



1. General Course Information

1.1 Course Details

| | |
|----------------------------|--|
| Course Code: | 1008HSV |
| Course Name: | Interpersonal Skills |
| Trimester: | Trimester 2, 2024 |
| Program: | Diploma of Social and Psychological Science |
| Credit Points: | 10 |
| Course Coordinator: | Cindy Dawson |
| Document modified: | 05/07/2024 |

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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

| Name | Email |
|--------------|--|
| Cindy Dawson | cindy.dawson@staff.griffithcollege.edu.au |

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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 behavior 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 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

| Graduate Capabilities and Employability Skills | | | Focus within this course |
|--|-----------------------------------|--|--------------------------|
| Interacting with People | Teamwork |  | |
| | Communication |  | ✓ |
| | Respect for Culture and Diversity |  | |
| Readiness for the Workplace | Problem Solving |  | |
| | Planning and Organisation |  | |
| | Creativity and Future Thinking |  | ✓ |



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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

| Week | Learning Content (Before Class) | Learning Experiences (In Class) | Learning Activities (After Class) | Evidence of Learning (Assessment) | Learning Outcome |
|---|---|---|--|---|---|
| |  |  |  |  |  |
| 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 discussion | Interpersonal Communication 4.1 Post on the Padlet wall | | 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 | Infographic A1 Due 15% | 1,2,3,4 |





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|---|---|---|---|---|---------|
| 6 | <i>The power of words, congruence, and escalation Introduction to 3rd person position Co-operative behaviour</i> | <i>Congruent messages Escalation Practical application of escalation using scenarios in pairs/triads Observers complete the feedback sheet</i> | Interpersonal Communication 6.1 & 6.2 <i>Practice assertion with your communications Watch Evidence of Learning Task 2 video post evidence of learning task questions on the Padlet</i> | | 1,2,3,4 |
| Module 3: Managing the Interaction | | | | | |
| 7 | <i>Managing the interaction - 3rd person position Whose and what information? Balancing the interaction Managing feelings and emotions – mindful communication Tips for 3rd Position Skills</i> | <i>Avoidant – cooperative – competitive Planning how to manage interactions, scenarios in triads Discuss as whole team Evidence of Learning Task 2 planning</i> | Interpersonal Communication 7.1, 7.2 & 8.1 <i>Observe interactions in your daily lives.</i> | | 1,2,3,4 |
| 8 | <i>A final Word on culture Negotiation and Problem solving</i> | <i>Practise steps in Negotiation Problem solving Triads and Pairs Whole class discussion</i> | Interpersonal Communication 9.1, 9.2 & 9.3 <i>Practise either negotiation or problem solving with a friend or family member</i> | | 1,2,3,4 |
| 9 | <i>Dealing with non-cooperative parties and Mediation</i> | <i>Dealing with non-cooperative parties – approaches Role play - parties in disagreement, mediator and coach/observer, Scenarios for Mediation</i> | Interpersonal Communication 10.1 <i>Finalise and submit A2 essay. Choosing topic and partner for Evidence of Learning task 3</i> | <i>Receiving and Sending Skills Reflective Analysis</i> A2 Due 35% | 1,2,3,4 |
| 10 | <i>Course Review Preparation for the interaction evidence of learning task – booking time</i> | <i>Preparation for the interaction Mock (practise) Interactions for Evidence of Learning task 3 preparation With observer feedback</i> | <i>Preparation for the interaction A3 practising with your partner</i> | | 1,2,3,4 |
| 11 | In-class Interaction Evidence of Learning Task 3 | In-class assessment: Interaction Evidence of Learning Task 3 | <i>Preparation for the interaction evidence of learning task A3</i> | <i>Interpersonal Interaction Evidence of Learning Task</i> A3 Week 11 and 12 Week Students will be examined On Campus 50% | 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</i> <i>A3 Week 11 and 12 Week Students will be examined On Campus 50%</i> | 2,3 |
|----|--|--|---|--|-----|



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

| | Evidence of Learning (Assessment) | Weighting | Learning Outcome | Due Date |
|---|---|---|--|---|
| |  |  |  |  |
| 1 | Presentation - Infographic | 15% | 1,4,5,6 | Week 5 |
| 2 | Written Evidence of Learning Task – Reflective 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

Please note that generative artificial intelligence (generative AI) applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the appropriate use of generative AI tools in terms of formative assessment tasks, citing the use of generative AI applications in summative assessment tasks and any other course specific preferences.

It should be noted that Turnitin now provides teaching staff with a generative AI percentage indicator similar to plagiarism detection capabilities accessible to teachers.

1. Evidence of Learning Task 1: Presentation – Infographic (15%)

Task Type: Assignment – Presentation

Due Date: Friday / 2nd August/ 9am

Weight: 15%, Marked out of: 15

Task Description: 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.

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 an 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 the impact

to other party. For poor skill use you are to 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.

Criteria and Marking: 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: Turnitin via the course site in PDF form only.

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

Task Type: Assignment – Written Assignment

Due Date: Friday / 6th September/ 9am

Weight: 35%, Marked out of: 100

Length: 1500 words

Task Description: 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.

For this task, you need to write a 1500 word reflective analysis essay in which you identify, describe and evaluate the interpersonal interactive skills.

Choose an interpersonal interaction from your own life (e.g. with family, at work, or at university) and write a 1500-word reflective essay that:

- identifies interpersonal skills that you used well and explains, with reference to scholarly literature, how you know you did this well, and identifies interpersonal skills that you could have used better and explains, with reference to scholarly literature, how you know you could have done this better.

In your essay, you should critically reflect on the 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 your communication only.

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 identified. 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.

Criteria and Marking: 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.

1. Identifies and explains skills used well (25 marks)
2. Identifies and explains skills that could have been used better (25 marks)
3. Uses high-quality scholarly literature (30 marks)
4. Academic writing and referencing (20 marks)

Submission: Turnitin via the course site.

3. Evidence of Learning Task 3: Examination- Interpersonal Interaction (50%)

Task Type: Examination – Interpersonal Interaction

Due Date: Class time during weeks 11 and 12

Weight: 50%, Marked out of: 100

Duration: 8-10 minutes interpersonal interaction per student

Task Description: 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.

Criteria and Marking: 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: Practical interpersonal interaction

In order to pass this Course, students must:

- a. **demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**
- b. **Practical Interpersonal Interaction Examination must be attempted and a minimum mark of 25/50 (50%) is required to pass this task, and course overall (total of cumulative grade across all assessments to be 50% or greater)**

Late Submission

An Evidence of Learning Task 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

- Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site 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).
- Students will be advised of their final grade through the Digital Campus. 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.
- 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 Evidence of Learning Tasks-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 not out of the ordinary risks associated with this course.

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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.