



Even Semester End Term Examination, May / June 2026

Date: 20/05/2026

Time: 09.30 AM - 12.30 PM

Course Code: MSP4203

Course Name: Interpersonal Communication

Semester: Second Semester

Max. Marks: 100

Weightage: 50%

CO - Levels	CO1	CO2	CO3	CO4
Marks	26	29	59	56

Part A: Answer Following Questions. 30 M

Qn.No	Questions	M	CO	BT
1	State the psychological components of the transactional model of communication .	3	CO1	BT1
2	List three types of psychological noise that act as communication barriers.	3	CO1	BT1
3	List any three perceptual barriers .	3	CO2	BT1
4	Identify three common listening failures .	3	CO2	BT1
5	Define emotive language and give two examples.	3	CO2	BT1
6	Define initial credibility and state any two factors that influence it.	3	CO3	BT1
7	Define communication apprehension and identify any two of its dimensions.	3	CO3	BT1
8	List any three dimensions of speaker credibility .	3	CO3	BT1
9	State the characteristics of a supportive conflict climate .	3	CO4	BT1
10	Define social validation as a motive for disclosure.	3	CO4	BT1

Part B: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
11	A trainee psychologist conducts an intake interview with a client suffering from anxiety. The trainee uses many technical terms such as cognitive distortion, maladaptive behaviour, and dissociation. The client becomes confused and stops participating. Analyze the situation by explaining: a) the communication barrier present b)	10	CO1	BT4

	how the barrier affects the counselling process c) what the trainee psychologist should do differently.			
12	A supervisor tells a trainee "Your progress is interesting" with a sarcastic undertone. Analyze the Content and Relational levels of this message.	10	CO1	BT4

Part C: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
13	A mental health team is discussing a client with a history of self-harm. One professional describes the client as attention-seeking, another says the client is manipulative, while a third argues that the client is terrified of abandonment and struggling to communicate distress. The disagreement creates conflict within the team and affects how the client is treated. Apply the concepts of troublesome language, perceptual bias, and emotional barriers in communication to this scenario. Discuss how the team could move toward a more accurate and ethical understanding of the client.	10	CO2	BT3
14	During a hospital placement, a trainee psychologist reads a case file that repeatedly describes a patient as manipulative and attention-seeking. After meeting the patient, the trainee interprets all of the patient's behaviour through this description. Apply the concepts of emotive language and confirmation bias to this scenario. Suggest two corrective strategies that would improve the accuracy of the assessment.	10	CO2	BT3

Part D: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
15	During a family therapy session, the parents of a child with autism disagree strongly about behavioural intervention. The father demands immediate results, while the mother is overwhelmed and tearful. Apply the concept of kairos to explain how the therapist should decide the appropriate moment to introduce treatment recommendations.	10	CO3	BT3
16	A psychologist attempts to persuade the parents of an adolescent with depression to seek treatment. The parents believe the adolescent is simply "being dramatic" and reject all advice. Apply ethos, logos, and pathos to explain how the psychologist could communicate more effectively.	10	CO3	BT3

Part E: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
17	A student therapist immediately gives advice every time a client expresses an emotion, without first acknowledging the feeling. Apply the concept of disconfirming responses and the neutrality-vs-empathy dimension to evaluate this pattern and suggest what the	10	CO4	BT3

	student should do differently.			
18	A new client shares very little in early sessions and gives only surface-level answers. Apply the principles of appropriate self-disclosure to illustrate how the therapist should pace and encourage deeper disclosure without overwhelming the client.	10	CO4	BT3

Part F: Answer Any 1 Following Questions. 15 M

Qn.No	Questions	M	CO	BT
19	A lawyer working with juvenile offenders meets the parents of a 15-year-old adolescent who has repeatedly been involved in violent behaviour at school. The parents insist that the adolescent should simply be punished more severely at home. The lawyer believes that the adolescent would benefit more from a behavioural intervention programme and family counselling. Analyse how the lawyer could communicate with the parents in order to persuade them to consider this alternative approach.	15	CO3	BT4
20	A community leader proposes the opening of a counselling centre in a residential neighbourhood. During a public meeting, several residents object to the proposal because they believe that a counselling centre will create social stigma and attract "problematic people" into the area. Analyse how the community leader could address these concerns and persuade the residents to support the proposal.	15	CO3	BT4

Part G: Answer Any 1 Following Questions. 15 M

Qn.No	Questions	M	CO	BT
21	Analyse the distinction between conflict resolution and conflict management. Examine how a therapist's own conflict style, shaped by developmental history and attachment, may affect how they respond to therapeutic ruptures. Evaluate what genuine metacommunicative awareness of one's own conflict style demands of a reflective practitioner.	15	CO4	BT4
22	Analyse the six paired dimensions of defensive and supportive communication climates. For each dimension, examine what each pole looks like in practice and explain the psychological mechanism by which the defensive pole produces threat or guardedness.	15	CO4	BT4