

## UNIT INFORMATION

<b>UNIT CODE</b>	SO114
<b>UNIT NAME</b>	Foundational Interpersonal Skills
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Diploma of Social Science Bachelor of Human Services Bachelor of Counselling
<b>DURATION</b>	One semester
<b>LEVEL</b>	Introductory
<b>UNIT COORDINATOR</b>	Toni Neil
<b>TEACHING STAFF</b>	Sonia Thompson (lecturer) Rodwell Manzanga (tutor)
<b>CORE / ELECTIVE</b>	Core
<b>WEIGHTING</b>	Unit credit points 10 (0.125 EFTSL) Course credit points Diploma of Social Science 80 (1.0 EFTSL) Bachelor of Human Services 240 (3.0 EFTSL) Bachelor of Counselling 240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face on site
<b>STUDENT WORKLOAD</b>	Contact hours 35 hours Reading, study and preparation 55 hours Assignment preparation 60 hours <b>TOTAL 150 hours</b> Student requiring additional English language support are expected to undertake an additional one hour per week.
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Nil

## RATIONALE

Those working closely with people in all of the social sciences sectors need to develop basic interpersonal skills in the context of growing self-awareness. These skills, which are grounded in research and empirical support, are essential for the development of a strong therapeutic relationship, one of the primary factors for promoting positive outcomes for the consumers of social sciences services.

For students to develop well-rounded interpersonal skills, specific practice, with time for development of skills and feedback from others, is necessary. Therefore, this unit approaches the topic in a holistic manner, integrating practice with communication, purpose, Christian values and beliefs, and cultural awareness.

## LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode

(i.e. Internal, External or Intensive).

## INTERNAL

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

### *Internal and intensive mode units*

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of every session** for units that are offered as Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students should note that a number of the skills-based units *require* that they achieve attendance of at least 80%, and some units up to 100%, in order to be eligible for a passing result. When this condition applies, it will be clearly stated in the unit outline that is available on each Moodle™ unit page at the beginning of the semester. If a unit has a presentation assessment, students must attend the class presentations as part of the learning for the unit.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

### **Some guidelines for lectures:**

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials generally begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

### **Some guidelines for tutorials:**

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

## INTENSIVE

When offered in intensive mode, there will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website.

**Some guidelines for lectures:**

- 80% attendance, however, students must attend every day of the intensives – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- The Moodle page for this unit will be updated with resources and the lecturer will be posting on-line discussions throughout the semester. You are encouraged to communicate through the on-line forum with your lecturer and your fellow students.
- Check your Moodle page regularly.
- Please don't be late for your intensives as this is disruptive for other students and shows a lack of respect for your peers and the staff.

**IMPORTANT STUDENT INFORMATION**

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

**STUDENT FEEDBACK**

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

**CONTENT**

1. Introduction: Overview of counselling and microskills.
2. Building an ethical therapeutic relationship.
3. Attending.
4. Opening and questions.
5. Observing and body language.
6. Reflecting including basic reflections, content, feeling.
7. Skills analysis
8. Focussing, clarifying and summarising.
9. Empathy.
10. Multicultural implications of foundational communication skills.
11. A Christian worldview perspective of foundational counselling skills.
12. Empathic Confrontation/Gentle Challenge.
13. Endings and new possibilities.
14. Philosophical and theoretical foundations of foundational counselling skills.

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Demonstrated knowledge and use of verbal and non-verbal interpersonal communication skills within specific social sciences contexts.
2. The knowledge and ability to develop rapport with clients.
3. Developed an understanding of the importance of interpersonal skills in the building of a strong and ethical therapeutic relationship.
4. Evaluated interpersonal communication skills within ethical and multicultural contexts.
5. Recognised and evaluated their own personal qualities and interpersonal skills and behaviours.
6. Identified basic ethical principles, and Christian worldview dimensions of any people-helping relationship.
7. Communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT**

### TASK 1: INTERVIEW AND REFLECTIVE JOURNAL

TASK 1a Record a 10-minute interview demonstrating foundational interpersonal skills.

Task 1b Keep a reflective journal of 8 x 50 – 100 words which captures key insights from your development of skills and insights into building a therapeutic relationship throughout the semester.

Word Length/Duration: Task 1 a Interview: 10 minutes 1b word Length: 500 word journal  
 Weighting: 20%  
 Learning Outcomes: 1-3, 5, 7  
 Assessed: Formative Feedback week 6  
 Final submission Week 12  
 Method of Submission: OneDrive – Recording  
 Turnitin – Journal

### TASK 2: ESSAY

Write an essay which discusses the role of the interpersonal skills and the personal qualities of the counsellor/ people helper which are needed to develop and maintain an ethical, therapeutic relationship in a counselling or people helping context.

Word Length/Duration: 1,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-4,6,7  
 Assessed: Week 8  
 Method of Submission: Turnitin

### TASK 3: INTERVIEW AND ANNOTATED TRANSCRIPT PLUS EVALUATIVE ESSAY

Record a 20-minute interview demonstrating interpersonal skills and complete an annotated verbatim transcript corresponding to ten minutes of this interview. Comparing the skills demonstrated in the first interview you are to write an essay, that discusses your use of foundational counselling skills that were used to conduct your interviews.

Word Length/Duration: 3a Interview: 20 minutes (10 minutes to be transcribed) 3b Evaluative essay: 1,500 words  
 Weighting: 50% (Interview: 30% and Evaluative Essay: 20%)  
 Learning Outcomes: 1-5, 7  
 Assessed: Week 14  
 Method of Submission: Task 3a - Recording OneDrive

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course outcomes	AQWA objectives	PACFA Objectives
Task 1	1-3, 5,7	1-14	S1, S3,	2,7	A, B,E,
Task 2	1-,4,6,7	2-14	K1-4, S1, S5, S6	1,3,5	A,C,G
Task 3	1-5, 7	2-14	K2, K3, S1, S3, S5, S6	1-3,5,7	A, B,C,D,E,G

## SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

## PRESCRIBED TEXTS

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9<sup>th</sup> ed.). Cengage Learning.

Nesbit Sbanotto, E. A., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for effective counseling: A faith-based integration*. InterVarsity Press. This book is available as an ebook through CHC library.

Selected readings will also be available via the Moodle™ site for this unit.

## RECOMMENDED READINGS

### BOOKS

Bertolino, B. (2010). *Strengths-based engagement and practice: Creating effective helping relationships*. Allyn and Bacon.

Cormier, S., Nurius, P., & Osborn, C. (2017). *Interviewing and change strategies for helpers* (8<sup>th</sup> ed.). Cengage.

Egan, G., & Reese, R. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11<sup>th</sup> ed.). Cengage.

Guterman, J.T. (2013). *Mastering the art of solution-focused counseling*. (2<sup>nd</sup> ed.). American Counseling Association.

Johns, C. (2017). *Becoming a reflective practitioner* (5th ed.). Wiley-Blackwell.

Johnson, D. W. (2012). *Reaching out: Interpersonal effectiveness and self-actualization* (11<sup>th</sup> ed.). Pearson.

Maidment, J., & Egan, R. (Eds.). (2016). *Practice skills in social work and welfare: More than just common sense* (3rd ed.). Allen & Unwin.

Nelson-Jones, R. (2016). *Basic counselling skills: A helper's manual*. (4<sup>th</sup> ed.). Sage.

### JOURNALS

*Journal of Social Work Practice*

### OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

RUBRICS

COUNSELLING & HUMAN SERVICES

SAMPLE

