



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1008HSV
<b>Course Name:</b>	Interpersonal Skills
<b>Trimester:</b>	Trimester 1 2020
<b>Program:</b>	Diploma of Social and Psychological Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Amy Bourke
<b>Document modified:</b>	14/02/2020

### 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.

### Assumed Knowledge

Nil.

## 1.2 Teaching Team

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

Name	Email
Amy Bourke	Amy.bourke@staff.griffithcollege.edu.au

## 1.3 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 "Support and Services/Teacher Consultation Times" link.

## 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course 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 bachelor's 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).

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Evaluate both spoken and theoretical interpersonal interactions to select the most effective 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> positions skills for a given situation.
2. Demonstrate effective performance of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> positions skills during spoken interpersonal interactions.
3. Interact appropriately with others in one-on-one and small group situations.
4. Demonstrate the ability to apply theory, self-reflection, and peer feedback to critically evaluate and improve your communication skills.

## 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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
Knowledge and skills with critical judgement			✓
Communication and collaboration skills	✓	✓	✓
Self-directed and active learning skills	✓	✓	✓
Creative and future thinking skills		✓	
Social responsibility and ethical awareness		✓	
Cultural competence and awareness in a culturally diverse environment	✓	✓	

## 3. Learning Resources

### 3.1 Required Resources

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

1008HSV Tutorial Workbook (2020)

### 3.2 Recommended Resources

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

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

## 3.4 Other Learning Information

### Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

### Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

### Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You 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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

### Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

Classes for Interpersonal skills include the following:

- \* **Lectures:** 2 hours per week
- \* **Tutorials:** 1 hour per week
- \* **Workshops:** 1 hour per week

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Course overview and assessment briefing, the three perceptual positions, and introduction to receiving information, culture.	Working agreements and silent attending. Assessment instructions. <b>ASSESSMENT ONE BEGINS IN CLASS TODAY</b>	<i>Interpersonal Communication</i> 1.1, 1.2, & 1.3	3, 4
2	Blocks to listening, attending and following, and non-verbal attending.	SOLER, attending, minimal encouragers, blocks to listening. Roger's video analysis. <b>THIS CLASS IS ASSESSED</b>	<i>Interpersonal Communication</i> 2.1, 2.2, & 2.3	1-4
3	Empathy, reflection of feeling, and reflection of content.	Reflection of feeling, reflection of content. Exploring perspectives and barriers to empathy <b>THIS CLASS IS ASSESSED</b>	<i>Interpersonal Communication</i> 2.4, & 3.1 (a, b, & c)	1-4
4	Open and closed questions, summaries, and structuring the session.	Questioning, summarising, opening and closing the session. Assessment 2 bookings and in-class interaction demonstration <b>THIS CLASS IS ASSESSED</b>	<i>Interpersonal Communication</i> 3.2 & 3.3	1-4
5	Sending information, 1 <sup>st</sup> position, and disclosure and discernment.	Bringing it all together; consolidation of 2 <sup>nd</sup> person skills for assessment. Filming and analysis of assessment 2 practice. <b>THIS CLASS IS ASSESSED</b>	<i>Interpersonal Communication</i> 4.1	1-4
6	Assertive behaviour, Direct "I" messages, and expressing feelings and emotions.	Bringing it all together; consolidation of 2 <sup>nd</sup> person skills for assessment. Final practice for assessment 2 <b>THIS CLASS IS ASSESSED</b>	<i>Interpersonal Communication</i> 5.1, 5.2, & 6.1	1-4

7	The power of words, congruence, and escalation	Reflective essay writing; preparation for assessment 3 <b>In-class Interaction Assessments occur in workshop</b>	<i>Interpersonal Communication</i> 6.2	1-4
8	Managing the Interaction, 3 <sup>rd</sup> position, co-operative behaviour, and whose and what information.	Activities: whose and what information, assertion, and cooperative communication <b>In-class Interaction Assessments occur in workshop</b>	<i>Interpersonal Communication</i> 7.1 & 7.2	1-4
9	Mediation/problem solving and negotiation	Activities: problem solving and negotiation <b>In-class Interaction Assessments occur in workshop</b>	<i>Interpersonal Communication</i> 9.1, 9.2 & 9.3	1-4
10	Mediation	Assessment 4 discussion and questions <b>In-class Interaction Assessments occur in workshop</b>	<i>Interpersonal Communication</i> 10.1	1-4
11	Managing feelings and emotions.	Activities: managing feelings and emotions <b>In-class Interaction Assessments occur in workshop</b>	<i>Interpersonal Communication</i>  8.1	1-4
12	Reducing cross-cultural barriers in interpersonal communication	<b>In-class Interaction Assessments occur in workshop</b>	<i>Interpersonal Communication</i>  Review 1.2 & 1.3	1-4

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Active participation in tutorials and workshops	20%	1, 2, 3, 4	Weeks 1 - 6
2	Mid-trimester exam	20%	1, 4	Mid-trimester exam period
3	Presentation- In-class Interaction Session	30%	1, 2, 3	Assigned date during week 7 - 12
4	Written assessment - Video Transcript Analysis	30%	1	Week 12

## 5.2 Assessment Detail

### 1. Active participation in tutorials and workshops weeks 1 – 6

**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. **You must attend a minimum of 3 of the first 6 weeks** in order to be classified as having submitted this assessment item. You must submit all assessments in order to be eligible to pass the course.

**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.

**Submission:** In class weeks 1 - 6

Note. To be classified as having attempted this assessment item, you must attend a minimum of 50% (3/6) tutorials. **If you are sick during weeks 1 - 6:** A maximum of 3 weeks may be submitted via video recording (for students with serious medical or other extreme circumstances).

### 2. 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.

**Submission:** On campus during Mid-trimester exam block

### 3. 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.

**Submission:** In class under exam conditions

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

**Rationale:** This assessment is designed to help consolidate your understanding of the 1st and 3rd 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.

### 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

### 5.4 Other Assessment Information

#### 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.



## Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

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