



1. General Course Information

1.1 Course Details

Course Code:	1008HSV
Course Name:	Interpersonal Skills
Trimester:	Trimester 3 2021
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
Document modified:	12 August 2021

Course Description

This course is designed to increase your understanding of what constitutes effective communication and to develop your ability to communicate effectively. To assist with your skills acquisition, this course uses 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 and apply the listening and speaking strategies taught in real time.

Assumed Knowledge

There is no assumed knowledge for this course

1.2 Teaching Team

Your teacher 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 teacher is available each week for consultation outside of normal class times. Times that your teacher 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

Upon the completion of this course, students will have developed an enhanced understanding of interpersonal skills. Student will also be able to display in practical situations relevant and effective listening and speaking skills required in a counselling setting.

For students wishing to continue their studies within a Human Services or Social Work 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. Describe the major processes of interpersonal communication
2. Effectively use 1st, 2nd, and 3rd positions skills during spoken interpersonal interactions.
3. Interact with others in one-on-one and small team situations based on the contextual understanding of interpersonal communication.
4. Critically reflect on your own behaviour in an interpersonal interaction
5. Analysis of interpersonal interactions through the integration of theory and practice.
6. Use appropriate APA 7th in referencing text and presentation.









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 (You can borrow from the Griffith University Library Catalogue or buy it as an e-book or hard copy).

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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Epigeum to Academic Integrity modules within the suite of Academic and Professional Studies courses.

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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 teachers. 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 Experiences and Learning Activities

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

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Week	Module 1: Introduction & Receiving Information				
1	Course overview and evidence of learning task briefing, the three perceptual positions, and introduction to receiving information 2 nd position, introduction to culture.	Introductions Warm up activity: How culture influences you Practise Second Position Listening Time in pairs	Interpersonal Communication Reading and post on discussion board 1.1, 1.2, & 1.3		3,4
2	Blocks to listening, attending and following, non-verbal attending empathy and barriers to intercultural communication Video: Evidence of Learning Task 1 -making and infographic	Listening time in triads SOLER/SURETY Following and Attending Attending behaviour feedback sheet Blocks to listening Complete H5P	Interpersonal Communication Reading and reflections 2.1, 2.2, 2.3 & 2.4 Extra Reading: Surety (journal article published on the course site) Watch Evidence of Learning Task 1 _video post questions on the Padlet		1,2,3,4
3	Reflection of feeling, and reflection of content. Questioning	Reflection of feeling, reflection of content Scenarios and role play. Questioning Practice in Pairs	Interpersonal Communication 3.1 (a, b, & c) 3.2 and 3.3 Reflect and post on the Padlet wall		1,2,3,4
	Module 2: Sending Information				
4	Sending Information 1st position. Disclosure and discernment	Disclosure and discernment practise in teams and	Interpersonal Communication 4.1 Post on the Padlet wall	Infographic A1 Due 15%	1,2,3,4





5	Assertive behaviour Direct "I" messages Reducing cross- cultural communication barriers Expressing feelings and emotions	Assertion "I" messages Expressing feelings and emotions, Scenarios - Identifying communication styles Team work - Practice Assertion using "I" messages	Interpersonal Communication 5.1 and 5.2 Expressing emotions - complete the emotion table with your verbal response		1,2,3,4
6	The power of words, congruence, and escalation Introduction to 3 rd person position Co-operative behaviour	Congruent messages Escalation Practical application of escalation using scenarios in pairs/triads Observers complete the feedback sheet	Interpersonal Communication 6.1 & 6.2 Practice assertion with your communications Watch Evidence of Learning Task 2 video post evidence of learning task questions on the Padlet		1,2,3,4
Module 3: Managing the Interaction					
7	Managing the interaction - 3rd person position Whose and what information? Balancing the interaction Managing feelings and emotions – mindful communication Tips for 3rd Position Skills	Avoidant – cooperative – competitive Planning how to manage interactions, scenarios in triads Discuss as whole team Evidence of Learning Task 2 planning	Interpersonal Communication 7.1, 7.2 & 8.1 Observe interactions in your daily lives.		1,2,3,4
8	A final Word on culture Negotiation and Problem solving	Practise steps in Negotiation Problem solving Triads and Pairs Whole class discussion	Interpersonal Communication 9.1, 9.2 & 9.3 Practise either negotiation or problem solving with a friend or family member		1,2,3,4
9	Dealing with non-cooperative parties and Mediation	Dealing with non-cooperative parties – approaches Role play - parties in disagreement, mediator and coach/observer,	Interpersonal Communication 10.1 Finalise and submit A2 essay. Choosing topic and partner for Evidence of Learning task 3	Receiving and Sending Skills Reflective Analysis A2 Due 35%	1,2,3,4
10	Course Review Preparation for the interaction evidence of learning task – booking time	Preparation for the interaction Mock (practise) Interactions for Evidence of	Preparation for the interaction A3 practising with your partner		1,2,3,4

11	<i>In-class Interaction Evidence of Learning Task 3</i>	<i>In-class assessment: Interaction Evidence of Learning Task 3</i>	<i>Preparation for the interaction evidence of learning task A3</i>	<i>Interpersonal Interaction Evidence of Learning Task - by appointment – dates TBA A3 Week 11 and</i>	2,3
12	<i>In-class Interaction Evidence of Learning Task 3</i>	<i>In-class assessment: Interaction Evidence of Learning Task 3</i>	<i>Preparation for the interaction evidence of learning task A3</i>	<i>Interpersonal Interaction Evidence of Learning Task - by appointment – dates TBA A3 Week 11 and 12 Week Students will be examined On Campus or Zoom 50%</i>	2,3



5. Evidence of Learning (Evidence of Learning Task Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Presentation - Infographic	15%	1,4,5,6	Week 4
2	Written Evidence of Learning Task – Interaction Analysis Essay	35%	1,4,5,6	Week 9
3	*Practical - Interpersonal Interaction Examination	50%	2, 3, 4	Weeks 11 and 12: on campus and online Zoom

***Practical Interpersonal Interaction Examination must be attempted and a minimum mark of 25/50 (50%) is required to pass this evidence of learning task, and to pass the course overall.**

5.2 Evidence of Learning Task Detail

1. Presentation - Infographic – 15%

Rationale: The purpose of this evidence of learning task is for you to demonstrate your understanding of a range of receiving skills presented in the course, and their application to a specific situation. In addition, this task will help you to develop the ability to integrate theory and practice.

Evidence of Learning Task details: For this task, you are required to complete an infographic. 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 identifying three receiving skills used in the interaction. You are to identify one skill demonstrating a n appropriate receiving skill and two skills demonstrating poor use of receiving skills. On your infographic you should describe the skill relevant to interpersonal communication. Including for poor skill use the impact to other party and also include an alternate interpersonal skill strategy, for each, that you would suggest in order to improve the communication and why this would improve the communication. You must use and reference scholarly literature to support your presentation content. Your infographic should combine written and visual elements to show your learning.

This evidence of learning task is weighted at 15% of your overall course mark and assesses learning outcomes 1, 4, 5 and 6.

Marking criteria: The infographic 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: Online submission to Turnitin in PDF form only

Further details of evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1008HSV course site.

2. Written Evidence of Learning Task: Essay - Sending and receiving skills reflective analysis – 35%

Rationale: This evidence of learning task is designed to help consolidate your understanding of the 1st and 2nd position skills covered in learning experiences and readings. In addition, the evidence of learning task will further develop your ability to integrate theory and practice.

Evidence of learning task 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.

This evidence of learning task is weighted at 35% of your overall course mark and assess learning outcomes 1, 4, 5 and 6.

Marking criteria: The evidence of learning task will be marked against established criteria which will be published on the 1008HSV course site in advance of the date of expected submission. Such criteria have undergone a full pre-moderation process.

Submission: Online submission to Turnitin.

3. Examination- Interpersonal Interaction – 50%

Rationale: The purpose of the evidence of learning task 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.

Evidence of learning task details: You are required to work with another student enrolled in the course (you can select your own partner) to facilitate 8 - 10 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.

You will be given verbal feedback and asked reflective questions from your assessor on the day, and more detailed marks will be released after all students have been assessed and marking moderation has taken place.

Because students in this course are heading into a professional health field, ultimately, we want to know that they can communicate effectively in this space. Inevitably, your markers will be thinking "how effective is this student at demonstrating an appropriate and professional approach to the situation? Could I see them in their field communicating appropriately?".

This evidence of learning task must be attempted to pass this course. A minimum mark of 25/50 (50%) is required to pass this evidence of learning task and to pass the course overall. A reattempt at this evidence of learning task may be offered at the program convenor's discretion.

This evidence of learning task is weighted at 50% of your overall course mark and assess learning outcomes 2, 3 and 4.

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 have undergone a full pre-moderation process.

Submission: In class under exam conditions

5.3 Late Submission

An evidence of learning task (assessment) submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task in this course (marks for this task 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 tasks 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 tasks 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 teachers 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 Evidence of Learning Tasks – 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 evidence of learning tasks 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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