SECTION 1 – GENERAL INFORMATION

**Award/s:**
- Bachelor of Health Science (Acupuncture) 128 credits, 2nd Year
- Bachelor of Health Science (Naturopathy) 128 credits, 1st Year
- Bachelor of Health Science (Nutritional and Dietetic Medicine) 96 credits, 1st Year
- Bachelor of Complementary Medicine 48 credits, 2nd Year

**Duration:** 1 Semester

**Subject Coordinator:** Nina Mezyk (Sydney Campus)

**Subject is:** Core

**Subject Credit Points:** 2

**Student Workload:**

<table>
<thead>
<tr>
<th>No. timetabled hours per week:</th>
<th>No. personal study hours per week:</th>
<th>Total hours per week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**Delivery Mode:**
- **Face to Face (On Campus):**
  - 1 x 2 hour lecture
  - 1 x 1 hour practical
- **e-Learning (Online):**
  - 1 x 2 hour pre-recorded lecture
  - 1 x 1 hour practical live-streamed tutorial (100% compulsory attendance required)
- **Intensive Delivery (Summer School):**
  - Contact hours are delivered over 6 weeks with 1 x 6.5 hour day delivered per week
  - Content: Combination lecture and tutorial activities
  - Assessment: Attendance - Weeks 1-6; Role Play Part A Interview - Week 3; Role Play Part B Reflection - Week 4; Group Presentations - Week 5; Test - Week 6

**Pre-requisites:** SOCP111

**Co-requisites:** Nil
SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject focusses on developing students’ ability to facilitate the initial consultation with the client, incl. building rapport, gathering information, and formulating the case using the holistic approach to health. Students will be presented with the key principles of theories of counselling and psychology, and they will learn about their practical applications. Students will be encouraged to become reflective practitioners and to select and integrate appropriate counselling skills to their own style of counselling within their modalities. All of the content is delivered and embedded within a biopsychosocial model and the six dimensions of wellness model, enabling students to fully utilize the holistic approach to treatment within their Complementary Medicine discipline.

Learning Outcomes

1. Identify the key figures and principles of the major theoretical frameworks in counselling and psychology.
2. Select and demonstrate application of the main concepts, techniques and procedures of key counselling and psychology theories in preparation for interviewing and treating clients within professional practice.
3. Demonstrate the ability to facilitate the initial interview with the client and to make use of the reflective practice in identifying individual strengths and areas for improvement in the application of counselling micro skills to complementary medicine practice.
4. Identify and explain the complexities of human behaviour, including obstacles to therapeutic change, and the relevance of the relationship between the client and the therapist in complementary medicine practice.
5. Demonstrate an understanding of the holistic approach to case formulation and treatment.

Assessment Tasks

<table>
<thead>
<tr>
<th>Type</th>
<th>Learning Outcomes Assessed</th>
<th>Session Content Delivered</th>
<th>Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at practical tutorials (100% required)</td>
<td>N/A</td>
<td>N/A</td>
<td>1-12</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Role Play Part A - Interview (demonstration of counselling skills during initial consultation) (10 minutes as per supplied roster)</td>
<td>2, 3, and 5</td>
<td>1-5</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Role Play Part B - Reflection</td>
<td>3</td>
<td>1-5</td>
<td>7</td>
<td>15%</td>
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<tr>
<td>(personal use of counselling micro skills from Role Play) (500 words)</td>
<td></td>
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<tr>
<td>Group Presentations (involving case formulation using the bio-psychosocial model) (20 minutes as per supplied roster)</td>
<td>4 and 5</td>
<td>1-7</td>
<td>11</td>
<td>40%</td>
</tr>
<tr>
<td>Test (multiple choice questions) (90 minutes)</td>
<td>1, 2, and 5</td>
<td>1-11</td>
<td>13</td>
<td>30%</td>
</tr>
</tbody>
</table>

Active participation in this subject is critical to ensure achievement of required outcomes. To achieve this, students will need to attend **100% of the tutorials, and** provide input into class discussions.

All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS.

**Prescribed Readings:**

**Recommended Readings:**
<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Tutorials / Practicals</th>
</tr>
</thead>
</table>
| 1.   | Holistic approach to case formulation I: Biopsychosocial model  
- Holistic case formulation: predisposing, perpetuating, precipitating and protective factors  
- Biopsychosocial factors affecting wellbeing |  
1. Introduction to the group presentation assignment  
2. Group discussion on the importance of holistic understanding of health in clinical practice  
3. Group exercise: case formulation |
| 2.   | Holistic approach to case formulation II: Lifespan development  
- ‘Nature or nurture’ discussion  
- Stages of life according to Freud and Erickson  
- Developmental tasks: Levinson  
- Aging populations |  
1. Assessing client’s stage of life and key developmental tasks  
2. Recognising social expectations and pressures affecting client’s wellbeing |
| 3.   | Holistic approach to initial consultation: Six dimension of wellness model  
- Abraham Maslow and the hierarchy of needs  
- Carl Jung, Roberto Assagioli and the spiritual dimension  
- Various dimensions of wellness |  
1. Introduction to the role play assignment  
2. Brainstorming questions to use during the initial interview  
3. Applying six dimensions of wellness model as an assessment tool |
| 4.   | Initial consultation: Person-centred approach  
- Carl Rogers  
- Key concepts of wellbeing, self-actualisation, personal growth  
- Humanistic skills: empathy, congruency, respect |  
1. Observing and analysing session facilitated in person-centred approach  
2. Applying humanistic approach when meeting with the client during initial consultation |
| 5.   | Initial consultation: Counselling and humanistic skills  
- Conducting an initial consultation  
- Counselling skills: reflection; open ended, clarifying, and scaling questions; normalization |  
1. Explore and practice counselling skills and interviewing techniques in class  
2. Group discussion on own strengths and areas for further development |
| 6.   | Role play assessments – compulsory attendance per supplied roster |  |
| 7.   | Values and motivation: Existential approach  
- Victor Frankl and historical background  
- Key concepts of meaning, purpose, values, freedom, and responsibility  
- Awareness of death: chronic diseases and terminal patients |  
1. Exploring client’s personal values during the consultation to enhance client’s motivation and engagement |

**NON-TEACHING WEEK** (note that make-up classes may be scheduled in this week)

Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8
| Semester 2 & Online students – The non-teaching week falls between Weeks 7 and 8 |
|---------------------------------|------------------------------------------------------------------------------------------------------------------|
| 8. Managing obstacles to change: Psychodynamic approach | Techniques helpful in overcoming defence mechanisms  
Sigmund Freud  
Key principles: unconsciousness; id, ego, and superego  
Defence mechanisms and secondary gains |
| 9. Managing emotions: Gestalt approach | Assignment: group presentations  
Frederick Pearls  
Key principles: being here and now; unfinished business; emotional awareness  
Managing secondary gains  
Focusing on bodily sensations and movements |
| 10. Facilitating behavioural change I: Behaviourism | Assignment: group presentations  
Ivan Pavlov, John Watson, B. F. Skinner;  
Key principles: classical and operant conditioning; learning theories  
ABC model and triggers management  
Developing new habits |
| 11. Facilitating behavioural change II: Cognitive-behavioural approach | Assignment: group presentations  
Albert Ellis & Aaron Beck  
Key principles: automatic thoughts and unhelpful beliefs  
ABCDE model and challenging self-defeating beliefs |
| 12. Stress reduction: Modern approaches | Assignment: group presentations  
Concept of stress: fight or flight response; definition of Lazarus & Folkman  
Mindfulness & relaxation practices  
Biofeedback |
| 13. Assessment - Test | Assignment: group presentations  
Applying counselling skills into complementary medicine cases |
| 14. Non-Teaching Week/Practical Examination Week 1 | Assignment: group presentations  
Note that make-up classes may be scheduled in this week |
| 15. Non-Teaching Week/Practical Examination Week 2 | Assignment: group presentations  
Note that make-up classes may be scheduled in this week |
| 16-17. Final Examination Weeks 1 & 2 | Assignment: group presentations  
There is no final exam for this subject |