



SUBJECT OUTLINE

Subject Name:

Interpersonal Skills of the Helper

Subject Code:

SOCI221

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Acupuncture)	128	2 nd Year
Bachelor of Health Science (Naturopathy)	128	3 rd Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	3 rd Year
Duration: 1 Semester		
Subject Coordinator: Sylvia Neubacher (Melbourne Campus)		
Subject is: Core	Subject Credit Points: 2	

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	10

Delivery Mode:

Face to Face (On Campus)	1 x 2 hour lecture	1 x 1 hour practical
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 practical activities	
	Assessment: Attendance - Weeks 1-6; Case Application and Reflection - Week 3; Role Play Interview - Week 6; Critical Analysis - Week 6	
	Full Time	
	Part Time	
Pre-requisites:	SOCF111	
Co-requisites:	Nil	

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject builds on the development and application of interpersonal communication skills required to establish and maintain an effective helping relationship with a client. A further focus will be on the relevance and application of solution focused therapy, motivational interviewing and behavioural change models within complementary medicine. This subject also addresses ethical and legal issues pertaining to crisis intervention as well as equipping students with resources to manage and support clients who present with diverse and complex needs. Practitioners' development and maintenance of self-care, personal and professional boundaries and resilience skills through self-reflection is an intrinsic component of this subject.



Learning Outcomes

1. Develop and demonstrate the integrated use of client centred, culturally competent interpersonal skills as part of effective therapeutic communication.
2. Demonstrate appropriate application of motivational interviewing, solution focused therapy and health behaviour change models in complementary medicine.
3. Explain the importance of professional behaviour and ethical practice within a clinical setting including self-awareness and reflective practice.
4. Demonstrate an understanding of crisis intervention when working with clients with complex needs.
5. Develop skills to establish and maintain own professional and personal boundaries, resilience and self-care strategies.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Continuous Skill Development (attendance at 11 of 13 teaching sessions and active participation required)	1-5	1-13	Sessions 1-13	Pass / Fail
Case Application and Reflection (1500 words)	1-3	1-6	Week 7	30%
Role Play Interview (10 minutes) <i>Can only be attempted if attendance requirements have been met</i>	1-2, 4	1-11	Week 12 (and 13 if needed)	30%
Critical Analysis and Reflection (1750 words)	1-5	1-12	Week 13	40%

Active participation in this subject is critical to ensure achievement of required outcomes. To achieve this, students will need to attend *at least 80% of classes*, **and** provide input into class discussions.

Due to skills development requirement, any special circumstances around attempt at the Role Play Interview must be considered by the Subject Coordinator on a case by case basis dependent on student's skill level.

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



Prescribed Readings:

1. Tamparo, C. D., & Lindh, W. Q. (2017). *Therapeutic communication for health care professionals* (4th ed.). Cengage Learning.

Recommended Readings:

1. Geldard, D., & Geldard, K. (2016). *Basic personal counselling: A training manual for counsellors* (8th ed.). Pearson Australia.
2. James, R. K., & Gilliland, B. E. (2016). *Crisis intervention strategies* (8th ed.). Cengage Learning.
3. Rollnick, S. P., Miller, W. R., & Butler, C. C. (2015). *Motivational interviewing in health care: Helping patients change behavior* (3rd ed.). Guilford Press.

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<p>Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p>Practitioner Self-Reflection, Self-Awareness and Self-Care</p> <ul style="list-style-type: none"> ➤ Reflection in action ➤ Reflection on action ➤ Models of Reflection ➤ Introduction to Self-care 	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback.</p> <ul style="list-style-type: none"> ➤ Overview of the subject and introduction to recommended readings ➤ Explanation and discussion of assessment tasks/activities and subject expectations ➤ Reflective practice ➤ Introduction to Self-care strategies and practices ➤ Discuss the importance of the therapeutic alliance, and therapeutic relationship within the practice of Complementary Medicine
2.	<p>Revisiting Communication Skills and the Therapeutic Relationship</p> <ul style="list-style-type: none"> ➤ Verbal and non-verbal communication Advanced communication skills (challenging, probing, reframing) ➤ Creating an effective therapeutic relationship ➤ Issues with the therapeutic relationship ➤ Overcoming barriers to communication ➤ Integration into practice 	<ul style="list-style-type: none"> ➤ Discuss and explore in skills based activities and the micro skills necessary for conducting effective communication ➤ Discuss the importance of the therapeutic alliance within the practice of Complementary Medicine
3.	<p>Multicultural Therapeutic Communication</p> <ul style="list-style-type: none"> ➤ Cultural competence ➤ Impact of differences on the therapeutic relationship 	<ul style="list-style-type: none"> ➤ Discuss and explore in skills based activities and the micro skills necessary for conducting effective communication



	<ul style="list-style-type: none"> ➤ Managing differences within the therapeutic relationship ➤ Skills for effective cross cultural interviewing 	
4.	<p>Theories and Models of Health Behaviour Change</p> <ul style="list-style-type: none"> ➤ Transtheoretical model ➤ Self-determination theory 	<ul style="list-style-type: none"> ➤ Discuss the importance of these models within the practice of Complementary Medicine ➤ Apply strategies to strengthen client's own motivation and explore application in Complementary medicine
5.	<p>Strategic Therapies: Motivational Interviewing</p> <ul style="list-style-type: none"> ➤ Historical background ➤ Principles ➤ Skills, strategies and therapeutic techniques ➤ Limitations and considerations 	<ul style="list-style-type: none"> ➤ Discuss and explore issues pertaining to motivational interviewing including: collaboration, evocation and autonomy ➤ The importance of using motivational interviewing to address ambivalence with a client ➤ Apply strategies to strengthen client's own motivation and explore application in Complementary medicine
6.	<p>Strategic Therapies: Brief Solution Focused Therapy</p> <ul style="list-style-type: none"> ➤ Historical background ➤ Principles ➤ Skills, strategies and therapeutic techniques ➤ Limitations and considerations 	<ul style="list-style-type: none"> ➤ Discuss and explore the nature of solution focused therapy and its difference from a problem solving model
7.	<p>Adaptive and maladaptive coping strategies</p> <ul style="list-style-type: none"> ➤ Developing wellbeing and resilience ➤ Understanding adaptive and maladaptive coping ➤ Understand the types of significant and traumatic life events that may lead to crises ➤ Stress, distress, cumulative stress, traumatic stress <p>Professional and Personal Boundaries</p> <ul style="list-style-type: none"> ➤ Recognising resources and strengths 	<ul style="list-style-type: none"> ➤ Stress is both positive and negative. In a paired discussion share an experience you have had with stress ➤ Group work identifying individual and peer responses to stress ➤ Discuss possible stress management strategies you might use ➤ Group work/activity identifying resilience in others ➤ Group work to discuss strategies to improve practitioner resilience and wellbeing ➤ Mindfulness
<p>NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)</p> <p>Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p>Semester 2 – The non-teaching week falls between Weeks 7 and 8</p>		
8.	<p>Crisis and Trauma Issues</p> <ul style="list-style-type: none"> ➤ Definition of a crisis ➤ Domestic violence ➤ Child abuse and mandatory reporting 	<ul style="list-style-type: none"> ➤ Discuss issues pertaining to crisis intervention in professional practice, specific to domestic violence and child abuse (including mandatory reporting)



<p>9.</p>	<p>Crisis and Trauma Issues (continued)</p> <ul style="list-style-type: none"> ➤ Self-harm and suicide ➤ Limits to Confidentiality ➤ Grief and loss 	<ul style="list-style-type: none"> ➤ Discuss and explore issues of suicide, self-harm, and grief and loss, including scope of practice and referral sources
<p>10.</p>	<p>Crisis and Trauma Issues (continued)</p> <ul style="list-style-type: none"> ➤ Alcohol and other drugs ➤ Referrals 	<ul style="list-style-type: none"> ➤ Discuss and explore the implications of alcohol and other drug issues, with respect to brief intervention and its application to professional practice
<p>11.</p>	<p>Eating disorders</p> <ul style="list-style-type: none"> ➤ Risk factors and warning signs ➤ Body image, anorexia nervosa, bulimia, binge eating, OFSED, disordered eating 	<ul style="list-style-type: none"> ➤ Tutorial activity
<p>12.</p>	<p>Practitioner Demonstration</p> <ul style="list-style-type: none"> ➤ Observation and demonstration of practitioner skills to facilitate client behaviour change 	<p>Assessment - Role Play Interview:</p> <ul style="list-style-type: none"> ➤ In-class, skills-based assessment, observation and demonstration of skills in a crisis intervention scenario
<p>13.</p>	<p>Practitioner Self-Care</p> <ul style="list-style-type: none"> ➤ Burnout ➤ Self-care strategies ➤ Mindfulness for practitioners 	<ul style="list-style-type: none"> ➤ Tutorial activity ➤ Self-compassion
<p>14.</p>	<p>Non-Teaching Week/Practical Examination Week 1 Note that make-up classes may be scheduled in this week</p>	
<p>15.</p>	<p>Non-Teaching Week/Practical Examination Week 2 Note that make-up classes may be scheduled in this week</p>	
<p>16.</p>	<p>Final Examination Week 1 There is no final exam for this subject.</p>	
<p>17.</p>	<p>Final Examination Week 2 There is no final exam for this subject.</p>	