



Course Code:	1008HSV
Course Name:	Interpersonal Skills
Trimester:	Trimester 1, 2019
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Amy Bourke
Document modified:	05/06/2017

### **Teaching Team**

Your lecturer/tutor can be contacted via the email system on the portal.

Amy Bourke – [amy.bourke@staff.griffithcollege.edu.au](mailto:amy.bourke@staff.griffithcollege.edu.au)

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### **Staff Consultation**

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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## **Prerequisites**

No pre- or co-requisites

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## **Brief Course Description**

This course is designed to facilitate, guide and stimulate your interest and commitment to an increased understanding of what constitutes effective communication and to develop your ability to communicate effectively. To assist with your skills acquisition, this course has been designed using an active learning approach. Learning actively will provide you with the opportunity to develop both a theoretical understanding and a practical ability to communicate and interact interpersonally. In preparation for your role as a professional in the field, you will be encouraged in this course to think of yourself as a practitioner-in-training. One of the implications of this, is that we expect you to be self-managing in terms of your own learning and the learning of your colleagues.

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## **Rationale**

Well-developed communication strategies are essential for healthcare professionals to provide accurate and effective assessment of, and response to, client needs. In addition, employers value high-level communication skills among professionals, especially those working with the fields of human services, social work and psychology. This is because all healthcare disciplines and workplace settings have communication practices that require advanced and efficient communication in order to work effectively with both clients and colleagues.

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## **Aims**

The aim of the 1008HSV Interpersonal Skills course is to develop and enhance your knowledge of interpersonal skills and to work towards mastery of the skills required to apply that knowledge in practical situations.

For students wishing to continue their studies within a bachelors degree upon the completion of the Diploma of Social & Psychological Science: A further aim of this course is to provide the establishment of foundation skills and knowledge to be built upon in Group Facilitation (2nd year) and Counselling Individuals and Families (3rd or 4th year).

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## **Learning Outcomes**

After successfully completing this course you should be able to:

1. Describe the major processes of interpersonal communication.
  2. Actively listen and receive information from others.
  3. Effectively communicate information to others.
  4. Manage interpersonal interactions.
  5. Interact appropriately with others in one-on-one and small group situations.
  6. Critically review your own behaviour in an interpersonal interaction.
  7. Integrate theory and practice in the analysis of interpersonal interactions.
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## **Texts and Supporting Materials**

### **Required Texts:**

Lewis-Driver, S. & Chester, P. (2018). *Interpersonal Communication: A guide for health professionals 1008HSV* (2nd ed.). Sydney: Pearson Australia

1008HSV Tutorial Workbook (2018)

### **Recommended Readings:**

Beebe, S., Beebe, S. & Redmond, M. (2013). *Interpersonal Communication: relating to others* (7th edition). Boston: Pearson Education, Inc.

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## **Organisation and Teaching Strategies**

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, tutorials and workshops. Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture with opportunities for students to practice communication skills. Students are also encouraged to utilise web materials including designated multi-media resources, self-directed activities and worksheets. The teaching strategies are designed to enable the 1st year student to engage in a variety of learning platforms.

In this course students will come to appreciate communication in all its forms as an indispensable tool because of its ability to open up avenues of understanding and bring about change to people's lives. This course is designed to encourage students to move through learning experiences that provide personal insights, providing a basis for knowledge and skill development in the areas of interpersonal, therapeutic and written communication. The course assists the students to do this by providing theoretical input and practical experience in

the safe environments of the lectures, tutorials and workshops.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site. Lecture Captured sessions are not intended as a substitute for a lecture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

### **Class Contact Summary**

**Lectures:** 2 hours per week (weeks 1 - 12).

**Tutorials:** 1 hour per week (weeks 1 -12).

**Workshops:** 1 hour per week (weeks 1 - 12).

### **Attendance**

100% attendance is expected for all classes. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

Students are reminded that in this course, 20% of your overall grade is dependent upon your participation in workshops and tutorials. Grading begins in week 1, and failure to attend any tutorial or workshop will influence your overall grade.

You are expected to bring work completed at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

### **Preparation and Participation in Class**

You are expected to complete your readings and review the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

### **Consultation Times**

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

### **Course Materials**

Lecture notes will be made available to you on the 1008HSV MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that extra notes can be added.

### **Independent Study**

Independent study requires that you spend time outside classes engaged in reviewing course materials available on the course site, completing readings, and undertaking research necessary to complete your assignments. Research includes reading the required text books, using library and internet facilities. For this 10 CP course, in addition to attending 4 hours of classes each week, you will need to spend at least 6 hours per week in your own time engaged in activities that will help your learning and fulfil the course objectives (Total of 10 hours study every week).

### Program Progression

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

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### Content Schedule

The course content broadly divides interpersonal skills into three areas: Receiving information, sending information, and managing an interpersonal interaction. Receiving information is concerned with the accurate intake of spoken and non-verbal messages from another person so that you can be confident that you understand the message and the sender has had sufficient space and time to complete their message. Sending information is concerned with ensuring your intended message, including your feelings and the reasons for them, is received and understood by the receiver. Finally, managing the interaction is the highest skill in the cluster of interpersonal skills. As mastery of the skills is developed, an individual will be better equipped to make decisions as to who should go first (send information) and who should devote themselves to ensuring the message is accurately received (receiving information) and when to take turns in the different positions. Highly developed interpersonal skills allow an individual to critically reflect on their own performance in an interpersonal exchange and design changes in their behaviour to ensure more satisfying outcomes in future interpersonal interactions.

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Course overview and assessment briefing, the three perceptual positions, and introduction to receiving information, culture.	Lecture	<i>Interpersonal Communication</i>  1.1, 1.2, & 1.3
	Working agreements and silent attending.	Tutorial	
	Expectations, and using Moodle for 1008	Workshop	
2	Blocks to listening, attending and following, and non-verbal attending.	Lecture	<i>Interpersonal Communication</i>

	SOLER, attending, minimal encouragers, blocks to listening	<b>Tutorial</b>	2.1, 2.2, & 2.3
	What does active listening look like? Carl Rogers video analysis	<b>Workshop</b>	
<b>3</b>	Empathy, reflection of feeling, and reflection of content.	<b>Lecture</b>	<i>Interpersonal Communication</i>  2.4, & 3.1 (a, b, & c)
	Reflection of feeling, reflection of content	<b>Tutorial</b>	
	Exploring perspectives and barriers to empathy	<b>Workshop</b>	
<b>4</b>	Open and closed questions, summaries, and structuring the session.	<b>Lecture</b>	<i>Interpersonal Communication</i>  3.2 & 3.3
	Questioning, summarising, opening and closing the session.	<b>Tutorial</b>	
	Booking in for assessment 2, and in class interaction demonstration	<b>Workshop</b>	
<b>5</b>	Sending information, 1 <sup>st</sup> position, and disclosure and discernment.	<b>Lecture</b>	<i>Interpersonal Communication</i>  4.1
	Bringing it all together; consolidation of 2 <sup>nd</sup> person skills for assessment.	<b>Tutorial</b>	
	Filming and analysis of assessment 2 practice	<b>Workshop</b>	
<b>6</b>	Assertive behavior, Direct “T” messages, and expressing feelings and emotions.	<b>Lecture</b>	<i>Interpersonal Communication</i>  5.1, 5.2, & 6.1
	Bringing it all together; consolidation of 2 <sup>nd</sup> person skills for assessment.	<b>Tutorial</b>	
	Final practice for assessment 2	<b>Workshop</b>	
<b>7</b>	The power of words, congruence, and escalation	<b>Lecture</b>	<i>Interpersonal Communication</i>  6.2
	In-class Interaction Assessments	<b>Tutorial</b>	
	Reflective essay writing; preparation for assessment 3	<b>Workshop</b>	
<b>8</b>	Managing the Interaction, 3 <sup>rd</sup> position, co-operative behavior, and whose and what information.	<b>Lecture</b>	<i>Interpersonal Communication</i>  7.1 & 7.2
	In-class Interaction Assessments	<b>Tutorial</b>	
	Activities: whose and what information, assertion, and cooperative communication	<b>Workshop</b>	
<b>9</b>	Mediation/problem solving and negotiation	<b>Lecture</b>	<i>Interpersonal Communication</i>
	In-class Interaction Assessments	<b>Tutorial</b>	

	Activities: problem solving and negotiation	<b>Workshop</b>	9.1, 9.2 & 9.3
<b>10</b>	Mediation	<b>Lecture</b>	<i>Interpersonal Communication</i> 10.1
	In-class Interaction Assessments	<b>Tutorial</b>	
	Assessment 4 discussion and questions	<b>Workshop</b>	
<b>11</b>	Managing feelings and emotions.	<b>Lecture</b>	<i>Interpersonal Communication</i> 8.1
	In-class Interaction Assessments	<b>Tutorial</b>	
	Activities: managing feelings and emotions	<b>Workshop</b>	
<b>12</b>	Reducing cross-cultural barriers in interpersonal communication	<b>Lecture</b>	<i>Interpersonal Communication</i>  Review 1.2 & 1.3
	In-class Interaction Assessments	<b>Tutorial</b>	

## Assessment

This section sets out the assessment requirements for this course.

## Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Academic development holistic assessment - Active participation in tutorials	20%	1, 2, 3, 4, 5, 6, 7	Weeks 1 - 6
2	Mid-trimester Exam	20%	1, 6, 7	Mid-trimester exam period
3	Presentation - In Class Interaction Session	30%	2, 3, 4, 5,	Week 7 to 12
4	Written assessment - Video Transcript Analysis	30%	1, 2, 3, 4, 5, 6, 7	Week 12

## Assessment Details

Details of assessment items will be posted on the 1008HSV MyStudy course website on the Griffith College Student Portal by Week 1 of the trimester.

### **1. Academic development holistic assessment – Active participation in tutorials.**

Rationale: The purpose of this assessment is to develop an understanding of interpersonal communication processes, to gain skills in receiving and sending information, and to develop interpersonal and small group process skills.

Assessment details: For the first six weeks of the course your interpersonal skills will be assessed during tutorials and workshops. This will happen on a week-to-week basis via observation and feedback from your tutor and peers. It is expected that you will attend all tutorials and workshops. However, simply attending the tutorials and workshops will not qualify you for a passing grade on this assessment item. You need to actively participate in the tutorials and workshops, engaging and interacting with your peers.

Marking criteria: Each week, your tutor will record your level of participation, according to established criteria which will be published on the 1008HSV MyStudy course site on the Griffith College portal. Such criteria has undergone a full pre-moderation process.

*To be classified as having attempted this assessment item, you must attend a minimum of 50% (3/6) tutorials.*

### **2. Presentation - In Class Interaction Session.**

Rationale: The purpose of the assessment is to give students an opportunity to practice the consolidation of your newly acquired skills in a safe, yet more realistic, simulated client-practitioner environment.

Assessment details: You are required to work with another student enrolled in the course to facilitate the first six to eight minutes of an interpersonal interaction. You will undertake one session with your partner where you will be assessed on your use of receiving skills and then will take on the role of sender so that your partner can be assessed in the receiver position.

Both sessions will be assessed by your tutor during tutorial and workshop time starting in Week 7. The focus of the sessions will centre upon the receiver's capacity to effectively connect with the sender through the establishment of rapport with the sender through the use of micro communication skills explored in the lectures and tutorials. The session should provide evidence of the execution of a range of receiving skills that communicate positive regard, empathy, genuine communication and respect for the sender. Your tutor will also consider the session's structure, utilising an appropriate introduction and conclusion.

Marking criteria: The presentation will be marked against established criteria which will be published on the 1008HSV MyStudy course site in advance of the date of expected presentation. Such criteria has undergone a full pre-moderation process.

### **3. Mid-trimester exam – Multiple choice and short answer**

Rationale: The purpose of this assessment is to test your understanding of key concepts covered throughout lectures and assigned readings. In addition, this assessment will help you to develop the ability to integrate theory and practice. You will be required to apply these concepts to practical hypothetical scenarios, as well as to your own interactions, in order to develop the self-reflection and self-assessment skills required of practitioners in the field.

Assessment details: The exam will consist of both multiple choice and short answer questions, and will be conducted during the mid-trimester examination period.

#### **4. Written assessment - Video Transcript Analysis**

Rationale: This assessment is designed to help consolidate your understanding of the 1<sup>st</sup> and 3<sup>rd</sup> position skills covered in lectures and readings. In addition the assessment will further develop your ability to integrate theory and practice.

Assessment details: For this activity you are required to demonstrate your understanding of behaviours in the first and third perceptual positions. You will be provided with a video recording of a mediation session. You will be required to submit a transcript analysis of the video provided. You will need to use the readings provided, as well as other peer-reviewed literature, to identify and assess the strengths and weaknesses of the skills demonstrated in the video.

Detailed instructions are contained on the course site in MyStudy on the GriffithCollege portal. It is very important that you access these documents and carefully read the instructions.

Marking criteria: The transcript will be marked against established criteria which will be published on the 1008HSV MyStudy course site in advance of the date of expected presentation. Such criteria has undergone a full pre-moderation process.

Submission: Transcript via online submission to Turnitin.

#### **Requirements to pass the course:**

In order to pass this course, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. achieve a minimum cumulative total of 50% from all graded assessments.**

#### **Submission and Return of Assessment Items**

#### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### **Extensions**

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant

documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and  $\leq$  24 hours 10%
- > 24 hours and  $\leq$  48 hours 20%
- > 48 hours and  $\leq$  72 hours 30%
- > 72 hours and  $\leq$  96 hours 40%
- > 96 hours and  $\leq$  120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

### **Assessment Feedback**

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date. This does not apply to the final piece of assessment in this course - marks for this item will be provided with the final course result.

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

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## Additional Course Information

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### Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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