

COU100

Counselling for Addiction Disorders

School: School of Law and Society

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay**BLENDED
LEARNING**

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

Please go to unisc.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

In this foundational course, student counsellors will learn the contemporary theories and frameworks that inform therapeutic understanding of Addiction Disorders. Included will be biopsychosocial and trauma informed models of addiction, the lived experience of addiction, factors of treatment readiness, and harm reduction approaches. There will be an applied skills focus on assessment and therapeutic case formulation in addiction disorders.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Weekly 1 hour online learning activities, delivered asynchronously, delivering curricula to meet learning objectives for each week. To include recorded lectures, you tube clips, websites, and interactive activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Weekly 2 hour on campus tutorials that consolidate the weekly learning objectives and practice relevant skills.	2hrs	Week 1	11 times

1.3. Course Topics

Introduction to Addiction Disorders
The Biopsychosocial model of Addiction Disorders
A trauma informed understanding of Addiction Disorders
Addiction and Family
Culture and Diversity in Addiction
Treatment Frameworks in Addiction: An Overview
Screening and Assessment in Addiction Disorders
Case Formulation in Addiction Disorders
Stages of Change and Motivational Interviewing
The Recovery Model in Addiction

1.4. Mature Content

Drug Use, 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 Comprehend contemporary theoretical models of substance and behavioural addictions	Knowledgeable
2 Reflect on connections between theory and lived experience (case studies) in addiction disorders	Knowledgeable Engaged
3 Demonstrate assessment and case formulation for addiction disorders	Empowered
4 Consider addiction factors in diverse populations	Ethical
5 Understand the principles of Harm Minimisation in addiction disorders	Knowledgeable Ethical
6 Demonstrate academic integrity skills	Ethical

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

Not applicable

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

Not applicable

5.5. Microcredential Information

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

Students will be engaging in weekly practice quizzes leading up to Task 1 online quiz, in Week 5.

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	2	Quiz/zes	Individual	20%	70 minutes / 40 multiple choice questions.	Week 5	Online Submission
All	3	Oral and Written Piece	Individual	35%	12 Minutes duration; 8-12 slides	Week 9	Online Assignment Submission with plagiarism check
All	4	Report	Individual	35%	2000 word report	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Participation

GOAL:	Students will participate for a minimum of 80% of their on-campus tutorials. Failure to meet the minimum participation requirements will result in a failed grade for this task.		
PRODUCT:	Activity Participation		
AUTHORSHIP STATEMENT:			
FORMAT:	Tutor to assess and record participation each week.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate professional dispositions through tutorial participation	6
GENERIC SKILLS:			

All - Assessment Task 2: Online Quiz

GOAL:	To assess students comprehension of the historical, political, and social aspects of addiction										
PRODUCT:	Quiz/zes										
AUTHORSHIP STATEMENT:											
FORMAT:	Students will be notified of a dated test window during which they will be able to access the online quiz in canvas. When open, students will have 60 minutes (+10 minutes reading time) to complete 40 multiple choice questions related to content covered during weeks 1-4 of the semester.										
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Demonstrate knowledge of the historical and political influences of addictions</td><td>2</td></tr> <tr> <td>2</td><td>Demonstrate a sound understanding of contemporary models of addiction</td><td>1</td></tr> </table>	No.		Learning Outcome assessed	1	Demonstrate knowledge of the historical and political influences of addictions	2	2	Demonstrate a sound understanding of contemporary models of addiction	1	
No.		Learning Outcome assessed									
1	Demonstrate knowledge of the historical and political influences of addictions	2									
2	Demonstrate a sound understanding of contemporary models of addiction	1									
GENERIC SKILLS:	Communication, Problem solving, Information literacy										

All - Assessment Task 3: Learning Progress Portfolio

GOAL:	The learning progress portfolio invites students to consider theories of addiction explored within the course, alongside significant moments of personal learning, in order to map their evolving therapeutic understanding of addiction.													
PRODUCT:	Oral and Written Piece													
AUTHORSHIP STATEMENT:														
FORMAT:	The portfolio is comprised of four parts: i) a theoretical concept map, ii) a reflection on the contribution of lived experience narratives in counsellor education in addiction, iii) a reflection on emergent personal insights, and iv) a consideration of how this integrated learning may inform a developing therapeutic stance in relation to addiction. Students will prepare and submit their portfolio in the form of a narrated powerpoint presentation, that will be exported to an MP4 format for submission online. It will be a requirement of submission that the students utilise a 'talking head' style of narration, in which the presenting student is visible in an inset screen as they narrate the powerpoint, ensuring identifiability of the presenter. Students will also submit a referenced narration of their presentation utilising a provided template, demonstrating scholarly writing and academic integrity skills.													
CRITERIA:	<table> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Demonstrate comprehension of biopsychosocial and trauma informed factors in addiction</td><td>1</td></tr> <tr> <td>2</td><td>Reflect on connections between theory, lived experience narratives and emergent personal learning in the understanding of addiction</td><td>2</td></tr> <tr> <td>3</td><td>Student demonstrates ability to communicate via integrated written, oral and visual presentation, generalising APA 7th ed. formatting and referencing to this assessment type.</td><td>6</td></tr> </table>	No.		Learning Outcome assessed	1	Demonstrate comprehension of biopsychosocial and trauma informed factors in addiction	1	2	Reflect on connections between theory, lived experience narratives and emergent personal learning in the understanding of addiction	2	3	Student demonstrates ability to communicate via integrated written, oral and visual presentation, generalising APA 7th ed. formatting and referencing to this assessment type.	6	
No.		Learning Outcome assessed												
1	Demonstrate comprehension of biopsychosocial and trauma informed factors in addiction	1												
2	Reflect on connections between theory, lived experience narratives and emergent personal learning in the understanding of addiction	2												
3	Student demonstrates ability to communicate via integrated written, oral and visual presentation, generalising APA 7th ed. formatting and referencing to this assessment type.	6												
GENERIC SKILLS:	Communication, Applying technologies, Information literacy													

All - Assessment Task 4: Assessment and Case Formulation in Addiction

GOAL:	Demonstrate capacity in addiction-oriented assessment and case formulation.		
PRODUCT:	Report		
AUTHORSHIP STATEMENT:			
FORMAT:	A written report, comprised of three components, developed in response to a selected case study: i) an addiction-oriented biopsychosocial assessment, that incorporates the WHO ASSIST (Hemeniuk et al, 2010) tool; ii) a congruent case formulation; and iii) specification of addiction-oriented therapeutic priorities.		
CRITERIA:	No.		Learning Outcome assessed
	1	Evidenced capacity to undertake contemporary screening and assessment procedures for addictive behaviours	2 3 4 5
	2	Demonstrated capacity to draw meaningfully from assessment procedures to develop a congruent therapeutic case formulation.	1 2 4
	3	Evidenced understanding of therapeutic priorities in working with addiction behaviours, and how these are informed by client presentation.	2 4 5 6
	4	Demonstrate accepted academic writing and academic integrity skills, via APA 7th ed. conventions.	6
GENERIC SKILLS:	Communication, Problem solving		

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)