



1. General Course Information

1.1 Course Details

Course Code:	1008HSV
Course Name:	Interpersonal Skills
Trimester:	Trimester 3 2020
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
Document modified:	25 September 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

There is no assumed knowledge for this course

1.2 Teaching Team

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

Name	Email
Cindy Dawson	cindy.dawson@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 classes. A list of times will be published on the course site.

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

This course encourages students to develop and enhance an understanding 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 1st, 2nd, and 3rd positions skills for a given situation.
2. Demonstrate effective performance of 1st, 2nd, and 3rd 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 and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking			✓	
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓		



3. Learning Resources

3.1 Required Learning Resources

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

1008HSV Course Workbook (2020)

3.2 Recommended Learning 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring a concern to your teacher'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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your teacher will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience





	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Week	Module 1 Introduction				
1	Course overview and assessment briefing, the three perceptual positions, and introduction to receiving information 2 nd position, culture.	Interpersonal Communication 1.1, 1.2, & 1.3	Introductions Working Agreement Listening Time	Mini Quiz – non graded	3,4
	Module 2 Receiving Information				
2	Blocks to listening, attending and following, non-verbal attending empathy and barriers to intercultural communication	Interpersonal Communication 2.1, 2.2, 2.3 & 2.4 Extra Reading: Surety (journal article published on the course site)	Listening time SOLER/Surety Following and Attending Blocks to listening	Mini Quiz – non graded	1,2,3,4
3	Reflection of feeling, and reflection of content. Questioning	Interpersonal Communication , 3.1 (a, b, & c) 3.2 and 3.3	Reflection of feeling, reflection of content. Questioning	Mini Quiz – non graded	1,2,3,4
	Module 3 Sending Information				
4	Sending Information 1st position. Disclosure and discernment	Interpersonal Communication 4.1	Assertion "I" messages Expressing feelings and emotions	Receiving Skills Online Quiz Open 9th – 13th November	1,2,3,4
5	Assertive behaviour Direct "I" messages Reducing cross- cultural communication barriers	Interpersonal Communication 5.1 and 5.2	Practice Assertion		1,2,3,4

	<i>Expressing feelings and emotions</i>				
6	<i>The power of words, congruence, and escalation Managing the interaction 3rd person position Co-operative behaviour Whose and what information? Balancing the interaction</i>	Interpersonal Communication 6.1 & 6.2	<i>Congruent messages Escalation</i>		1,2,3,4
Module 4: Managing the Interaction					
7	<i>Managing feelings and emotions – mindful communication Tips for 3rd Position Skills</i>	Interpersonal Communication 7.1, 7.2 & 8.1	<i>Avoidant – cooperative – competitive Planning how to manage interactions Assessment 2 planning</i>		1,2,3,4
8	<i>Negotiation Problem solving Dealing with non-cooperative parties</i>	Interpersonal Communication 9.1, 9.2 & 9.3	<i>Negotiation Problem solving</i>		1,2,3,4
9	<i>Mediation revision</i>	Interpersonal Communication 10.1	<i>Mediation</i>	<i>Receiving and Sending Skills Reflective Analysis Due 18th December</i>	1,2,3,4
Module 5 Course Review					
10	<i>Topic Revision</i>	<i>Revision Activities</i>	<i>Assessment 3 discussion and questions</i>		2,3,4
11	<i>Preparation for the interaction assessment – demonstrations from your educators!</i>	<i>Preparation for the interaction assessment</i>	<i>Mock Interactions for assessment 3 preparation</i>		2,3,4
12	<i>In-class Interaction Assessment 3</i>	<i>In-class Interaction Assessment 3</i>	<i>In-class Interaction Assessment 3</i>	<i>Interpersonal Interaction Assessments - by appointment – dates between 18th January 10:00 – 22nd January 15:00. Students will be examined via Zoom</i>	2,3,4



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Quiz: Selected Responses	10%	1,4	Week 4
2	Written assessment - Video Transcript Analysis	40%	1	Week 9
3	Presentation- In-class Interaction Session	50%	2, 3 & 4	Week 12

5.2 Evidence of Learning Task Detail

1. Quiz - Selected responses

Rationale: The purpose of this assessment is to test your understanding of key concepts covered throughout Modules One and Two. 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:

For this task, you are required to complete an online quiz in which you will answer 10 multiple choice questions. In order to do this, you will need to reflect upon an interpersonal interaction skills video, provided to you in the course site. In this video, an interaction takes place between two people and you are required to analyse this interaction and answer questions about the receiving skills used by both parties in the interaction.

The assessment will be open for five days in the course site. Once you start the exam, you will have up to 45 minutes to complete it. After 45 minutes, you will be locked out of quiz. You will not be permitted to reattempt the exam. You will not receive your marks until after the quiz has closed.

The purpose of this assessment is for you to demonstrate your understanding of a range of receiving skills presented in the course, and their application to a specific situation.

This assessment item is weighted at 10% of your overall course mark.

Marking criteria: The quiz will be marked following a strict marking guide and will undergo a full moderation process.

Submission: Online Moodle quiz

Further details of assessment item expectations will be provided during class and the assessment descriptor available on the 1008HSV course site.

2. 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 task, you need to write a 1500 word reflective analysis essay in which you identify, describe and evaluate the *interpersonal interactive skills* of the main character (Polly) during an interaction between two people. A video of this interaction will be available on the course site.

In your essay, you should **critically reflect** on Polly's **use of second and first position skills** studied in the course. Using relevant literature (a minimum of five separate sources), you must reflect on and analyse **Polly's communication only**.

You are then required to identify, describe evaluate comparable examples **of your own use** of the same skills that you've identified, described and analysed within Polly's communication.

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.. 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 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.

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. Your use of interpersonal skills taught in the course will be examined, including first person skills, second person skills, and third person skills. Your markers want to see that you understand the skills we have taught you, applied to a situation of your choice that requires problem solving or negotiation skill sets, and the incumbent second and first position skills required to implement those processes. Your markers will be looking for well-executed skills, used appropriately and professionally, in the scenario you've chosen.

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 course. 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 teacher 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 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

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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