SECTION 1 – GENERAL INFORMATION

Award/s: Total Course Credit Points: Level:
- Bachelor of Health Science (Acupuncture) 128 Core 1st Year
- Bachelor of Health Science (Naturopathy) 128 Core 1st Year
- Bachelor of Health Science (Myotherapy) 96 Core 1st Year
- Bachelor of Health Science (Nutritional and Dietetic Medicine) 96 Core 1st Year
- Bachelor of Complementary Medicine 48 Elective 3rd Year
- Diploma of Health Science 32 Core 1st Year

Duration: 1 Semester
Subject is: Core or Elective as noted

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>
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Delivery Mode*:
- ☒ On campus
- ☐ Online / Digital
- ☐ Blended
- ☐ Intensive

Weekly Session^ Format/s - 1 session per week:
- ☒ eLearning modules:
  - Lectures: Interactive adaptive online learning modules
  - Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources

*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.

^A ‘session’ is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

Study Pattern: ☒ 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

<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>Quiz (60 minutes)</td>
<td>1,2,4,5</td>
<td>1-6</td>
<td>Week 7</td>
<td>30%</td>
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<tr>
<td>(multi-choice and short answer)</td>
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<td></td>
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<tr>
<td>Recorded Interview (5 minutes)</td>
<td>1,2,3,5</td>
<td>1-12</td>
<td>Week 12</td>
<td>30%</td>
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<tr>
<td>Reflection (1000 words)</td>
<td>2,4,5</td>
<td>1,5,6&amp;7</td>
<td>Week 13</td>
<td>40%</td>
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All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS

Prescribed Readings:
Recommended Readings:


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**Subject Content**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Holistic Practice and Mindfulness</strong></td>
<td>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.</td>
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<tr>
<td></td>
<td>1. Mindfulness benefits</td>
<td>1. Overview of the subject and introduction to the set text.</td>
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<td></td>
<td>4. Self-reflection - Gibb’s Reflective Cycle</td>
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<td></td>
<td>5. Self-care</td>
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<td>2.</td>
<td><strong>Professional Self Awareness</strong></td>
<td>Questions and discussion about the assessments.</td>
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<td></td>
<td>1. The elements involved in helping in a contemporary setting, and the importance of self-awareness and self-worth to being an effective practitioner.</td>
<td>1. Discussion of factors which may contribute to or detract from the therapeutic relationship.</td>
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<tr>
<td></td>
<td>2. The therapeutic relationship</td>
<td>2. Group discussion on the different learning styles, visual, auditory and kinaesthetic.</td>
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<tr>
<td></td>
<td>3. Ethical considerations in the therapeutic relationship</td>
<td>3. Discussion: how is the therapeutic relationship different to other relationships?</td>
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<td>4. Taking responsibility for personal skill development</td>
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<td></td>
<td>5. Visual, auditory and kinaesthetic learning styles</td>
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<tr>
<td>3.</td>
<td><strong>Self as Practitioner – Values and Beliefs</strong></td>
<td>Group discussion on client and practitioner values, beliefs, and assumptions regarding wellness and their impact on practice.</td>
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<tr>
<td></td>
<td>1. Values, beliefs and assumptions, and their impact on practitioners and clients</td>
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<td>2.</td>
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</table>
### Expectations of client and society
- The ethical use and place of Social Media in healthcare settings today

### 4. Self as practitioner – Inner Critic and Inner Coach
- 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

#### Group discussion on possible ethical issues arising from social media
- Exploration of Social Media Policies in Health care Settings

### Reflect on and then discuss within the group:
- 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
- Definition of emotional wellbeing - latest research around this
- Understanding resilience
- Improving and enhancing resilience
- Self-compassion

#### 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
- 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

#### 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
- 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

#### 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
demeanour 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 non-teaching week falls between Weeks 7 and 8 |

8. **Modes of Communication 2**
   - 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

   - 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**
   - 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

   - 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**
    - 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:
      - 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**
    - Emotional intelligence and conflict resolution
    - Different styles of handling conflict

    - Review of communication skills and within a group discussion identify which communication skills you could utilise to help resolve a conflict
    - Emotional intelligence toolkit
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<tr>
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<th>Conflict in a clinical setting and practicing appropriate management strategies</th>
<th>Revise Gibb's Reflective Cycle in preparation for assessment</th>
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| 12. | **Working with Clients with Complex Needs**  
   1. An introduction to issues around clients presenting with particular complex needs  
   2. Communicating with clients with complex needs  
   3. 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**  
   1. Need for ongoing professional development and research  
   2. Intercultural communication  
   3. Cultural and personal factors: religious background, gender, age, family or social factors  
   4. Specific issues and indigeneity  
   5. Specific issues around refugees vs. migrants  
   6. Working with clients from different cultural backgrounds  
   7. 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 Examination Week 1**  
   Note that make-up classes may be scheduled in this week |  |
| 15. | **Non-Teaching Week/Practical Examination Week 2**  
   Note that make-up classes may be scheduled in this week |  |
| 16. | **Final Examination Week 1**  
   There is no final exam for this subject |  |
| 17. | **Final Examination Week 2**  
   There is no final exam for this subject |  |