

SUBJECT OUTLINE



Subject Name:

Foundations of Communication and Counselling

Subject Code:

SOCF111

SECTION 1 – GENERAL INFORMATION

Award/s:	Total course credit points:	Level:
Bachelor of Health Science (Naturopathy)	128	1 st Year
Bachelor of Health Science (Acupuncture)	128	1 st Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	1 st Year
Bachelor of Health Science (Myotherapy)	96	1 st Year
Bachelor of Complementary Medicine	48	2 nd Year
Duration: 1 Semester		
Subject Coordinator: Marissa Brown (Brisbane / Gold Coast 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	5

Delivery Mode:

Face to face	2 hour lecture	1 hour tutorial
E-Learning	Details:	Narrated PowerPoint presentations Asynchronous tutor moderated discussion forum and activities Student handouts, web resources
Intensive delivery	Details:	Summer School - contact hours are delivered over one week Monday to Friday 9 am – 6pm. Assessments: Quiz, Recorded Interview and Reflection are due to be uploaded by 11.55pm AEST Sunday following delivery.
Full Time		
Part Time		

Pre-requisites: Nil

Co-requisites: Nil

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This foundational subject focuses upon intrapersonal and interpersonal communication, knowledge, and skills essential for developing an effective therapeutic relationship with clients. It further encourages students to pursue growth in both self-knowledge and reflection and enables them to evaluate the role of ethics in a healthy therapeutic relationship. This is a core subject across all Complementary Medicine disciplines.

Learning Outcomes

1. Identify and discuss the importance of self-reflection, self-awareness and effective communication within a professional healthcare setting.
2. Explain the importance of interpersonal communication for the achievement of therapeutic outcomes.
3. Identify the basic counselling skills that are required to facilitate treatment.
4. Outline the importance of professional behaviour and ethical practice within a professional health care setting.

5. Show an awareness of the importance of mindfulness, self-reflection, and self-care in professional practice.

Assessment Tasks

Type	Learning Outcomes Assessed	Weeks Content Delivered	Week Due	Weighting
Quiz (60 minutes) (multi-choice and short answer)	1,2,4,5	1-6	Sunday following Week 7	30%
Recorded Interview (5 minutes)	1,2,3,5	1-12	Sunday following Week 12	30%
Reflection (1000 words)	2,4,5	1,5,6&7	Sunday following Week 13	40%

Prescribed readings:

- O'Toole, G. (2016). *Communication: Core interpersonal skills for health professionals* (3rd ed.). Chatswood, NSW: Churchill Livingstone.
- Summers, J., & Smith, B. (2014). *Communication skills handbook* (4th ed.). Milton, Qld: Wiley & Sons. [ebook available]

Recommended readings:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Corey, G. (2017). *Theory and practice of counselling and psychotherapy* (10th ed.). Boston, MA: Cengage Learning. [ebook available]
- Corey, G., Corey, M.S., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks Cole Cengage.
- Cornelius, H., & Faire, S. (2006). *Everyone can win: Responding to conflict constructively* (2nd ed.). Pymble, NSW: Simon & Schuster.
- McLeod, J. (2013). *An introduction to counselling* (5th ed.). Maidenhead, England: McGraw Hill, Open University Press. [ebook available]
- Schiraldi, G.R. (2007). *10 simple solutions for building self-esteem: How to end self-doubt, gain confidence and create a positive self-image*. Oakland, CA: New Harbinger Publications. [ebook available]

Subject Content

Week	Lecture	Tutorial
1.	Holistic Practice and Mindfulness <ul style="list-style-type: none"> Mindfulness benefits Building self-reflection and self-awareness into practice. Exploring personal wisdom and intuition Self-reflection - Gibb's Reflective Cycle Self-care 	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 <ul style="list-style-type: none"> Overview of the subject and introduction to the set text Group discussion on how using self-reflection may assist practitioners in clinical practice Self-care assessment and self-care plan

2.	Professional Self Awareness <ul style="list-style-type: none"> The elements involved in helping in a contemporary setting, and the importance of self-awareness and self-worth to being an effective practitioner The therapeutic relationship Ethical considerations in the therapeutic relationship Taking responsibility for personal skill development Visual, auditory and kinaesthetic learning styles 	<ul style="list-style-type: none"> Questions and discussion about the assessments Discussion of factors which may contribute to or detract from the therapeutic relationship Group discussion on the different learning styles, visual, auditory and kinesthetic Discussion: how is the therapeutic relationship different to other relationships?
3.	Self as Practitioner – Values and Beliefs <ul style="list-style-type: none"> Values, beliefs and assumptions, and their impact on practitioners and clients Expectations of client and society The ethical use and place of Social Media in health care settings today 	<ul style="list-style-type: none"> Group discussion on client and practitioner values, beliefs, and assumptions regarding wellness and their impact on practice Group discussion on possible ethical issues arising from social media Exploration of Social Media Policies in Health care Settings
4.	Self as practitioner – Inner Critic and Inner Coach <ul style="list-style-type: none"> Self-talk and the inner critic, inner coach, inner child and nurturing adult Messages, beliefs and assumptions which can lead to negative self-talk and a strong inner critic Recognition of the practitioner's inner critic and inner coach, and the impact this may have upon the practitioner both personally and professionally Understanding of the inner critic, inner coach, inner child and nurturing adult of the client, and their effect on the therapeutic process 	Reflect on and then discuss within the group: <ul style="list-style-type: none"> Why self-awareness is important to being an effective practitioner Ways of working with the client's negative self-talk
5.	Self as practitioner – Developing and enhancing emotional wellbeing, resilience and self-compassion <ul style="list-style-type: none"> Definition of emotional wellbeing - latest research around this Understanding resilience Improving and enhancing resilience Self-compassion 	<ul style="list-style-type: none"> Discuss your personal understanding of emotional well being Ways to improve resilience in clients Discussion - Self compassion
6.	Self and Client – Communication within the Clinical Setting <ul style="list-style-type: none"> Professional practice and ethical issues involved in working in a clinical setting The need for referrals Reviewing communication skills in clinical practice Boundary setting in a professional relationship 	<ul style="list-style-type: none"> Group discussion on possible ethical and professional boundary issues that you may face in professional practice Exploration of Professional communication, Standards of Practice, Codes of Conduct and Social Media Policies
7.	Modes of Communication 1 <ul style="list-style-type: none"> Non-verbal and verbal – definition, description and comparison Non-verbal communication to facilitate treatment: attending skills, use of body language Appropriate communication aids, appropriate modes of communication, appropriate demeanour 	<ul style="list-style-type: none"> Group discussion on which communication skills you think would be easy to utilise and which skills would take more practice to develop Good and bad examples of non-verbal communication

	and body language, observation, honesty and integrity	
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 break week falls between Weeks 7 and 8.		
8.	Modes of Communication 2 <ul style="list-style-type: none"> Verbal communication skills to facilitate treatment: paraphrasing, reflecting feelings, open and closed questioning or probing, summarising Appropriate language, appropriate modes of communication, appropriate tone and presentation, clarifying, advising, providing appropriate and accurate information, honesty and integrity The value of effective communication which demonstrates congruence between words and non-verbal cues 	<ul style="list-style-type: none"> Group discussion on which communication skills you think would be easy to utilise and which skills would take more practice to develop Good and bad examples of verbal communication
9.	Practitioner and Client – Stress management <ul style="list-style-type: none"> Types of stress including the positive and negative aspects of stress Awareness and prevention of stress as a person and as a practitioner Looking after clients and helping clients identify stress responses and coping strategies 	<ul style="list-style-type: none"> Stress is both positive and negative. In a paired discussion share an experience you have had with eu-stress Discuss possible stress management strategies you might use Mindfulness and relaxation response Students to review self-care plans from session 1
10.	Practitioner and Client – Assertiveness and Anger Management <ul style="list-style-type: none"> Emotional intelligence Introduction to the three behavioural styles (assertive, aggressive, passive) Identifying personal style and our client’s style Assertiveness techniques and clarity of communication Anger and its positive and negative expressions Differences between anger and aggression; how to recognise and manage individual anger and how to respond to an angry client 	Group discussion on: <ul style="list-style-type: none"> Ways of developing assertiveness skills for yourself and others How you might work with an aggressive or angry client Emotional intelligence toolkit
11.	Practitioner and Client - Assertiveness and Conflict Management <ul style="list-style-type: none"> Emotional intelligence and conflict resolution Different styles of handling conflict Conflict in a clinical setting and practicing appropriate management strategies 	<ul style="list-style-type: none"> Review of communication skills and within a group discussion identify which communication skills you could utilise to help resolve a conflict Emotional intelligence toolkit Revise Gibb’s Reflective Cycle in preparation for assessment
12.	Working with Clients with Complex Needs <ul style="list-style-type: none"> An introduction to issues around clients presenting with particular complex needs Communicating with clients with complex needs Ethics and referral in managing clients with complex needs 	Discussion of issues surrounding, as well as management of, clients presenting with complex needs via scenarios. Key questions will be utilised to facilitate these discussions

13.	Professional Development and Building Cultural Competence <ul style="list-style-type: none"> • Need for ongoing professional development and research • Intercultural communication • Cultural and personal factors: religious background, gender, age, family or social factors • Specific issues and indigeneity • Specific issues around refugees vs. migrants • Working with clients from different cultural backgrounds • Working with clients with a disability 	Group discussion on how you would manage a prejudice that arose when working with a client from a different background to you.
14.	Non-Teaching Week/Practical Exam Week 1. Note that make-up classes may be scheduled in this week.	
15.	Non-Teaching Week/Practical Exam Week 2. Note that make-up classes may be scheduled in this week.	
16-17.	Final Exam Weeks 1 & 2 This subject does not have a final exam.	