COURSE OUTLINE

COU101 Theories of Counselling: From Freud to Integrative Practice

School: School of Law and Society

2022 | Semester 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 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 foundational course introduces an overview of the development of the major psychotherapeutic theories available to contemporary counsellors. Each major theoretical approach is examined in terms of its concepts and applications to counselling. For each approach the historical context, theoretical basis, basic concepts of human development, the therapeutic process, and its research directions will be introduced. Case studies will be analysed to facilitate application of theory to practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – One hour-long engagement including formative quizzes, podcasts/webinars, screen casts, interviews, simulations, videos and recorded discussions.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial- 2 hours to encourage the application of skills and knowledge introduced in the online learning materials for the week, via class activities.	2hrs	Week 1	10 times
Seminar – Online all cohort webinar designed to provide uniform information regarding assessments and provide student Q&A opportunities.	2hrs	Week 2	3 times

1.3. Course Topics

Psychoanalytical therapy

Adlerian therapy

Existential therapy

Person-Centred therapy

Gestalt therapy

Behavioural therapy

Cognitive therapy

Feminist therapy

Solution & Narrative therapy

Integrative & Pluralistic therapy

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	Apply your knowledge of theory to a particular case study.	Knowledgeable Empowered
2	Distinguish between analytic, affective, behavioural and cognitive theories and systems, and demonstrate an understanding of the historical context and theory of human development.	Knowledgeable Creative and critical thinker
3	Engage with the process of self-reflection and know which of your own values supports or hinders the process of counselling.	Empowered Ethical
4	Articulate an awareness of the ethical and cultural basis of the studied theories and the implications for counselling diverse populations.	Creative and critical thinker Empowered
5	Demonstrate effective communication through written reports and oral presentations, complying with accepted APA 7th ed. guidelines.	Knowledgeable Creative and critical thinker

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

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

Reflection and review of all content is encouraged in weekly interactive tutorials, and feedback will be given in class as well as in response to non-graded online quizzes via Canvas learning modules.

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 '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	Case Study	Individual	35%	1500 words	Week 7	Online Assignment Submission with plagiarism check
All	2	Essay	Individual	35%	2000 words	Week 12	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	30%	60 questions	Exam Period	Online Test (Quiz)

All - Assessment Task 1: Theoretical Case Study

GOAL:	To demonstrate critical understanding of a theoretical approach to counselling and its application to a case study.
PRODUCT:	Case Study
FORMAT:	You will produce a fully referenced essay demonstrating your understanding of a particular chosen therapeutic approach, through application of the theory and methods to a particular case study. You will select from approaches studied in this course during weeks 2 to 6. This critical analysis will follow essay conventions including APA7 referencing and format. See Canvas for details.

CRITERIA:

No.		Learning Outcome assessed
1	Description of the theoretical origins of the approach outlining key concepts, techniques, and related terminology.	1 2 4
2	Demonstration of understanding a particular chosen therapeutic approach as applied to a case study	1 2 4
3	Application of relevant theory and methods is used appropriately with the case study.	1 2 4
4	Reflect on the skills and techniques of the chosen therapeutic approach considering the role of personal values on the therapeutic relationship.	1 3
5	Clarity of written expression: appropriate academic writing style	1 5

All - Assessment Task 2: Reflective Essay

GOAL:	To develop critical and reflective thinking on activities and material presented in Weeks 2-11 of lectures and tutorials, and to acquire self-awareness and personal growth necessary for the counselling professional.
PRODUCT:	Essay
FORMAT:	You will provide an individual summary of your weekly reflections from Weeks 2 - 11. The reflective essay should be written in the first person and will follow essay conventions including APA7 referencing and format. See Canvas for details.

CRITERIA:

No.		Learning Outcome assessed
1	content that is relevant, analytical and reflective, providing evidence of personal learning	2 3 4
2	clear links between counselling theory, research and potential client outcomes	2 3
3	quality of expression and accurate APA6 format and referencing style	1 5

All - Assessment Task 3: Online Test

GOAL:	To demonstrate knowledge of the major theories and techniques of counselling.
PRODUCT:	Examination - Centrally Scheduled
FORMAT:	Individual, open book exam 60 questions worth 1/2 mark each, covering content from weeks 2-13.

CRITERIA:

No.		Learning Outcome assessed
1	Correctness and accuracy of answers	2 4
2	Demonstration of understanding of counselling theories	2 4

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	The Counsellor-Person & Professional
Week 2	Psychoanalytical therapy
Week 3	Adlerian therapy
Week 4	Existential therapy
Week 6	Gestalt therapy
Week 5	Person-centred therapy
Week 7	Behavioural therapy
Week 8	Cognitive therapy
Week 9	Feminist therapy
Week 10	Solution focused therapy
Week 11	Narrative therapy
Week 12	Integrative & Pluralistic therapy
Week 13	Review

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	Gerald Corey	2015	Theory and Practice of Counseling and Psychotherapy	10th	Nelson Education

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

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

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email 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 or email 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.

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 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 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