

## **HR 5173-101: Seminar in Applied Interpersonal Dynamics**

### **Course Description:**

This course has a multi-dimensional purpose:

- (1) To expand participants' understanding and use of Interpersonal Neurobiology (e.g., Mindsight) and Emotional and Social Intelligence. To promote their recognizing the impact of these concepts on the mind, human development, behavior, relationships, and health;
- (2) To strengthen awareness, integration, and interpersonal communication skills, directed toward building healthy relationships. Concurrently, the experience is designed to increase one's effectiveness as a helper in personal and professional settings.

As a course built on adult learning and experiential learning concepts, this class involves extensive hands-on work in the form of active interaction in small groups, triads, and work with case studies and their analysis. As a result, I hope you will find the classes fun and engaging.

As another means of keeping the class dynamics varied, I do not deliver lengthy lectures. The class also includes a variety of media. For example, the course will use a few additional **YouTube** presentations by Daniel Siegel, another one by Amy Cuddy (on **Presence**), as well as a few DVDs, including one, featuring Daniel Goleman on **Social and Emotional Intelligence**.

Some of the concepts included in this course may, at times, seem abstract or challenging to understand; yet, our primary focus will involve the practical application of "people skills" directed toward enhancing personal and interpersonal effectiveness, personal and professional growth, and the use of these competencies to increase participants' ability to act as helping professionals in support of others.

Helping professionals are not limited to licensed counselors or therapists. They include people from a variety of work environments. A sample of these include: organizational or community leaders, teachers, human resource development specialists, other types of human resource specialists, process consultants and related types of consultants, some customer service specialists, life coaches (or a variety of other types of coaches), case managers, social workers, career development specialist, medical doctors, registered nurses and other healthcare professionals. As a parent facilitates a child's exploration of a conflict or problem or as a person supports a family member, spouse or friend's struggle with an issue, that person is also acting in the capacity as a helper. Ideally, after completion of this course, that person may apply even more effective approaches to helping others.

### **Class Dates, Location and Hours:**

Dates: October 27 - 29 & November 3 - 5, 2017  
Location: Bldg. 201 SE, Tinker AFB, Oklahoma.  
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.  
Last day to enroll or drop without penalty: September 28, 2017

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

### **Site Director:**

Email: [aptinker@ou.edu](mailto:aptinker@ou.edu). Phone: 405-739-7365 or DSN 339-7365.

### **Professor Contact Information:**

Course Professor: Marilyn A. Durbin, M.A., CPCC  
Mailing Address: 502 Sequoyah Trail  
Norman, OK 73071

Telephone Number: (405) 613-2710  
E-mail Address: [Marilyn.A.Durbin-1@ou.edu](mailto:Marilyn.A.Durbin-1@ou.edu)  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fhg.follett.com](mailto:0831mgr@fhg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Siegel, D. (2011) *Mindsight: The new science of personal transformation*. N.Y.: Bantam Books. ISBN 9780553386394.
2. Schein, E. (2011). *Helping: How to offer, give and receive help*. San Francisco, CA: Berrett-Koehler. ISBN 9781605098562.
3. Carkhuff, R. R. (2009). *The art of helping* (9<sup>th</sup> ed.). Amherst, MA: Human Resource Development. ISBN 9781599961798.
4. Carkhuff, R. R. (2009). *The student workbook for the art of helping* (9<sup>th</sup> ed.). Amherst, MA: Human Resource Development. ISBN 9781599961811.

**Note: Do not purchase used workbooks.** Too often, these have been written in by the previous owner. I want to see your work in the book, not that of someone else. Having a used workbook will waste your time if you try erasing previous work and will limit your learning from the exercises contained within the book.

5. I will also provide some non-copyrighted handouts during class. Additional handouts will be made available for student downloading and printing and will be sent to students as email attachments. These will be distributed within a week of the beginning of the course and during time in between weekends. Most of these handouts emphasize interpersonal communication skills.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Course Objectives:**

Learning goals include the following. As a result of this seminar, participants will recognize, apply and (in most cases) demonstrate knowledge and skills in the following areas:

- *Emotional and Social Intelligence* (Daniel Goleman), *Interpersonal Neurobiology and Mindsight* (Daniel Siegel, MD), as well as *positive psychology* and *social psychology*.
- Interpersonal communication skills and helping skills, including the effective use of questions, active listening and attending, recognizing nonverbal and paralinguistic cues, demonstrating the accurate expression of empathy, sending positive nonverbal messages to others, sending concrete, uncontaminated messages, and using assertive forms of communication, including effective feedback skills.
- Participants will apply these skills to peer coaching, as well as other forms of helping and facilitating the learning, development, problem solving, and performance of self and others. They will also apply their understanding of varied situations as they analyze several case studies.

- Use of the *Mindsight* process as they facilitate the personal exploration of one's own and other's experiences, values, perspectives, perceptions, and emotions. Applying attending, inquiry, and active listening skills to communicate empathy. Demonstrating nondirective coaching and related approaches to support their own and other's personal growth, as well as their interpersonal and professional development.
- Using these helping skills to support problem-solving, performance challenges, goal setting and action planning. Participants will apply these capabilities through a variety of experiential learning activities and personal reflection.

This learning will include a clear focus on expanding participants' emotional and social intelligence, increasing their capacity for mindsight, and enhancing their ability to help others grow, learn, achieve, and enhance relationships at home and on the job.

### **Course Outline:**

- I. The importance and methods to enhance personal and interpersonal awareness and interpersonal skills in the context of:
  - a. Personal well-being
  - b. Personal relationships among family members and friends
  - c. The varied roles and essential competencies of helpers, in everyday informal settings, in the work environment, and in additional settings, such as those involved in coaching, consulting, facilitating learning, facilitating the development and performance of teams, and individual therapy.
- II. We will consider the connectedness among people, animals, and the earth itself on a macro-level. We will, in turn, explore the nature of relationships essential to well-being, longevity, vitality, and harmony from a global perspective, as well as from community, organizational, family and individual levels.
- III. We will build upon fundamental interpersonal skills – such as the effective use of questions, active listening, attending to verbal and nonverbal communication, being fully present to another, and responding through empathy, compassion, positive expectations and a positive orientation.
- IV. We will apply the art of mindsight (combined with the use of effective interpersonal skills) to the process of helping, facilitating, and leading in a manner that builds upon others' strengths and well-being, while contributing to the quality of their performance.
- V. We will apply interpersonal skills to constructive approaches to conflict.

### **Assignments, Grading and Due Dates:**

#### **Pre-class Tasks and Assignments:**

#### **Questionnaire - 5% of total grade:**

Approximately one month before the course begins, send me an email ([Marilyn.A.Durbin-1@ou.edu](mailto:Marilyn.A.Durbin-1@ou.edu)) and put the title of the course in the subject line. I will respond to your email and will send you a brief questionnaire.

Within a week of your receipt of the questionnaire, complete it, and send it to me as an email attachment. The questionnaire focuses on your areas of interest and prior training as related to interpersonal relations, helping, and human relations in general. To some extent, I use your input to tailor the course to participants' prior experience and current interests.

As you prepare for the class, you may send me an email if you have questions or related concerns. I will be glad to provide further clarification. I look forward to interacting with you by email, even before we first meet in the classroom.

## Reading, Writing and Related Tasks:

Please follow the order of readings and watching *YouTube* as noted here. If the links (included in this syllabus) do not work, let me know, and I will send the list to you by email.

Please recognize the following guidelines about the assigned papers.

- When I designate a particular length for a paper, you are welcome to write more, but not less. In addition, a cover sheet, with little information besides the title, does not represent the first page of a paper.
- I expect you to pull concepts from the texts selected for this class, in combination with the videos and in-class experiences. Please recognize that a paper written for some other class, with the minor inclusion of something from this class, will not be acceptable.
- Please also remember the following: A well-written paper for professional or academic purposes, usually requires multiple rounds of editing to refine the work product. Your papers will be better if you take the time to edit and re-write something as needed to improve writing quality. If writing is difficult for you, ask someone else (who is a good writer) to read your papers before you finish them. Frankly, this can be helpful even if you are a good writer. The other person may notice issues not easily apparent to the writer. Further information about the papers is included in the following section.

### Read *Mindsight* by Daniel Siegel, MD and watch related *YouTube* presentations

While reading *Mindsight* (or after its completion), incrementally watch Daniel Siegel's *You-Tube* presentations, using the links listed below. You may see some repetition among the presentations. Consequently, spread-out watching them over a couple of weeks or at least a few days. The list involves a few hours of watching. Dan Siegel's presentations will provide greater clarity to your reading. In addition, occasional repetition will further reinforce your learning.

- <https://www.youtube.com/watch?v=T6tZ4VC6zR8> - "The Human Mind and the Cultivation of Well-Being." USC talk (approx. 1.35 hours - start watching at the 8:38 minute marker to skip the introductions)
- <https://www.youtube.com/watch?v=LiyaSr5aeho> - "Mindfulness and Neural Integration" Daniel Siegel, MD at TEDxStudioCityED (18:26 min.)
- <https://www.youtube.com/watch?v=oEKUOaqf1XY>. "Mind: A Journey to the Heart of Being Human (full)" Daniel Siegel, MD (1:36:51), 2017
- <https://www.youtube.com/watch?v=3G4hu5Hkix0> - "On Teaching Mindsight" - From the Greater Good Science Center (8.25 minutes)
- <https://www.youtube.com/watch?v=bP9bT6xfhNE> - Daniel Siegel - "Interpersonal Connection: Self Awareness and Well-Being" (40 minutes)

### 1st Written paper – 20% of total grade

To support the selection of a topic, identify a concept involving *mindsight* (as discussed in your book and in the presentations). Subsequently, write a paper of at least four pages. This paper should be about more than your opinion. I want your discussion to reflect an understanding of the readings and relate to the content from one or more of the presentations.

You do not have to use the topics below, but they are good examples of the type of approach that I want you to consider. Include appropriate citations and writing quality, consistent with graduate level work. You do not need to use books additional to the text and presentations noted here.

Examples of options for the paper:

- The role of compassion and the expression of empathy in reference to interpersonal neurobiology or *mindsight* and in our relating effectively with others, especially when you are helping someone.
- How our relationships have an impact on well-being and have an impact on the functioning or development of our minds, even the brain itself.

- What is essential to develop healthy relationships and to maintain positive interactions? Write about these ideas as you make linkages to the way Daniel Siegel would explain it.

**2<sup>nd</sup> paper – 20% of total grade**

Read both of the other two texts, *Helping* by Edgar H. Schein and *The Art of Helping in the 21<sup>st</sup> Century* by Robert Carkhuff. In the paper, define effectively delivered help and its varying types.

This paper should be about more than your opinion. I want your discussion to reflect your reading. In addition, explain what approach to helping **is and is not** helpful if the goal involves strengthening or supporting a person’s exploration of issues or things like a person’s (a) motivation to learn or perform, (b) her engagement in an individual or team effort, **or** (c) solving a problem and planning next steps. Write at least a three-page paper using appropriate citations and effective written work. You do not need to include any additional books or articles.

**Workbook Assignment - 15% of total grade**

As you read *The Art of Helping in the 21st Century* (9<sup>th</sup> ed.), incrementally complete tasks contained in the workbook. You will complete only a portion of the *Art of Helping Student Workbook* before class begins. Please stop at page 80. We will use few if any of the accompanying videos, so you may skip the pages that refer to the videos.

I will collect your workbooks near the end of the second day of class and will return them on Sunday. I will not grade your workbook entries. I just want to know that you did the work. Additional exercises in the workbook will be completed during class or between class sessions.

**Participant assignments and activities during the class – 20% of total grade**

During the time frame when we meet as a class, you will earn 20% of your total grade through a variety of activities. Points will be derived from a combination of the following: In-class assignments, case studies and small group presentations, session journals, skills demonstrations, and structured exercises. Attendance and active participation in class sessions are essential to earn these points.

**Post Seminar Paper (3<sup>rd</sup> paper) – 20% of total grade**

Within three weeks following the conclusion of the class, you will complete a paper of at least five pages. You may select any topic or combination of topics from one or more of the primary texts. You will also pull complementary or contrasting perspectives from the other two texts or videos. In addition, please relate your paper to some aspect of your in-class, on-the-job, or home related experiences. You will send the completed paper to me as an email attachment.

Additional clarification will be provided during the class. This post-seminar paper represents 20% of your total grade. It will not be due until approximately 3 weeks after the conclusion of the class.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Course Grade
Pre-class Task #1 – questionnaire completion	Send me an email one month prior to the start of the course	5%
Pre-class Task #2 - 1 <sup>st</sup> Written paper	Saturday during the first weekend of class	20%
Pre-class Task #3- 2nd Written paper	2 <sup>nd</sup> Saturday in 2 <sup>nd</sup> weekend of class	20%

Assignment	Due Date	Percent of Course Grade
Workbook assignment – completion of the first 80 pages in the workbook. (exception, skip pages that refer to the program’s videos)	Will be collected during the 1 <sup>st</sup> Saturday of class and returned the next day. The workbook is checked to assure that entries were made but the content is not graded.	15%
In-class activities and assignments	Throughout the course	20%
Post-class, 3 <sup>rd</sup> written paper	Due 3 weeks from the last day of class	20%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

**Marilyn A. Durbin**

### Education

- Masters of Arts Degree (MA), Human Relations, University of Oklahoma
- Bachelors of Arts Degree (BA), Philosophy, University of Oklahoma
- Additional credentials as a Certified Professional Co-Active Coach (CPCC) from the Coaches Training Institute (CTI). This certification process involved 2 years of training and the successful completion of written and oral examinations. Related experience also involved the successful completion of certification training through the John Maxwell Institute as a certified *John Maxwell Coach, Speaker and Teacher* and a lifetime member of the *Maxwell Team "Founder's Circle."*
- Extensive post-graduate, professional training received over a forty-year time frame from professional associations and institutes, including several through NTL (National Training Laboratory, Institute in Applied Behavioral Science). These professional seminars involved continued training in organization development (OD) process consultation, human resource development (HRD), performance technology, group facilitation, team building, and socio-technical systems design.

### Current Positions

- Adjunct Assistant Professor, University of Oklahoma. In conjunction with other employment, I worked as an assistant professor in Human Relations from 1973 through 1985 and from 1995 to the present; I also taught undergraduate courses through the College of Liberal Studies (1997-2006).
- President, *Transitions & Transformation, LLC*, a small business specializing in life, leadership and relationship coaching. Services also include instructional and workshop design and facilitation, OD process consultation, and performance consulting.
- Volunteer professional workshop facilitator in the *Life Anew* program, involving personal growth, life skills, and interpersonal and peer coaching skills for inmates in the Mabel Bassett women's prison.
- Prior background includes management and professional positions in corporate, federal, state, and nonprofit organizations throughout a forty-year time frame. Background includes twenty years HRD related management positions, primarily in corporate and nonprofit organizations, twelve years, concurrently, as an internal organization development (OD) consultant and three more years as an internal performance development consultant.

### Frequently Taught Advanced Programs Courses

#### Most Recent Courses

- Group Dynamics – 1995 - 2017
- Applied Interpersonal Dynamics, 2007 - 2017
- Conflict Resolution in Human Relations, 2006 – 2016
- Nonverbal Behavior in Human Relations, 1997 – 2016

#### Additional Courses

- Issues in Human Relations Training
- Process Consultation
- Seminar in Organizational Change and Development
- Leadership in Organizations
- Training Interventions and Practice
- Issues in Human Relations Training
- Human Relations in Industry

### **Undergraduate Liberal Studies Courses – 1997 - 2006**

- Conflict Resolution, 1997 – 2006
- Introduction to Liberal Studies, Administrative Leadership Concentration, 1997 – 2005

### **Major Areas of Current Study and Research**

- Issues of class and poverty in America
- Social justice and criminal justice reform, mass incarceration and re-entry
- Life, leadership, and relationship coaching
- Mindsight, mindfulness, and interpersonal neurobiology
- Intergroup relations
- Adult learning and leadership development
- Interpersonal communications, helping and coaching skills
- Conflict resolution
- Process consultation and organization development
- Group dynamics – group problem solving, participatory decision-making, and facilitation

### **Representative Publications and Presentations**

Numerous internal, proprietary publications, articles, instructional manuals, and training materials developed for corporate, nonprofit, federal and state agencies while in those organizations' employ over a forty-year time frame

### **Representative Honors and Awards Received**

Numerous professional achievement awards received from corporate, university and federal employers