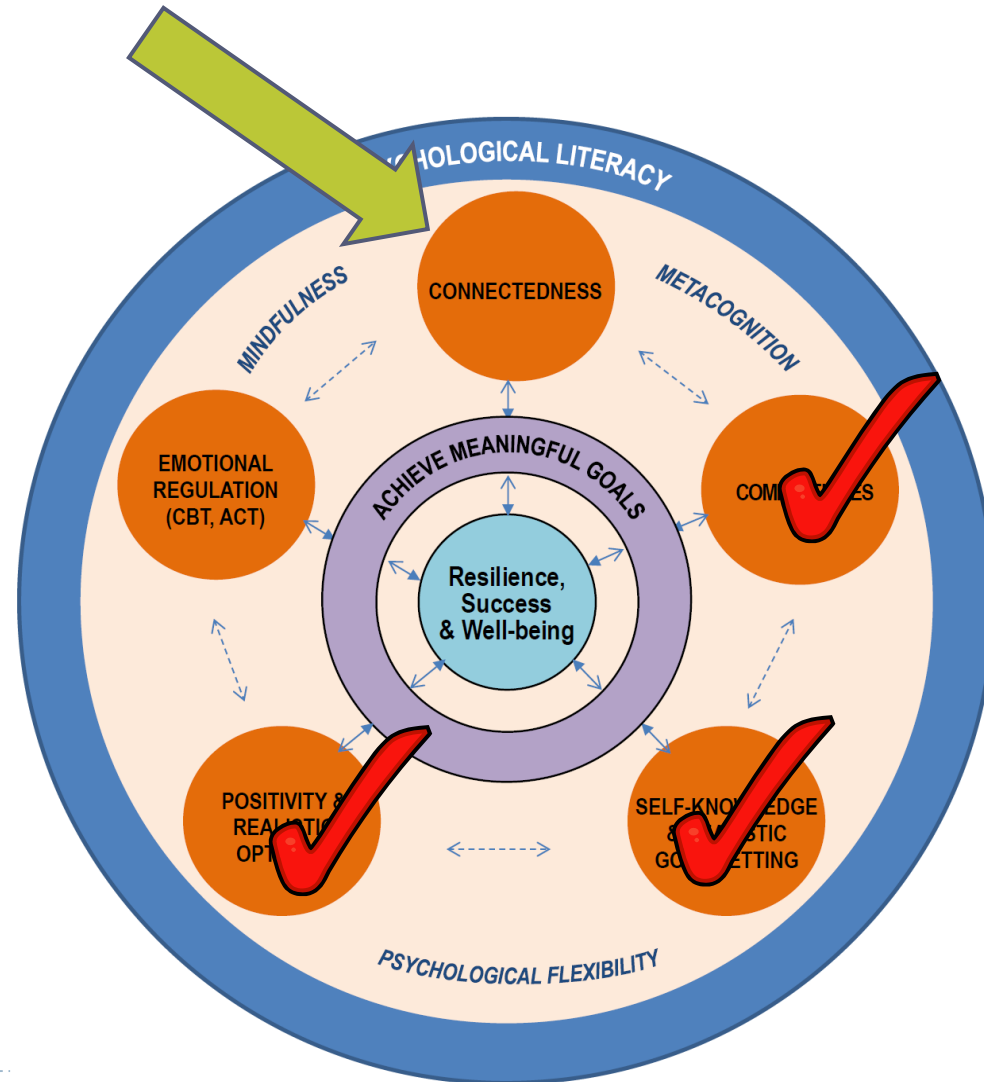
- Increased awareness of the importance of connectedness/relatedness
- Increased appreciation of diversity
- Increased skills in interpersonal communication

# Pre-practical tasks for Week 7: Summary

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1. Gable et al. (2004). Read pp 228-230, table 2, and study 4, summarise Study 4 (Moodle), write a response to good news using each of the 4 response styles in Table 2 (“Bring” this to class.)
  2. Assertiveness Questionnaire: complete (and “bring” to class)
  3. THE DESK: Staying connected. Complete the following “Staying Connected” modules:
    - a. Sticking up for myself AND
    - b. EITHER Making Friends OR Managing Disagreements.Ensure that you watch the videos in each module.  
Take a screen shot of the completed final step and post to Moodle
  4. Praise exercise – Over the next week, praise one person that you encounter from EACH of the following contexts:
    - i. Personal (friend or family)
    - ii. Academic
    - iii. Work or otherIn each case, ensure that you praise/congratulate them (eg for winning a tennis comp.) in specific terms (ie activity, skill, strategy or effort eg “I can see your practice with serving has really improved your game”), and not for a general personal characteristic/attribute (eg “you are a natural at tennis”). And, don’t use general compliments (eg that’s great!). For each, write down your perception of how your praise impacted the recipient, as well as any effect that it had on you. Submit on Moodle and bring a copy to your Week 7 class
  5. Week 7 Weekly Schedule. Submit on Moodle
- POST READING:** Competencies handout, Learning Centre Time Management handout
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# Resilience Strategies (buckets)



# Develop Connectedness and Interpersonal Skills

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- ▶ Research suggests students with better social support experience **less stress** (eg Leary & DeRosier, 2012)
  - ▶ Social involvement and good relationships with close family members, friends or others are important, both when we are **under stress** and when we are **celebrating good things** (eg Gable et al, 2013)
  - ▶ Relying on others and accepting support is **not a sign of weakness**, and assists recovery from stress and illness, as well as **helping you achieve your goals** and increase your well-being
  - ▶ **Assisting others** in their time of stress can also benefit your well-being
  - ▶ Diener and Seligman (2002) found that having close personal relationships with others **contributed significantly to happiness**, and suggest that the ability to build close personal relationships may have a profound **impact on well-being** (PERMA)
  - ▶ Positive associations exist between empathy and general emotional well-being and overall life success (Mehrabian, 2000)
  - ▶ Includes developing positive and effective ways of **communicating** with diverse others (assertive, active constructive responding, praise)
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# Connectedness (*vs* Isolation) and Health

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Health Psychology emphasises the importance of social support networks for psychological well-being.

- Social Support = “the presence of others in whom we can confide and from whom we can expect help & concern” (Westen et al, p586)
  - SDT: **relatedness** (feeling that one is close and connected to significant others) is one of the basic psychological needs nearly all theories of human motivation and development incorporate some process by which people seek to establish and maintain satisfying connections with others (see Reis & Patrick, 1996)
  - people who feel satisfied with their interpersonal connections are happier and healthier than those who feel dissatisfied (Myers, 1992)
  - People who are better integrated in social networks and who feel satisfyingly connected with others tend to live longer and possess better mental and physical health (eg Ryff, 1995).
  - Social support may act as buffer against stress, and/or impact the primary appraisal of situation and ability to cope
  - Loneliness is a major stressor, and results in increased autonomic arousal in response to stress, and slower recovery from negative emotional states (Cacioppo et al, 2000)
  - ▶ Keyes (1998, 2002): Social Well Being: *‘Individuals are embedded in social structures ..and face countless social tasks and challenges...To understand optimal functioning and mental health, social scientists also should investigate adults’ social well-being’*
  - ▶ NB Connectedness to place as well as people eg. Indigenous Australians
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## Connectedness (5 mins)

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- ▶ In groups, list on one piece of paper the many different ways in which you “connect” with (or are connected to) other people
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# Class discussion (5 mins)

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Reis, Sheldon et al (2000) identified 7 major types of social activity that might contribute to a general sense of relatedness:

1. **communicating about personally relevant matters (Parks & Floyd, 1996)**
  2. having a group of friends with whom one can “hang out” (Rubin, 1983),
  3. **feeling understood and appreciated (Swann, 1990),**
  4. participating in pleasant/fun activities (Clark & Watson, 1988)
  5. avoiding self-conscious or insecure feelings (Ryan, Plant, & Kuczkowski, 1991; Wood, Saltzberg, Neale, Stone, & Rachmiel, 1990)
  6. participating in shared activities (Duck & Wright, 1993; Tiger, 1969)
  7. avoiding arguments and conflict that create distance with significant others (Gottman, 1994)
- ▶ NB Positive mood tends to be higher, and negative mood lower, on weekends than on weekdays (Egloff, Tausch, Kohlmann, & Krohne, 1995), which may relate to different activities engaged in
  - ▶ Identify items on your list that meet Categories 1 & 3 (and 2, 4 & 5)
  - ▶ Mark those ticked items on your list that are “electronic” in nature (ie not face-to-face). Are they as effective?
  - ▶ How can you transform the other items (that are not ticked) into this kind of connectedness, if you decided to?
  - ▶ CLASS DISCUSSION: one pertinent point from each group

NB Sheldon et al found  
6 & 7 don't contribute  
to sense of relatedness

# The Desk ( 5 mins)

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- ▶ Discussion of Staying Connected module
- ▶ Students to pair up and discuss:
  1. Experience of *Sticking up for yourself* sub-module?
  2. With regards to the *Making friends* or *Managing disagreements* modules, which one they complete?
  3. What aspect of the module they felt was most useful and they feel they could put into practice?
  4. What could be changed or added to the module to make it more useful?

One comment to feed back to class

CLASS DISCUSSION (+ 5 MINS)

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# Diversity and Intercultural awareness

## Activity: Your name (5 mins)

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- ▶ What is the origin of your name?
  - ▶ Spend 1 minute sharing with a person on your table where your name comes from and what it represents in your family, culture, religion and/or community
  - ▶ General class feedback (2 mins)
  - ▶ (After class, **Google** your name to see if it has a different meaning in a different culture)
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## Activity: Student Diversity (10 mins)

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In your table group, brainstorm all of the ways that students differ from each other (5 mins)

Feedback to class (5 min)

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# Student Diversity at UNSW



2011: 52,582 students; 37,975 Australian, 21,601 first year  
72% < 25 years old

14,607 international students (top 10 countries: China, Hong Kong, Malaysia, Indonesia, Singapore, Republic of Korea, USA, India, Vietnam and Thailand)



# “Culture Shock”: What is it?

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“Culture shock is ... the anxiety that results from losing all familiar signs and symbols of social intercourse. These signs are the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips...when to accept and when to refuse invitations, when to take statements seriously and when not.

▶ Later, think about:

- ▶ When have you experienced cultural shock? (may not be different country, just different context)
- ▶ In general, have you experienced misunderstandings related to lack of understanding of diversity or cultural differences?

## Optional:

1. Check out Macquarie Uni site on the experience of international PhD students—but some would be relevant to any international student.

[http://www.mq.edu.au/ltc/altc/cross\\_cultural\\_supervision\\_project/videos/index.php](http://www.mq.edu.au/ltc/altc/cross_cultural_supervision_project/videos/index.php) ...particularly:

<http://www.youtube.com/watch?v=jE5VGDroEpg>

2. Check out available training regarding LGBTQI

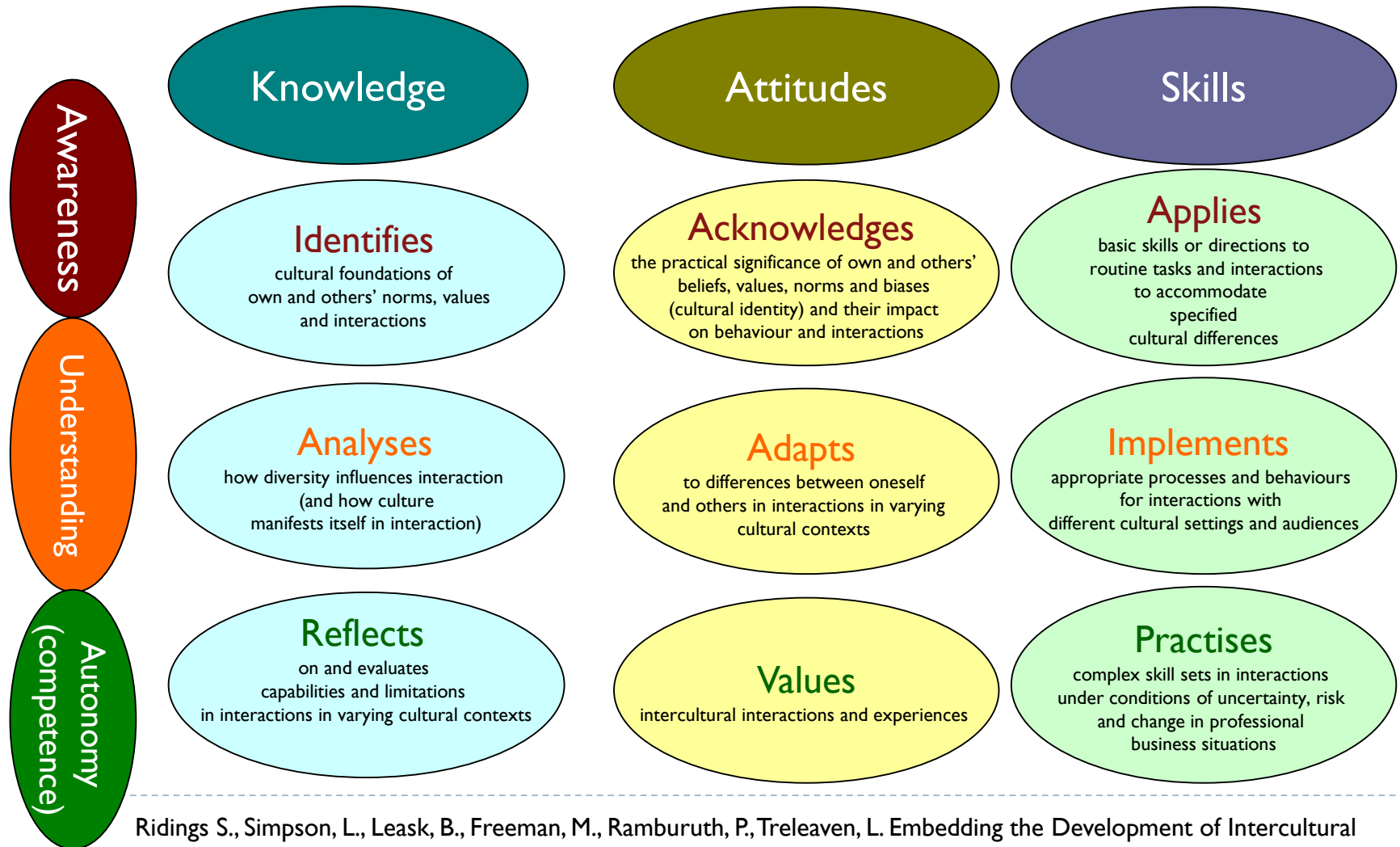
eg. <http://www.studentequity.unsw.edu.au/allyunsw-lgbtqi>

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[http://www.worldwide.edu/travel\\_planner/culture\\_shock.html](http://www.worldwide.edu/travel_planner/culture_shock.html)

# Taxonomy of Intercultural competence

Do you think this taxonomy makes sense? Reflect on your level of intercultural competence.



# Intercultural competence (10 mins)

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- ▶ As a peer mentor, you are meeting a newly arrived first-year international student for the first time. List all of the things you should think about before that meeting (5 mins)
  - ▶ Class discussion (5 mins)
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# Inclusive Practice: Be aware of...

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## a) Communication Style

1. Language (eg technical language, sarcasm, irony, Aussie humour, slang)
2. Speaking (eg speed, choice of words, volume, face people, pause, use written material)
3. Listening (eg if you don't understand, ask for clarification, don't assume you know what is being said, summarise or paraphrase, don't interrupt)
4. Non-verbal (NB cultural differences – eye contact, thumbs up, handshaking, proximity)
5. Checking understanding (vs assuming)

## b) Environment

1. ground rules, expectations
  2. social relationships (NB isolation)
  3. classroom/workplace (eg participation, groupwork)
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# Things to consider

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- ▶ Use the diverse experiences and perspectives of other students as a resource to enrich your learning environment.
  - ▶ Take responsibility for familiarising yourself with diverse cultures. (Do not expect people from other backgrounds to always educate you about their culture, history)
  - ▶ Try to identify assumptions that may be made about people (Physical appearances can be deceptive and not indicate identity with a particular culture)
  - ▶ Avoid generalising behaviour (expecting particular culturally based behaviour from an individual) or having stereotypical expectations of people (positive or negative), eg "All Asian students are quiet in class."
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# Homework: Pre-practical task for Week 8

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1. How might a student's identity influence the way in which they seek help on campus?
2. What are some of the challenges faced by students who have a "minority" background.

Submit on Moodle by Week 8, and remember to "bring" it to your next group meeting to assist your project

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# Interpersonal communication

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Now that we've looked at how you could engage with creating relationships, how do you maintain them?

- ▶ Active-constructive responding (Gable et al)
- ▶ Effective praise (Dweck)
- ▶ Assertive communication

NB Reivich et al. (2011): Soldiers in the Master Resilience Program practice Active-Constructive responding with members of their small groups, incorporating effective praise when appropriate, in order to find a style that is authentic to them and also supportive of the other person.

This section is not culturally specific, but remember to be culturally sensitive!!

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# Active-constructive responding and capitalisation

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- ▶ **Capitalisation: the process of informing another person about the occurrence of a personal positive event, producing additional benefit**
- ▶ Capitalisation generates positive affect over and above that associated with the event
- ▶ Possible mechanisms:
  1. Savouring: Sharing a positive event with others requires retelling the event, creating an opportunity for reliving and re-experiencing the event.
  2. Memory: Communication of the event may involve rehearsal and elaboration, which may prolong and enhance the experience by increasing its salience and accessibility in memory
  3. Social resources: Sharing events with others may build social resources and relationships by fostering positive social interactions (Gable & Reis, 2001)
  4. Self-esteem: Sharing good news may enable individuals to perceive that others are pleased for them, which may boost pride and self-esteem (e.g., Beach & Tesser, 1995; Tesser, Millar, & Moore, 1988).
- ▶ Personal and social resources to be gained from capitalisation depend on the ability to perceive the other's response as positive.

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(Gable et al., 2004)

# Research Design (15 mins)

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- ▶ In groups of 4 or 5, choose ONE of the proposed mechanisms underpinning Capitalisation, and design a study to investigate the effect of this on one aspect of Resilience or Wellbeing:
    1. Savouring: Sharing a positive event with others requires retelling the event, creating an opportunity for reliving and re-experiencing the event.
    2. Social resources: Sharing events with others may foster positive social interactions, thus building social resources and relationships
    3. Self-esteem: Sharing good news may enable individuals to perceive that others are pleased for them, which may boost pride and self-esteem
  - ▶ Include a DIRECTIONAL hypothesis (with proposed mechanism), operationalise your IV (including Control) & DV (5 mins)
  - ▶ Class discussion (5 mins)
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# Active Constructive Responding

	<i>Active</i>	<i>Passive</i>
<i>Constructive</i>	<p><b>Enthusiastic support</b> <b>Eye Contact</b> <b>Authentic</b></p> <p>Great news! I knew you'd do it. How do you feel?</p> 	<p><b>Low Energy</b> <b>Delayed Response</b> <b>Quiet</b></p> <p>Oh cool, that's nice...good for you.</p> 
<i>Destructive</i>	<p><b>Quashing the event!</b> <b>Dismissive</b> <b>Demeaning</b></p> <p>I don't believe you! It sounds stressful.</p> 	<p><b>Turns focus inward</b> <b>Avoiding</b> <b>Ignore Speaker</b></p> <p>Huh. Well, I just got a new video game.</p> 

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**Active and Constructive**

"That is great. I know how important that promotion was to you! We should go out and celebrate and you can tell me what excites you most about your new job."

(Nonverbal communication: Maintaining eye contact, displays of positive emotions, such as genuine smiling, touching, laughing.)

**Passive and Constructive**

"That is good news."

(Nonverbal communication: Little to no active emotional expression.)

**Active and Destructive**

"That sounds like a lot of responsibility to take on. There will probably be more stress involved in the new position and longer hours at the office."

(Nonverbal communication: Displays of negative emotions, such as furrowed brow, frowning.)

**Passive and Destructive**

"What are we doing on Friday night?"

(Nonverbal communication: Little to no eye contact, turning away, leaving room.)

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## Active-Constructive Responding (5 mins)

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- ▶ Pair up with someone seated next to you
  - ▶ Referring to your responses to the pre-practical exercise on Gable et al. (2004):
  - ▶ Share one piece of good news that happened to you in the last week with your partner.
  - ▶ Your partner will then respond in one of the four ways and you will need to identify how they have responded (ie which quadrant). Repeat with one other response type.
  - ▶ Share the OTHER 2 types of responses from your pre-practical homework.
  - ▶ Reverse so that your partner shares and you respond
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## Class discussion (5 mins)

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- ▶ Of the four types of responding, which one do you think had the most positive impact on the listener? On the speaker? Why?
  - ▶ Which had the most negative impact on the listener? On the speaker? Why?
  - ▶ How could this exercise influence the way in which you respond to others in future?
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## Class Discussion: Praise Homework (5 mins)

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What was your experience of the “praise” pre-practical task?

- ▶ Who did you praise?
  - ▶ How un/usual was it for you to praise that person?
  - ▶ How comfortable did you feel doing it?
  - ▶ What did you say?
  - ▶ What impact did it have on them (affect, behaviour)
  - ▶ What impact did it have on you (cognition, affect, behaviour)
  - ▶ Based on these impacts, how likely are you to continue this behaviour?
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# Praise: Mueller & Dweck (1998)

**Praising students for their intelligence encourages a fixed mind-set, praise for effort or “process” (engagement, perseverance, improvement, etc) fosters motivation and a growth mindset, by indicating to students what they've done to be successful and what they need to do to be successful again in the future.**

- ▶ After 5th grade students worked on a task, teacher praised some for their intelligence (“You must be smart at these problems”) and others for their effort (“You must have worked hard at these problems”)
- ▶ Students praised for intelligence made more references to innate, fixed capacity (fixed mindset), chose an easy rather than hard task, and lost confidence when the task became challenging
- ▶ Students praised for effort made more references to skills, knowledge, and areas they could change through effort and learning (**growth mindset**), chose a challenging task, and remained confident and eager even as the task became difficult
- ▶ When the problems were made easier again, students praised for intelligence did worse than initially, having lost their confidence and motivation, whereas students praised for effort showed high performance and continued to improve

Overall, students with growth mind-sets outperform those with fixed mind-sets (even with initially equal skills and knowledge) , and a growth mind-set fosters the growth of ability over time (Blackwell et al., 2007; Mangels et al, 2006; see also Grant & Dweck, 2003)

# What does Assertive Communication look like (5 mins)

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- ▶ In table groups, spend 5 minutes discussing the characteristics of assertive communication and identify the benefits of being assertive.
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# Assertive communication

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## **Assertive communication:**

- ▶ means that you express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others.
- ▶ is an effective and diplomatic communication style
- ▶ is direct and respectful

## **Passive communication:**

- ▶ the person may seem to be shy or overly easy going, and tend to avoid conflict.
- ▶ eg. the person says yes when a colleague asks them to take over a project, even though their plate is full. Their intention may be to keep the peace but it may cause internal conflict because their own needs are ignored.

The internal conflict that can be created by passive behaviour can lead to:

- ▶ stress, resentment, seething anger, feelings of victimization, desire to exact revenge
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# Assertive communication

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## **Aggressive communication:**

- ▶ may come across as a bully who disregards the needs, feelings and opinions of others.
- ▶ may appear self-righteous or superior.
- ▶ may humiliate and intimidate others, and be physically threatening.

## **Passive-aggressive communication:**

- ▶ may say yes when you want to say no.
- ▶ may be sarcastic or complain about others behind their backs
- ▶ may be uncomfortable being direct about your needs and feelings
- ▶ over time, this behaviour damages relationships and makes it difficult for you to get your goals and needs met

# Class Activity: International Student needing to be assertive

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- ▶ An international student has a problem understanding domestic students who speak too fast and use colloquialisms

Assertive response: ?

Aggressive response: ?

Passive response: ?

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# Assertive Communication

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What might be some of the “iceberg beliefs”\* underlying these different forms of responding?

- ▶ **Aggressive** responding = “people will take advantage of any sign of weakness” or “I must be dominant in every situation” or “things should always go my way” or....?
- ▶ **Passive** responding = “It’s wrong to complain” or “It’s hopeless trying to argue with some people” or....?
- ▶ **Assertive** responding = “People can be trusted” or “I need to give people a chance to be reasonable” or....?

\*Reivich et al. (2011)

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# The benefits of being assertive

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- ▶ Being assertive is a healthier communication style.
- ▶ Behaving assertively can help:
  1. Gain self-confidence and self-esteem
  2. Understand and recognize your feelings
  3. Earn respect from others
  4. Improve communication
  5. Create win-win situations
  6. Improve your decision-making skills
  7. Create honest relationships
  8. Gain more job satisfaction



# Read this later: Learning to be assertive

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- ▶ **Assess your style.** Do you voice your opinions or remain silent? Do you say yes to additional work even when your plate is full? Are you quick to judge or blame? Do people seem to dread or fear talking to you? Understand your style before you begin making changes.
- ▶ **Use 'I' statements.** Using "I" statements lets others know what you're thinking without sounding accusatory. For instance, say, "I disagree," rather than, "You're wrong."
- ▶ **Practice saying no.** If you have a hard time turning down requests, try saying, "No, I can't do that now." Don't beat around the bush — be direct. If an explanation is appropriate, keep it brief.
- ▶ **Rehearse what you want to say.** If it's challenging to say what you want or think, practice typical scenarios you encounter. Say what you want to say out loud. It may help to write it out first, too, so you can practice from a script. Consider role playing with a friend or colleague and ask for blunt feedback.
- ▶ **Use body language.** Communication isn't just verbal. Act confident even if you aren't feeling it. Keep an upright posture, but lean forward a bit. Make regular eye contact. Maintain a neutral or positive facial expression. Don't wring your hands or use dramatic gestures. Practice assertive body language in front of a mirror or with a friend or colleague.
- ▶ **Keep emotions in check.** Conflict is hard for most people. Maybe you get angry or frustrated, or maybe you feel like crying. Although these feelings are normal, they can get in the way of resolving conflict. If you feel too emotional going into a situation, wait a bit if possible. Then work on remaining calm. Breathe slowly. Keep your voice even and firm.
- ▶ **Start small.** At first, practice your new skills in situations that are low risk. For instance, try out your assertiveness on a partner or friend before tackling a difficult situation at work. Evaluate yourself afterward and tweak your approach as necessary.

# Responses to discrimination questionnaire on Assertive behaviour

Situation	Response	Your rating (+, -, or N)
Plans to holiday together are abruptly changed by a friend and reported to you on the phone, you respond:	Wow, this has really taken me by surprise. I'd like to call you back after I've had some time to digest what's happened.	Assertive
Parent is reprimanding the children when they haven't cleaned up their room and says:	You've got to be the worst kids in the whole city! If I had known parenthood was going to be like this, I would never have had any kids at all!	Aggressive
Your roommate habitually leaves the room in a mess. You say:	You're a mess and our room is a mess.	Aggressive
Your husband wants to watch a football game on TV. There is something else that you would like to watch. You say:	Well, ah, honey, go ahead and watch the game. I guess I could do some ironing.	Passive
Parent is annoyed that school counsellor has not done anything about son's conflict with a teacher. Parent says:	I have asked the school to investigate the situation in my son's classroom and it concerns me that nothing has been done. I must insist that this situation be looked into.	Assertive
Supervisor has just berated you for your work. You respond:	I think some of your criticisms are true, but I would have liked you being less personal about telling me about my shortcomings.	Assertive
Your ten-year old child has interrupted you three times with something that is not urgent. You've assertively asked her not to interrupt you. The child has now again interrupted you. You say:	I can't listen to you and talk on the phone at the same time. I'll be on the phone a few more minutes and then we'll talk.	Assertive

# Responses to discrimination questionnaire on Assertive behaviour

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Situation	Response	Your rating (+, -, or N)
It is your turn to clean the apartment which you have neglected to do several times in the last month. In a very calm tone of voice, your roommate asks you to clean up the apartment. You say:	Would you get off my back!	Aggressive
You are the only woman in a group of men and you're asked to be the secretary of the meetings. You respond:	I'm willing to do my share and take the notes this time. In future meetings, I'd like us to share the load.	Assertive
A fellow teacher always tries to get out of doing his term of team teaching and asks you again to take his turn. You say:	Well..... I guess that'd be ok even if I do have a splitting headache.	Passive
An acquaintance has asked to borrow your car for the evening. You say:	Are you crazy? I don't lend my car to anyone!	Aggressive
Loud stereo upstairs is disturbing you. You telephone and say:	Hello, I live downstairs. Your stereo is loud and is bothering me. Would you please turn it down?	Assertive

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# Comparison of Non-assertive, Assertive and Aggressive behaviour

(read this later yourself)

	<b>Non-assertive (Passive) behaviour</b>	<b>Assertive behaviour</b>	<b>Aggressive behaviour</b>
<b>Characteristics of the behaviour</b>	Emotionally dishonest, indirect, self-denying, inhibited	(Appropriately) emotionally dishonest, direct, self-enhancing, expressive	(Inappropriately) emotionally honest, direct self-enhancing at expense of another
<b>Your feelings when you engage in this</b>	Hurt, anxious at the time and possibly angry later	Confident, self-respecting at the time and later	Righteous, superior, depreciatory at the time and possibly guilty later
<b>The other person's feelings about herself when you engage in this behaviour</b>	Guilty or superior	Values, respected	Hurt, humiliated
<b>The other person's feelings about you when you engage in this behaviour</b>	Pity, irritation, disgust	Generally respect	Angry, vengeful

# Class Activity

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- ▶ **“I know we have the group project assignment due next Tuesday, but I have a very busy weekend with lots of family commitments. Can you please take over and try to complete most of the assignment? I’ll be able to edit your draft on Monday night.”**
  - ▶ Class responses in each of the 4 styles:
    - ▶ Passive
    - ▶ Aggressive
    - ▶ Assertive
    - ▶ BONUS: Passive aggressive
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# Optional: Scenario example responses

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1. “Oh, ok, I guess I can take most of the workload then” = **which responding style?**
  2. “No way! That’s not fair! How can you ask me to take over all the work and you do none at all! That’s an outrageous suggestion and I can’t believe you even suggested it!” = **?**
  3. “I don’t think that’s particularly fair. I also have my fair share of work this weekend and I would like to be able to visit my sister and her new baby. Do you think we can sit down and perhaps talk about how we can divide the work up evenly?” = **?**
  4. “yes well ok”, then goes and tells his/her peers that they don’t really want to do the extra work and how rude Student A is for even suggesting that. = **?**
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# Assertive Communication (read later)

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Steps in assertiveness training (Reivich et al., 2011, p.31):

- (a) identifying and working to understand the situation;
- (b) describing the situation objectively and accurately,
- (c) expressing concerns;
- (d) asking the other person for his or her perspective and working toward an acceptable change, and
- (e) listing benefits to the situation and the relationship when change is implemented.

See also <http://www.sameleveltalk.com/index.php>

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# Journal 2

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- ▶ Due on 21/9 by 11pm (ie end Week 8)
  - ▶ Submit via Moodle (under Assessments)
  - ▶ Write 50-150 words in response to the following question:
    - ▶ Consider ONE activity that you have completed within or outside of practical classes that you consider has been helpful to you. Describe the impact that this has had on your sense of wellbeing, or the manner in which it has enhanced your success at university. Explain how you intend to continue this strategy or broaden its impact on an ongoing basis.
  - ▶ Include a word count in your submission
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# Feedback on Journal 1

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- ▶ Level 1 (descriptive): “I did **x**...”
- ▶ Level 2 (includes impact): “I did **x** and **y** happened. This has impacted my wellbeing...”
- ▶ Level 3 (impact plus...): “I did **x** and I felt **y**, which according to what we learned in class was because of **z**” OR “I did **x** and I felt **y**. This has also led to **q** & **x** because....”
- ▶ Level 4 (plus links to literature): “I did **x** and I felt **y**, which according to what we learned in class was because of **z**, which is consistent with Zbigniew & Smellhoffen who found...”
- ▶ Most of yours were Level 2/3 (with a couple of 1’s)
- ▶ Make connections, and aim for Level 3/4!!!!



# P2P mentoring (5 mins)

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- ▶ Spend 5 mins with your P2P mentor discussing the **progress that you are making with your goals for this month**
  - ▶ **THIS WEEK** you have learnt about a good communication strategy—apply today and in future P2P sessions!
  - ▶ Ensure you each have a turn being mentor and mentee (say, 2 min each)
  - ▶ Ensure you make a few notes as to what you have committed to do over the next week.
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# Pre-practical tasks for Week 8

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1. Week 8 Quiz on Weeks 1-7 (NB Testing effect, formative, not worth anything!).
  2. Read Edelman (2013) pp 27-41 "Discovering Faulty Thinking". We will be referring to these reasoning errors in the Week 8 tutorial.
  3. Moodle Submission Week 8: How might a student's identity influence the way in which they seek help on campus? What are some of the challenges faced by students who have a "minority" background.
  4. Undertake a Google search of the Reivich et al. (2011) article (from Week 2). Find at least one "article" criticising the work. Post a copy on Moodle and access in class in Week 8.
  6. Think of a problem that you are currently trying to deal with (or make up a plausible one). Use the problem solving sheet on Moodle to work through the problem in a structured way. Upload the completed sheet to Moodle, and access in class in Week 8.
  7. (end Week 8) Journal 2 due 21/9 at 11pm
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# Group Work

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- ▶ (if time permits...)
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