Module Descriptor

Title	Therapeutic Communication New		
Session	2026/27	**Status**	Published
Code	HLTH09018	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Sutapa Haldar		

Summary of Module

The ability to communicate effectively across a range of settings is a core work-ready graduate attribute of UWS. This is also a core competency for professionals working across health and social care regardless of their geographical location.

The importance of effective communication within health and social care practice will be appraised. This will enable global citizenship by allowing students to appreciate the communication challenges within different care environments. The development of a critical awareness of the issues of communication within the global community will also enhance students' ability to work with a range of communication issues related to global health and social care.

Therapeutic communication comprises of interventions intended to facilitate a positive 'therapeutic shift' for a wide range of issues such as anxiety, communication difficulties, addictive behaviours, bereavement and health promotion. Students will be required to apply critical thinking to effective communication, various therapeutic models/frameworks and other helping strategies. The qualities of an effective practitioner within caring environments will be examined and the context of what enables a therapeutic relationship between a patient/client and the practitioner explored.

Therapeutic Communication will support students to become graduates who are universal, work-ready and successful. Through personal development planning, reflection and review, students will be enabled to make better links with their own continuing professional development, the development of graduateness, global citizenship and enhanced employability.

This module is theoretical in content and as such students do not require a workplace supervisor.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify) New college Lanarkshire	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Explore the importance of effective communication skills and the capacity required by the practitioner to offer a suitable intervention as a problem solving approach in care.
L2	Discuss the potential that various therapeutic helping models and frameworks have in supporting holistic care.
L3	Critically evaluate the efficacy of therapeutic interventions as an enabling process.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Comparing and contrasting the use of a variety of forms of helping approaches; Evaluating the efficacy of therapeutic communication skills to contrasting patient/client need; Exploring the importance of self-awareness within the context of a therapeutic relationship.
Practice: Applied Knowledge and Understanding	**SCQF 9** Working collaboratively with patients/clients to establish a sound therapeutic relationship;

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Assisting patients/clients to recognise emerging changes in the way they cope with their issues and challenges; Applying a range of skills relevant to communication and helping skills approaches.
Generic Cognitive skills	**SCQF 9** Using problem-solving skills in the assessment and formulation of care planning; Exploring appropriate helping skills which complement the therapeutic relationship; Evaluating the research evidence for effective communication, therapeutic relationships and helping skills.
Communication, ICT and Numeracy Skills	**SCQF 9** Appropriately interpreting the results of assessment tools; Communicating verbally and in writing, at an appropriate level, with the patient/client, professionals at junior and senior levels in own team and within other agencies.
Autonomy, Accountability and Working with Others	**SCQF 9** Independently implementing and evaluating a helping skills intervention; Working with professionals at varying levels, the patient/client, their families and other agencies as appropriate.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. This module is delivered as blended learning as well as by full online learning utilising a Virtual Learning Environment (VLE). Blended learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Blended learning students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library and books. Students who are learning fully online and are supported by the VLE will receive: Core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online classroom sessions, asynchronous discussion boards; directed wider reading including access to electronic library and e-books.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	10
Personal Development Plan	6
Asynchronous Class Activity	2
Independent Study	158
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

There is no core material for this module. The following materials form recommended reading which support the content of this module and its learning outcomes:

Beebe, S.A., Beebe, S.J. and Redmond, M.V. (2014) Interpersonal Communication: Relating to Others. Harlow: Allyn and Bacon.

Egan, G. (2017) The Skilled Helper: A Client Centred Approach.2nd Edition. Andover: Cengage Learning.

McLeod, J. (2011) Counselling Skills: A Practical Guide for Counsellors and Helping Professionals. Maidenhead: Open University Press.

Sully, P. (2010) Essential Communication Skills for Nursing and Midwifery. Edinburgh: Mosby Elsevier.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and

adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Biological Sciences Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Health
Moderator	Ukachukwu Abaraogu
External Examiner	J Coe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Formative Assessment This module is formatively assessed by group discussion on the content of the individual and group learning activities that are embedded within each of the learning units. This may be achieved in face to face discussion in the classroom or by discussion remotely managed via the module VLE. Component 1 Online class test that assesses the student's knowledge and understanding of communication skills that promote a therapeutic relationship with the patient/ client in a person-centred way. 40% of the module total - 1700 words equivalent
Assessment 2
Component 2 The student will critically reflect on an experience utilising an appropriate helping skills approach/framework/model to enable another person to help themselves with issues that could be improved using such an approach. This will include a critical discussion of more than one helping skills approach/framework/model as well as a critical reflection on the interaction with the person and what has been learned from the experience. This will be 2500 words in length and be 60% of the module assessment.
Assessment 3
None

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class test (written)	☒	☐	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☐	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**