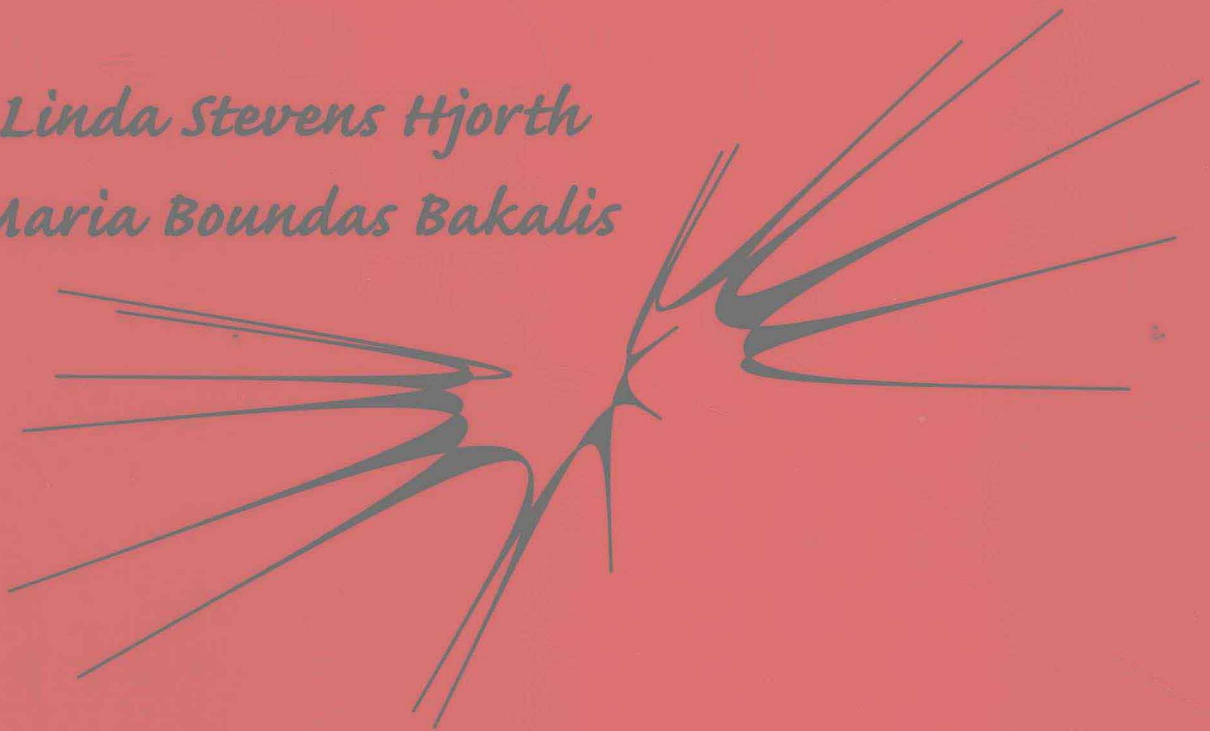


Who Do You Think You Are?

Interpersonal Interactions

Linda Stevens Hjorth

Maria Boundas Bakalis



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Prentice Hall
Upper Saddle River, NJ 07458

Production Editor: *Eileen O'Sullivan*
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Simon & Schuster/A Viacom Company
Upper Saddle River, New Jersey 07458

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

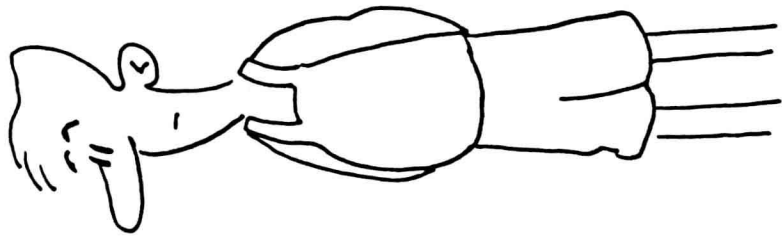
ISBN 0-13-621624-2

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

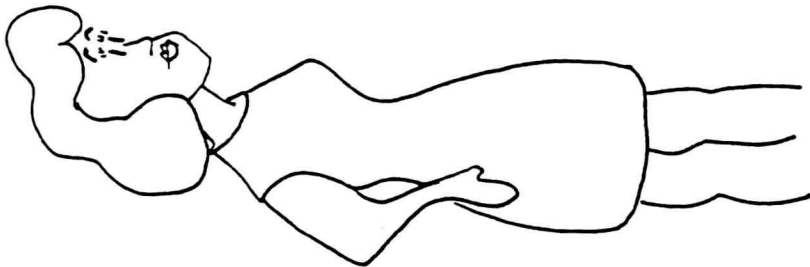
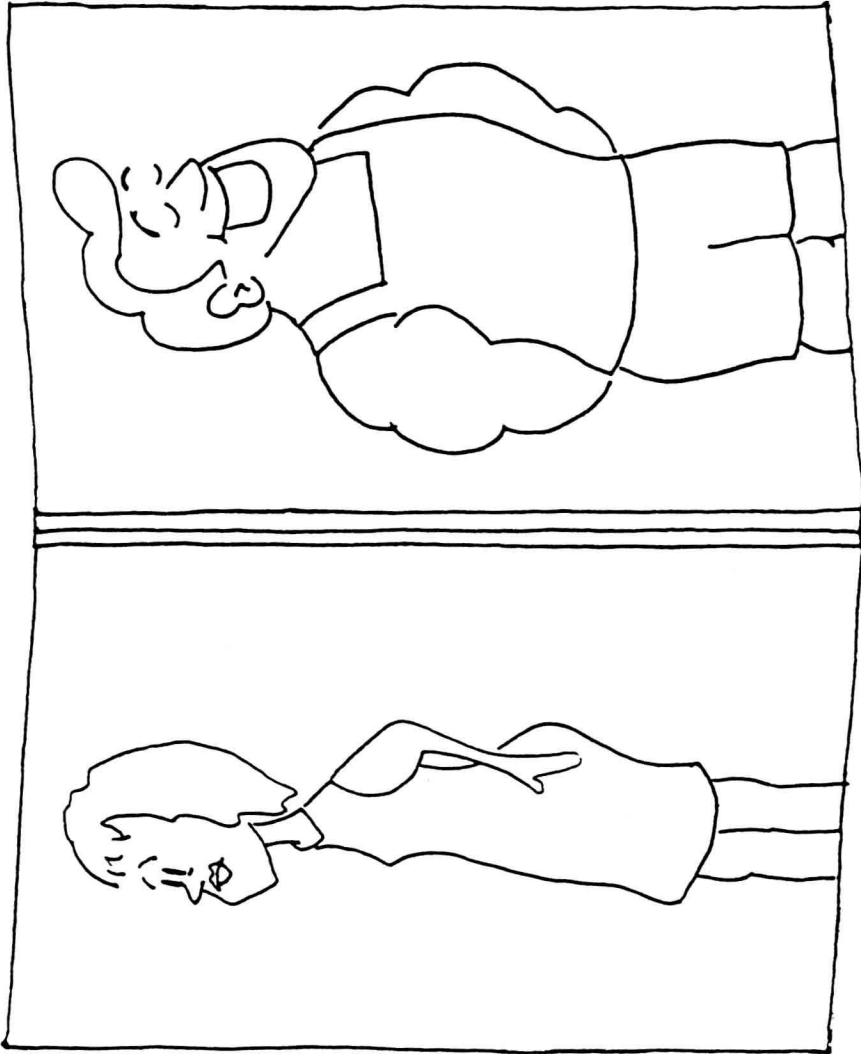
PREFACE

The importance of understanding diverse perspectives in everyday interactions is critical to successful communication. The purpose of this supplementary text is to give voice to the various ways that people perceive themselves, others, and the world around them. The methods used are: dialogue, discussion, videotape, flowcharts, and journal writing. The dialogues are open-ended and encourage the student to speak from his/her character's perspective. Group discussions analyze each videotaped dialogue. Flowcharts and journal entries are shaped to stimulate critical thinking.

How is this book different from other supplementary texts? Rather than a passive approach to reading and analyzing cases, students are required to actively participate in the process of problem solving. The problem-solution process incorporated in this text teaches the skill of brainstorming, nurtures imagination and creativity, poses questions, and stimulates thinking on a variety of issues from a myriad of perspectives. *Who Do You Think You Are? Interpersonal Interactions* is a text that contributes to a learning climate that challenges the student to reevaluate attitudes and opinions. The dialogues in the text play a twofold role. Through the use of role-playing the student experiences the dynamic emotion of empathy, seeing issues from another's perspective. The character dialogues also act as a catalyst for the students to voice their own personal beliefs and values which results in real dialogue between the students. It is the authors' goal to involve the students in an active learning process that promotes self-examination, dialogue with others, and questioning set perceptions for the purpose of transforming perspectives.



GARY HOSKINS



INTRODUCTION

The text includes 20 role plays that have been sectioned by focusing on specific issues: ethics, conflict, change, the workplace, time management and prioritization, diversity, and gender issues. Each section is accompanied by theory-related text, "In This Corner." Although the role plays are categorized, each one can stand on its own. Students should be encouraged to skim the text for role plays that they feel are relevant to them. This preliminary step is important in that from the onset the student is participating in the process.

THE PROCESS

1. After the role play has been selected, the class should be divided into groups of 4 or 5 depending on the size of the class.
2. Each group will read the sections under What If, Character Backgrounds, Circumstances to Consider, and Now Let's Act It Out. The group should read each section *aloud*.
3. The group then must create a dialogue that completes the role play. The completed dialogue should demonstrate that the students have reflected on the character's perspectives and his/her circumstances. Discussing and collaborating on the creation of dialogue and its conclusion enhances teamwork and interpersonal communication strategies.
4. One group needs to be selected to present its role play to the other students. The selection process can be handled in any way the instructor feels most appropriate with his/her teaching methods.
5. The group that has been selected will reenact its role play.
6. The role play is videotaped.
7. The videotape is played back See What You Think.
8. The students discuss the videotape using the Let's Talk About It questions to stimulate discussion. Hopefully, other questions will evolve from the discussion. The instructor may also incorporate other questions to be included in this section.

9. The flowchart can be assigned either as an individual student assignment or can be completed by the group. Flowcharts help students delineate problems while understanding how emotions, perceptions, circumstances, and experience sometimes shape the ultimate solution. Drawing diagrams reinforces kinesthetic learning while enhancing problem-solving strategies.
10. The final step in the process is the Journal section. Here, the student is asked to critically reflect on and personalize the issue presented in the role play. This final step allows the student to analyze, write, and create without group or peer pressure. His/her honest written reflection of the dialogue and its personal implications reinforces all of the other concepts realized and mastered during this learning experience.

TIME USAGE RECOMMENDATIONS

- | | | |
|----|--|---------------|
| 1. | Breaking up into groups | 15-20 minutes |
| 2. | Videotaping the role play | 5-10 minutes |
| 3. | Replaying the video | 5-10 minutes |
| 4. | Discussion Questions | 10-15 minutes |
| 5. | Flowchart (optional as an in class assignment) | 10-15 minutes |
| 6. | Journal (homework assignment) | |

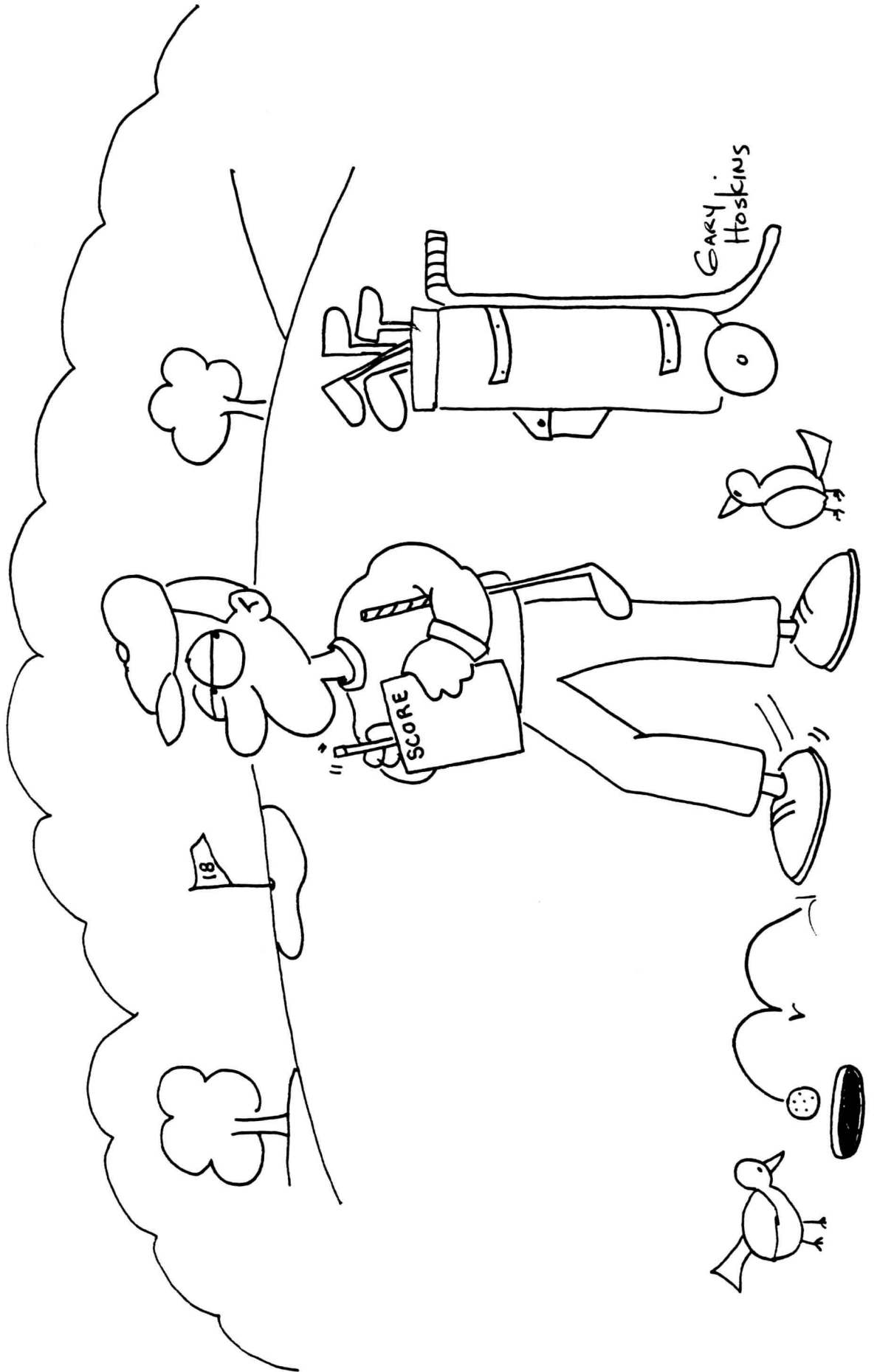
The assignment takes an entire 50 minute or 75 minute class session. The instructor may adjust the suggested times for the pre-role play group work and for the post-role play discussion. However, it is suggested that the role play be given enough time for development. It is also suggested that the discussion questions are not given as a homework assignment. The purpose of the discussion questions is to promote participation and stimulate student dialogue.

We hope that you find this textbook as much fun to use as we did creating it. We look forward to communicating with you. Take a moment and write us to tell us what works and doesn't work.

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ETHICS



GARY
Hoskins

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SCORE

ROLE PLAY FOCUS: PERSONAL VALUES

WHAT IF?

CHARACTER BACKGROUNDS

JULIE:

Julie is a 76-year-old stroke victim. At the age of 70, she was stricken with a massive stroke that left her paralyzed on the right side and without speech. Julie could comprehend messages most of the time but could not express her feelings verbally. Before the stroke she worked part time at the Chicago Cultural Center, attended lessons at the Art Institute of Chicago, and pursued the study of piano at the Fine Arts Conservatory of Chicago. She cherished her family. The most important people in her life were her son Ted and her daughter Maria.

TED:

Ted is the elder of Julie's two children. He has always been part of decision making during any family crisis. Ted and his sister Maria both have a strong foundation in their faith. They value their religious beliefs. The action that their mother is taking is presenting them with an ethical dilemma. Should they put their mother on a feeding tube?

MARIA:

Maria is seven years younger than Ted. She has always respected him and relied on his judgment many times before. Maria has a strong bond with her mother. She has learned to love her as a stroke victim. Maria wants what is best for her mother, but is confused as to what that really is.

CIRCUMSTANCES TO CONSIDER

Two days before Christmas Julie suffered another stroke. The doctors said it again diminished Julie's physical abilities. Julie began her rejection of food and liquids at this point. When Ted or Maria tried to get her to eat or drink, she would clench her mouth shut. She became quite agitated if they persisted and many times threw the spoon or bowl off of the tray. Julie was refusing to take any nourishment. She would kiss Ted's or Maria's hand, but refused the food that it held.

Ted and Maria are in their mother's hospital room. The doctor has just left them. The doctor, although noncommittal about inserting the feeding tube, left them with the words, "We don't believe in withdrawing food from patients." They also have talked to their mother about the results of her refusing to eat. They want her to understand that her refusal will result in her death.

NOW LET'S ACT IT OUT

Give each character's lines the interpretations that are appropriate. Be imaginative. Think of how the characters would act. Include tone of voice, volume, movement, and nonverbal behaviors. Borrow from your own emotional memories to create the scene.

TED: Well, that remark from the doctor certainly helped us figure this out!

MARIA: What does he mean withdraw food? We're not withdrawing food, are we?

TED: Withdrawing food means not giving it. We'll keep on offering it and let Mom make the choice.

MARIA: Should we make the choice for her?

TED: I don't know, Maria. Maybe we should talk to a priest. I don't know what's right.

MARIA: I'm all confused. Do I want what Mom wants because it will be easier on us if she dies, or do I want it because that's what she wants?

TED: You're going to drive yourself nuts. You saw how Mom acts when you even go near her with any kind of food. She goes wacko!

MARIA: She just doesn't want any part of it. But, what will happen if we let her have her way? Will she suffer? I can't stand this.

NOW IT'S YOUR TURN

Now, you continue the scene on your own. Remember to think about how your character is feeling. You can either resolve the conflict or deal with it in any other way. You may incorporate other characters into the dialogue (nurses, doctor, priest, etc.) to help in the decision-making process. Julie may also be involved nonverbally.

SEE WHAT YOU THINK

Watch the video.

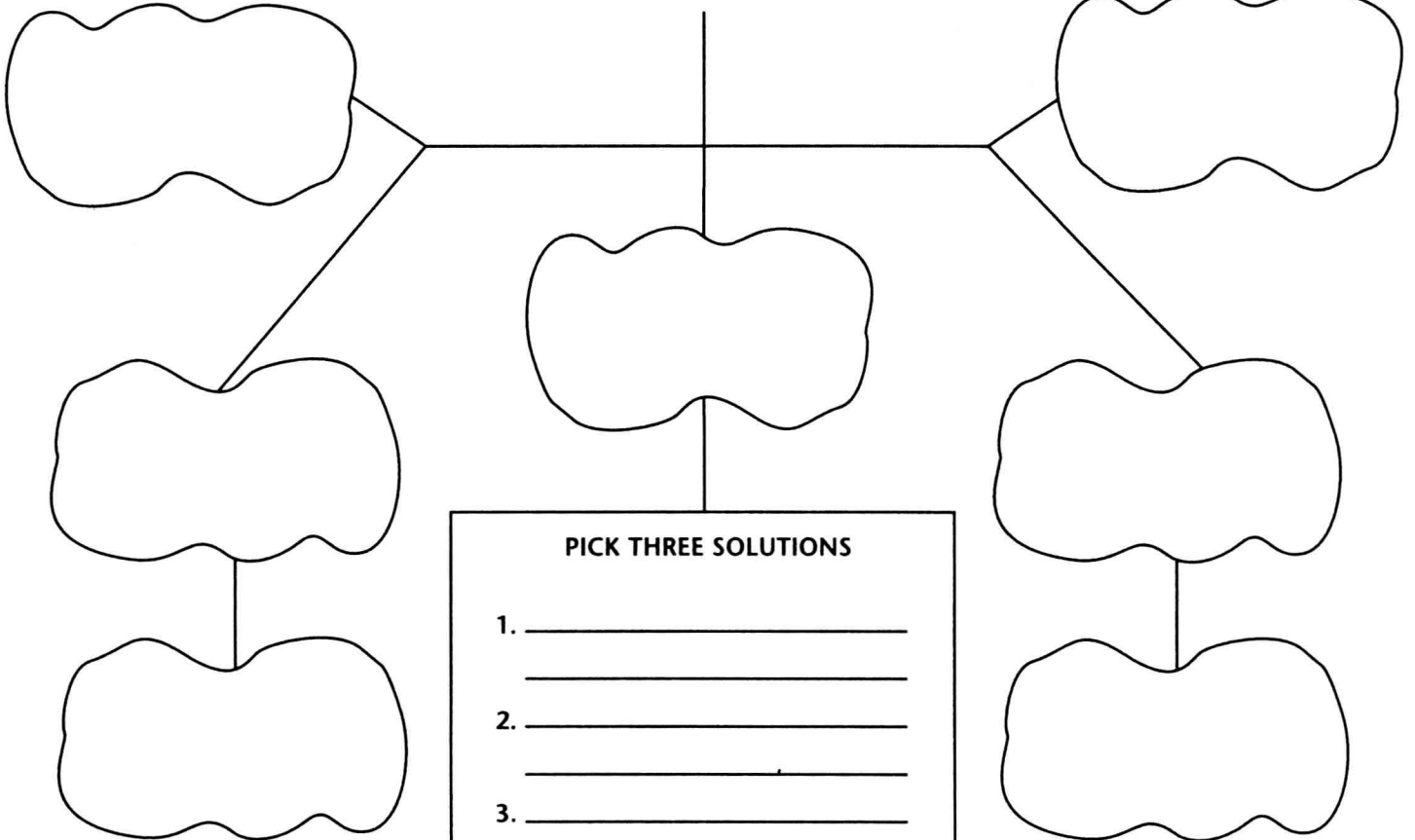
LET'S TALK ABOUT IT (Discussion Questions)

1. What morals or values are a part of this decision? List them.
2. Decide the process that Maria and Ted would need to go through to make the decision. What specific issues will they need to address to come to the right decision for Julie?

YOU STATE THE PROBLEM (FLOWCHART SELF-ANALYSIS)

STATE THE PROBLEM

BRAINSTORM SOLUTIONS



PICK THREE SOLUTIONS

1. _____

2. _____

3. _____

STATE THE FINAL SOLUTION

ROLE PLAY FOCUS: ETHICS AND MEDICAL TECHNOLOGY

WHAT IF?

CHARACTER BACKGROUNDS

JIM ANDREWS:

Jim is 16 years old. He has been raised in a very religious home. Following one's faith has been a value taught by his parents. He has tried to live by his beliefs. The family practices the teachings of their faith in their daily lives. They are strong believers. One of their religious convictions forbids any type of surgery or blood transfusion.

DR. ROLAND SANCHEZ:

Mr. Sanchez is 32 years old and one of the youngest physicians in the Trauma Center. He gets great satisfaction working in the Emergency Room. The only criticism of Dr. Sanchez is that he may be too passionate about his work. Sometimes he has been cautioned by other physicians that he needs to become less emotionally involved with his patients. He will do all he can to preserve the life of a patient. Every day he witnesses how medical technology saves so many lives.

MARY McGOVERN:

Mary is 47 years old and has worked as a registered nurse for 22 years. Her experience includes oncology, pediatrics, cardiology, and neurology. She has been described as hard working, efficient, and considerate. The staff feels her greatest attribute is her ability to listen to all sides of an issue. Patients have described her as attentive and considerate. Mary makes a point of communicating with the families of patients. She has witnessed extraordinary recoveries, pain, suffering, and dying.

CIRCUMSTANCES TO CONSIDER

Jim has just been brought to the emergency room. He collapsed during gym class. His parents are in the process of being notified. Jim is listless, confused, and in a great deal of pain.

Dr. Sanchez and Mary McGovern are on duty. Jim has been diagnosed with a ruptured appendix and needs to be prepared for surgery. Dr. Sanchez is ordering Nurse McGovern to prepare Jim for surgery immediately.

Mary goes over Jim's admitting form and notices his faith. She knows that Jim's faith forbids blood transfusions.

NOW LET'S ACT IT OUT

Give each character's lines the interpretations that are appropriate. Be imaginative. Think of how the characters would act. Include tone of voice, volume, movement, and nonverbal behaviors. Borrow from your own emotional memories to create the scene.

- MARY: Dr. Sanchez, I think we have a problem here.
- DR. SANCHEZ: What kind of problem?
- MARY: The patient cannot receive a blood transfusion or any type of surgery.
- DR. SANCHEZ: What are you talking about?
- MARY: It is a religious thing.
- DR. SANCHEZ: This is ridiculous. That boy could die without immediate surgery.
- MARY: I know, but...
- DR. SANCHEZ: But what? Prepare the boy for surgery.
- MARY: I don't think we can do that.
- DR. SANCHEZ: (approaching Jim who is lying in pain) Jim, your condition is serious. You have a ruptured appendix. We need to do surgery right away.
- JIM: Surgery? Oh, no. Please, the pain. Oh, I can't do surgery.
- DR. SANCHEZ: Jim, I can't help you without surgery.
- JIM: The pain is so bad. I'll do whatever you want. Please help.
- DR. SANCHEZ: Nurse, prepare the patient.
- MARY: You can't. He is a minor. His parents must make the decision.