Instructor Information:

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You are encouraged to read, reread and understand this entire syllabus prior to beginning the first lesson. In addition, please explore and become familiar with the entire course site.

The Professor:

My name is Dr. Trish Henrie. I received my Ph.D. from the University of Utah in Counseling Psychology and have had a private practice for the past 12 years. I specialize in pain management and addictions and consider myself a solution oriented positive psychologist. My dissertation was on gratitude and I have been fascinated by how the lives of my clients have changed by using positive principles. I have five children, all grown and five grandchildren. I am passionate and curious about life and truly enjoy teaching.

Course Description:

This course is designed for those who want to learn to communicate more effectively with difficult people. It presents skills needed to deal with others in pressured situations. It teaches techniques to avoid getting caught up in defensiveness and demonstrates how to merge into a conflict situation and lead it toward purposeful objectives.

The course content, drawn mainly from psychology and from communication, covers the following topics: communication processes, obstructive messages and game playing, basic communication skills, the COPE procedure (techniques for keeping your cool under fire, merging and managing the situation, and communication strategies), and the application of effective communication and coping skills to specific situations.
Prerequisites: N/A

Course Objectives:
At the conclusion of this course, students will be able to:

- Recognize statements and actions that are likely to provoke difficult behavior in others.
- Use selected basic skills of communication such as paraphrasing, asserting, and questioning.
- Apply specific communication strategies for dealing with difficult people types.
- Describe techniques to maintain emotional control under pressure
- Identify the short and long term goals appropriate for dealing with people in a specific situation.
- Apply skills which promote merging with and managing conflicts.

Course Requirements:

**TEXT:**
No Textbook is required for this course. All required reading for the course is made available in the lectures.

**ASSIGNMENTS:**
To complete the course you must do all 30 lessons including the writing assignments and a final application paper. Assignments are due on a weekly basis.

As you read the lesson material you will find a number of text boxes where you are asked to type your responses to various questions. **Do not send your text box responses to me.** These activities are designed to help you learn the material.

**MINUTE PAPERS:**
At the end of some of the lessons you are asked to send me a "minute paper." These reports are to be at least one or two paragraphs in length and should briefly explain the most important idea or the most useful point you got from the lesson.

**Movie Paper**
Towards the middle of the course, approximately week 4, you will be assigned to choose a movie from a list and write a short, 1-page paper in relation to the film. More details on this special assignment will come in weeks 2-3.
EVALUATION COMPONENTS:
There are 16 skill practice assignments with peer feedback, an application paper, and seven "minute papers." All these are to be submitted for evaluation and grading.

Grade Scale:
The percentage of the final grade for each report is figured as follows:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill practice assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Minute Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Movie Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Application Paper – Plan and Action</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A 94-100  C 73-76
A- 90-93    C- 70-72
B+ 86-89    D+ 67-69
B 83-85     D 64-66
B- 80-82    D- 50-63
C+ 76-79    E 49 and below

Late Policy: Late assignments will not receive credit unless there are dire extenuating circumstances. Be on time, don’t wait till the last minute, start on assignments early to allow extra time for interruptions, but accept the penalty if you miss it. You can make up some points with an extra credit activity.

Extra Credit: You may make up one missed assignment or two minute papers by completing either of the following activities: (1) Locate five Internet sites that relate to some aspect of the course. Email these to me with a brief description of the site and an explanation (three or four sentences) explaining how the info at the site relates to what specific aspect of the course. (2) Read one of the resource books (see appendix) and write a three page paper explaining what you learned from it.

Planning Time:
Successful students (those that get A’s, B’s, and C’s) use their time wisely. Just like a face-to-face course, the standard formula for college coursework is that for every one hour of class time will result in three to six hours (and sometimes more) of homework; so a three-unit course will require an average of 9 or more hours of homework (reading, research, studying) per lesson. As a result, successful students plan their time wisely so that they keep up with assignments by
maintaining a pace that fits the course schedule. They also communicate with the instructor often so that they can receive much needed feedback on their work.

**Online Course Responsibilities:**

This course requires significant self-motivation. Some lessons take a considerable amount of time to complete. Please note that not all lessons are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus framework. Others may feel very intimidated at first. Be patient as you work your way through the first few lessons. If you are serious about the material, you will learn as much, if not more, than most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

The following is a list of general notes as they relate to the course:

- All course communication with the instructor should be completed using the WebCT email tool.
- Assignments are to be submitted in Word format (.doc) or an .rtf file if using other word processing software.

**Online Courtesy & Communication Policy:**

Extreme consideration for the feelings of others is expected. People cannot see you smile and may not know when you are joking. Do not tell people they are stupid or wrong. Do explain why you believe differently. If someone has the facts wrong, direct them to the source of accurate information or politely offer your alternative “facts.” Use of profanity or direct/indirect insults which defame a person’s character, race, ethnicity, religion, etc. are inappropriate and will not be tolerated.

**Academic Dishonesty & Plagiarism:**

Cheating will not be tolerated in this course. Anyone caught cheating will fail the course and will be reported to the Associate Vice President for Academic Affairs, in accordance with the Code of Student Rights and Responsibilities.

Successful students always make sure that their work is original. This is important because the instructor must be able to gauge what the student has learned. Therefore, copying the work of another person, whether an essay, answers on your assignments or during a test, is considered plagiarism.

Plagiarism is a form of cheating. Any time a student uses someone else’s work and does not give that person credit, it is plagiarism. Anyone who plagiarizes will receive a failing grade on the assignment. If this is repeated, the student will fail the course and can be expelled from the university. If you are “suspected” of plagiarism, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently. Refer to the
University of Utah Plagiarism Policy for more details and/or the University of Utah - Policy and Procedures Manual.

**University Policy for Incomplete Grades**

University policy states that the “I” grade may be given—at the instructor’s discretion—whenever a student has satisfactorily completed at least 80% of the coursework, but is unable to complete the remainder due to extenuating circumstances beyond the student’s control. The instructor will stipulate the particular work to be completed before a new, replacement grade can be submitted. If the work is not completed within one calendar year, the “I” grade will change to an “E” (failing) grade.

**General Information:**

The University of Utah’s College of Social Work seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, [http://disability.utah.edu/](http://disability.utah.edu/) 162 Olpin Union Building, 581–5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification. Please provide the instructor with a letter from the Center for Disability Services as soon as possible.

All written information in this course can be made available in alternative format with prior notification to the Center for Disabilities.

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**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE/MODIFY THE CONTENTS OF THIS SYLLABUS**

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**COPYRIGHT NOTIFICATION**

Copyright notice to students taking online courses:

Notice to students that materials used in connection with the course may be subject to copyright protection.

TEACH Act Copyright Notice

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.
Appendix

Reference Book List

The 7 Habits of Highly Successful People, Covey, S. R., Simon & Schuster, N.Y., 1989
Building Classroom Discipline, Charles, C.M., Longman Pub., 1995
Centering, Kushel, G, Pinnacle Books, N.Y., 1979
Classroom Discipline Problem Solver, Watson, Geo., Center for Applied Research, 1998
Communicate with Confidence, Booher, Dianna, McGraw-Hill, 1994
*Coping with Difficult People, Bramson, R., Doubleday, N.Y., 1981

Discipline and the Disruptive Child, Karlin, M. S., Prentice-Hall, N.Y., 1992
Fundamentals of Negotiating, Nierenberg, G., Hawthorne Books, N.Y., 1973

*Games People Play, Berne, E., Grove Press, N.Y., 1964
Helplessness, Seligman, Martin, Freman Pub., N.Y., 1975
How to Work for a Jerk: Your Success is the Best Revenge, Hochheiser, Robert, Random, N.Y., 1987

Leader Effectiveness Training, Gordon, T., Bantam, N.Y., 1977

Never Work for a Jerk, King, Watts, N.Y., 1987
A New Self: Self Therapy with T.A., James, M. and Savary, L., Addison Wesley, N.Y., 1977
Power! How to Get It, How to Use It, Korka, M., New York: Random House, N.Y., 1975

Stress and the Art of Biofeedback, Brown, B., Harper and Row, N.Y.
Surviving Your Boss: How to Cope with Office Politics on Your Job, Clark, A., Carol Pub., 1996
* Straight Talk, Miller, S., Wackman. D., Nunnally, E. and Saline, C., Rawson-Wade, N.Y.,
1981
* Stop! You're Driving Me Crazy, Bach, G., Putnam, N.Y., 1979
* That's Not What I Meant, Tannen, Deborah, Ballantine Books, N.Y., 1986
* You Are Not the Target, Huxley, L., Faucett, N.Y., 1963

* When I Say No I Feel Guilty, Smith, M., Bantam Books, N.Y., 1975
* Why Didn't I Say That?, Weiss, Donald, Amacom, 1994
* Winning with Difficult People, Bell, A.A., and Smith, D., Barrons, Hong Kong, 1997

* These books relate specifically to the material covered in the course.