COURSE OUTLINE

# COU202 Counselling Integrative Practice

**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

This course has 4 aims: to review the knowledge and skills taught in all the pre-requisite courses; to consolidate the basic person-centred microskills; to apply these basic person-centred microskills to various populations and counselling frameworks; and to encourage integrative thinking in their emerging counselling identity and practice. Success in this course ensures the student is ready for success in their placement courses in the following year.

### 1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **BLENDED LEARNING** | | | |
| **Learning materials** – Weekly 1 hour asynchonous learnign activities to delivery the weekly learning objectives, via recorded lectures, videos, interactive activities, discussion forums. | 1hr | Week 1 | 12 times |
| **Tutorial/Workshop 1** – Weekly 2 hour on campus tutorials to consolidate learning each week, and provide space for skills practice with peer/tutor feedback | 2hrs | Week 2 | 10 times |
| **Information session** – Online Learning Activity facilitated by the tutor. | 1hr | Refer to Format | Once Only |

### 1.3. Course Topics

- Ethical Codes of Conduct and Practice
- Person-Centred Counselling as a counselling philosophy
- Group Counselling
- e-therapy
- Strength based approaches
- Cognitive Behaviour Therapy Approaches
- Counselling adult populations
- Counselling children and youth
- Counselling diverse populations
- Integrative Counselling Identity and Practice

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

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

| COURSE LEARNING OUTCOMES<br>On successful completion of this course, you should be able to... | | GRADUATE QUALITIES<br>Completing these tasks successfully will contribute to you becoming... |
|---|---|---|
| 1 | Demonstrate their consolidating ability to critically reflect on own identity and practice for life long learning | Empowered<br>Sustainability-focussed |
| 2 | Demonstrate their consolidating knowledge regarding working with children, youth, and adults with various complaints | Empowered |
| 3 | Demonstrate their consolidating knowledge and skills applying person-centred counselling skills with CBT, Group, Strength-based Models, to improve mental health and wellbeing in clients, using practice-based evidence principles. | Empowered<br>Ethical |
| 4 | Articulate an emerging integrative counselling identity and counselling practice | Creative and critical thinker |
| 5 | Demonstrate a mature ethical mindedness | Ethical |
| 6 | Demonstrate mature academic integrity skills | Ethical<br>Sustainability-focussed |

## 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

COU100, COU101, COU176, COU180, enrolled in AR375

### 5.2. Co-requisites

COU265

### 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 encouraged to engage in reflective practice from week 2 within the LMS. The tutor will provide feedback to students during these early weeks regarding their reflective writing, and comprehension.

## 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 | Artefact - Creative, and Oral | Individual and Group | 30% | 20 slides for 20 minutes. | Week 7 | Online Assignment Submission with plagiarism check |
| All | 3 | Journal | Individual | 35% | 2000 words | Week 11 | Online Assignment Submission with plagiarism check |
| All | 4 | Artefact - Professional | Individual | 25% | 1000 - 1500 words | Week 12 | Online Assignment Submission with plagiarism check |

**All - Assessment Task 1:** Participation

| | |
|---|---|
| **GOAL:** | Students will actively participate for a minimum of 80% of their on-campus tutorials. Failure to meet the minimum participation requirement will result in a failed grade for this task. |
| **PRODUCT:** | Activity Participation |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | Tutor to assess and record participation each week, in LMS |
| **CRITERIA:** | **No.** — **Learning Outcome assessed**<br>1 Demonstrate professional dispositions through tutorial participation — 5 |
| **GENERIC SKILLS:** | |

**All - Assessment Task 2:** Narrated PPT Presentation

| | |
|---|---|
| **GOAL:** | Present an emerging integrated professional identify and practice via narrated ppt presentation. |
| **PRODUCT:** | Artefact - Creative, and Oral |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | In groups, students are to create a PPT presentation with narration which summarises their collective comprehension of counselling modalities (PCT, Strength-based, CBT, Group, others) and their application to various populations (adults, children & Youth, diverse) or issues (e.g., addictions). They then complete this presentation with each member summarising their own emerging counselling identity, as well as their own emerging integrative practice, supported by literature.<br>Each individual submission will include Cameo feature in the individual sections for verification reasons.<br>The finished presentation is downloaded as an MP4 file for submission via submission link online. |
| **CRITERIA:** | |

| No. | | Learning Outcome assessed |
|---|---|---|
| 1 | As a group, students have an emerging appreciation of each of the counselling modalities they have been exposed to prior to this course, and are able to critique the strengths and weaknesses of each | 3 |
| 2 | As a group, students are able to critically discuss evidence-based treatments for the various issues and populations they have been exposed to prior to this course, critiquing their strengths and weaknesses of each | 2 |
| 3 | Individually, each student has demonstrated ability to integrate all their learnings to date, and articulate an emerging professional counselling identity | 1 4 |
| 4 | Individually, each student has demonstrated ability to integrate all their learnings to date, and articulate an emerging professional counselling practice | 1 4 |
| 5 | As a group, students demonstrate ability to prepare a professional PPT presentation, conforming to APA 7th ed. conventions. | 6 |

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| **GENERIC SKILLS:** | Communication, Problem solving, Applying technologies, Information literacy |

**All - Assessment Task 3:** Weekly Critical Reflections

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|---|---|
| **GOAL:** | Students are to critically reflect, in a mature manner, their role play practice each week, increasing their awareness of self and and their counselling practice. |
| **PRODUCT:** | Journal |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | From Week 5, students will be engaging in regular role play triad practice, consolidating their counselling skills and increasing their counselling awareness via peer and tutor feedback. After each tutorial, the student is expected to reflect on their role play practice, strictly using the Kolb experiential learning model to guide their thinking. At week 11, the collection of reflections are collated in an APA 7th ed. formatted written assignment, including a conclusion paragraph which alludes to their areas of growth during the trimester as well as areas needing further development. This document is then prepared within Cadmus, and submitted online via plagiarism checkers. |
| **CRITERIA:** | |

| No. | | Learning Outcome assessed |
|---|---|---|
| 1 | Demonstration of their ability to apply critical thinking retrospectively to their weekly role play practice, articulating how each practice is developing their professional identity and practice. | 1 4 |
| 2 | Demonstration of their emerging ethical mindedness, by critiquing about whether their chosen therapeutic approach to the tutorial role play was driven by evidence-based literature or not. | 5 |
| 3 | Demonstration that they are considering feedback given to them in all courses up to this one, and thus deliberately improving their academic writing and integrity skills, using APA 7th ed. conventions. | 6 |

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| **GENERIC SKILLS:** | Problem solving, Organisation, Information literacy |

**All - Assessment Task 4:** CV and Selection Criteria

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|---|---|
| **GOAL:** | Students to deeply consider their learning through the trimester, and create a CV that reflects their own emerging counselling identity accurately and comprehensively. This will be accompanied with responses to common selection criteria for a hypothetical counselling role. Finally, a cover letter to the contact person is to be included. This document will be useful for them when applying for agencies for their placement experience during the next year of their studies. |
| **PRODUCT:** | Artefact - Professional |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | This document will be a written assignment, in professional resume formatting, and to industry standards. It will be submitted as a single document (cover letter, CV, selection criteria) online via the LMS. |
| **CRITERIA:** | |

| No. | | Learning Outcome assessed |
|---|---|---|
| 1 | Resume (CV) has been formatted professionally, succinctly, and is an accurate summary of the students own professional goals, experience, education, and other important details. | 4 |
| 2 | Demonstrate their ability to respond to selection criteria using the STAR technique (when applicable) to evidence their knowledge and skills in the area | 1 |
| 3 | Demonstrate ability to write a convincing cover letter that succinctly summarises their professional identity and practice, as well as any details important for the employer to know, that is not reflected in the CV and selection criteria. | 1 4 |
| 4 | Demonstrate emerging academic integrity skills and written communication skills | 6 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, 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

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