

COU180

# Therapeutic Communication Skills

**School:** School of Law and Society

2025 Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Caboolture  
UniSC Fraser Coast  
UniSC Gympie

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course introduces you to the skills and process of communication skills within a therapeutic setting. It concentrates on the theory and practice of developing a therapeutic relationship from a humanistic perspective using micro-skills. It considers issues impacting on engagement, such as diversity, and online delivery. Framed in counselling, the skills taught relate to relationship building and communication in many interpersonal contexts within a therapeutic setting, specifically aimed at health care workers.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online learning activities embedded in the student learning management system.	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – On campus, experiential tutorials aimed at practicing the knowledge and skills presented within the online learning materials.	2hrs	Week 1	10 times
<b>Seminar</b> – Online Learning Activity, facilitated by each tutor for their own tutorial.	1hr	Refer to Format	3 times
<b>ONLINE</b>			
<b>Learning materials</b> – Online learning activities embedded in the student learning management system.	1hr	Week 1	10 times
<b>Tutorial/Workshop 1</b> – Online, interactive zoom tutorials aimed at practicing the knowledge and skills presented within the online learning materials.	2hrs	Week 1	10 times
<b>Seminar</b> – Online Learning Activity, facilitated by each tutor for their own tutorial.	1hr	Refer to Format	3 times

1.3. Course Topics

All topics may contain mature content:

- The Therapeutic Relationship
- Joining & Listening
- Reflection of Content & Feeling
- Use of Questions
- Summarising and Ending
- Ethics and Diversity
- Professional Considerations (including Self Care, Online Therapeutic Communication Skills)

1.4. Mature Content

Adult themes

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Demonstrate skill and growth in self-reflection and self-awareness.	Creative and critical thinker
2 Identify and critically analyse therapeutic communication skills and ethical practice within a counselling context for the promotion of health and wellbeing.	Knowledgeable Ethical
3 Demonstrate developing academic writing skills, including the application of APA7 conventions.	Knowledgeable
4 Identify ethical practices and standards within various therapeutic environments.	Knowledgeable Ethical
5 Comprehend and apply academic scholarship.	Knowledgeable

#### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Not applicable

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

SCS180

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

Formative (non-graded) online quiz on APA formatting and researching for academic writing will be made available to provide feedback on your understanding of these two important aspects of academic learning. Further resources and support will be accessible where desired/required.

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope and 'drop-in' zoom information sessions will be made available closer to the assessment due dates.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	10%	Course duration	Throughout teaching period (refer to Format)	In Class
All	2a	Activity Participation	Individual	10%	120-180 seconds.	Week 5	Online Submission
All	2b	Portfolio	Individual	30%	120-180 seconds each	Week 9	Online Submission
All	3	Essay	Individual	30%	2000 words	Week 12	Online Assignment Submission with plagiarism check
All	4	Quiz/zes	Individual	20%	60 questions	Exam Period	Online Test (Quiz)

#### All - Assessment Task 1: Participation

<b>GOAL:</b>	Student to demonstrate active participation and professionalism via tutorial participation in a minimum of 80% of tutorials.	
<b>PRODUCT:</b>	Activity Participation	
<b>FORMAT:</b>	Tutor to assess and record participation each week, in the LMS	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate counselling disposition via tutorial participation <span style="float: right;">1</span>
<b>GENERIC SKILLS:</b>	Problem solving	

#### All - Assessment Task 2a: Single Skill Response Simulation

<b>GOAL:</b>	The goal of this assessment task is to demonstrate competency in informed consent skills.	
<b>PRODUCT:</b>	Activity Participation	
<b>FORMAT:</b>	Students will record a live response to a simulated client recording.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate acceptable informed consent skills including privacy, confidentiality and mandatory reporting, whilst respecting client autonomy and whilst working toward establishing the therapeutic relationship. <span style="float: right;">4</span>
	2	Demonstrate skill in visually and orally clear recording, within timeframe. <span style="float: right;">5</span>
<b>GENERIC SKILLS:</b>	Communication, Organisation, Information literacy	

**All - Assessment Task 2b:** 3 x Single Skill Response Simulation

<b>GOAL:</b>	The goal of this assessment task is to demonstrate competency in three further microskills (a: reflection of feeling and content, b: use of questions, and c: summarising).	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	Students will record three further live response to the associated simulated client recordings.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate reflection of feeling and content competency including use of active listening skills, paraphrasing, identification of affect and affect intensity whilst ensuring accuracy and demonstrating congruence and empathy. <b>4</b>
	2	Demonstrate appropriate follow-up questions to support client elaboration <b>4</b>
	3	Demonstrate a comprehensive summary of client narrative including content and feeling, and use of a clarifying question. <b>4</b>
	4	Demonstrate above 3 x single skills in visually and orally clear recordings, each within their timeframe. <b>5</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving	

**All - Assessment Task 3:** Critical Analysis Essay

<b>GOAL:</b>	The purpose of this task is to analyse and critique a pre-recorded demonstration of micro-skills as shown within a therapeutic session. Ethical and diversity considerations also need to be examined, including evidence of reflection regarding the therapeutic relationship.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	2000 word written critique of the recorded micro-skills demonstration, linking observations of the skills, and their outcomes, to the principles of person centred counselling. Formal essay style required including a title page, introduction, body paragraphs and conclusion. Appropriate attribution to academic reference sources remains essential to avoid plagiarism. Accurate application of APA formatting to the submitted paper and the use of appropriate academic sources to support your arguments.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstration of skills and growth in self-reflection and self-awareness. <b>1</b>
	2	Knowledge and awareness of ethical practices and diversity considerations within the therapeutic relationship. <b>2 4</b>
	3	Accuracy of grammar, punctuation, spelling, referencing and word limit. Accuracy of application of APA7 formatting and appropriate academic reference sources. <b>3 5</b>
<b>GENERIC SKILLS:</b>	Communication, Organisation, Information literacy	

#### All - Assessment Task 4: Online Test

<b>GOAL:</b>	You will demonstrate understanding of basic counselling theoretical frameworks and related skills, as presented during weeks 1 to 13	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	Online test - 60 questions	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Accuracy and correctness of responses	2
<b>GENERIC SKILLS:</b>	Problem solving, Organisation	

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	David Geldard, Kathryn Geldard, Rebecca Yin Foo	2021	Basic Personal Counselling	9th	Cengage Learning

### 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)