

COU300

Counselling for Crisis, Trauma and Loss

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast

**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, unless your program has specified a mandatory onsite requirement.

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

Crisis intervention, trauma counselling, and grief support all require a specific set of counselling skills that span a continuum of therapeutic strategies that are part of this course. After being introduced to evidence-based crisis intervention models and techniques, you will be introduced to common disorders resultant from experiencing trauma, as well as best practice intervention techniques for working with trauma generally, and with diverse populations. Finally, you will also be introduced to current models and frameworks of working with grief, practicing your grief counselling skills.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Learning materials embedded in the LMS each week that equates to 1 hour of learning. In respect for UDL principles, a number of diverse activities will be included to cater for different learners, as well as encourage peer collaboration.	1hr	Week 1	10 times
Tutorial/Workshop 1 – on campus tutorial to encourage the application of skills and knowledge introduced in the online learning materials for the week, via class activities.	2hrs	Week 1	11 times
Information session – Online learning activity facilitated by tutor.	1hr	Refer to Format	3 times
ONLINE			
Learning materials – Learning materials embedded in the LMS each week that equates to 1 hour of learning. In respect for UDL principles, a number of diverse activities will be included to cater for different learners, as well as encourage peer collaboration.	1hr	Week 1	10 times
Tutorial/Workshop 1 – online tutorial to encourage the application of skills and knowledge introduced in the online learning materials for the week. Students enrolled in AR375 or SA306 are NOT permitted to enrol in this offering.	2hrs	Week 1	11 times
Information session – Online learning activity facilitated by the tutor	1hr	Refer to Format	3 times

1.3. Course Topics

Mature content across all course topics:

- Introduction and Working with People in Crisis
- Crisis Intervention Models (Hybrid and ABC)
- Basic Skills of Crisis Intervention
- Disaster and Psychological First Aid / Risk Assessment
- Trauma and PTSD
- Recovery Models & Trauma-Informed Care
- Evidence based interventions for Trauma
- Grief & Loss Models
- Counselling for Loss and Grief – 1
- Counselling for Loss and Grief – 2
- Post Traumatic Growth
- Culturally Effective Helping for Trauma and Grief
- Counsellor Self Care

1.4. Mature Content

Adult themes

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 a sound understanding of the current theories and models that inform trauma work	Knowledgeable
2	Compare contemporary models of grief, illustrating a knowledge of the strengths and weaknesses of each	Creative and critical thinker
3	Effectively role play a contemporary evidence based intervention for trauma or grief, incorporating trauma informed principles to address health and wellbeing of populations served by counsellors.	Ethical
4	Demonstrate knowledge of how to work with trauma and grief with diverse populations	Ethical
5	Understand the ethical considerations when working with people suffering trauma and/or grief	Ethical
6	Effectively demonstrate oral and written communication skills, complying with accepted APA 7th ed. conventions.	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

(COU180 or SCS180) and (COU265 or SCS265 or SWK202) and enrolled in Program SA306, AR375, AR372, AR362, AR303, AR302, AB101.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS266

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

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.

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%	Minimum 16 hours of tutorial participation	Refer to Format	In Class
All	2	Quiz/zes	Individual	10%	20 ques / 30 minutes	Week 4	Online Test (Quiz)
All	3	Creative Performance, and Written Piece	Individual	40%	Pecha Kucha Presentations are defined as 20 slides, each for 20 seconds, which together satisfy the learning objectives of this assessment.	Week 7	Online Assignment Submission with plagiarism check
All	4	Practical / Laboratory Skills, and Written Piece	Individual	40%	15-minute role play/1500 words	Week 12	Online Submission

All - Assessment Task 1: Participation

GOAL:	Students will participate in a minimum of 80% of their on-campus tutorials. Failure to participate will result in a failed grade for this task.						
PRODUCT:	Activity Participation						
AUTHORSHIP STATEMENT:							
FORMAT:	Participation is assessed across all tutorials						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate professional dispositions through tutorial participation</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate professional dispositions through tutorial participation	5
No.		Learning Outcome assessed					
1	Demonstrate professional dispositions through tutorial participation	5					
GENERIC SKILLS:	Organisation						

All - Assessment Task 2: Online Quiz

GOAL:	Early assessment to assess students comprehension of crisis theory and skills						
PRODUCT:	Quiz/zes						
AUTHORSHIP STATEMENT:							
FORMAT:	16 x Multiple Choice and 4 x True/False questions						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate a sound understanding of crisis models, and intervention skills appropriate for a mental health professional.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate a sound understanding of crisis models, and intervention skills appropriate for a mental health professional.	1
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GENERIC SKILLS:	Communication, Problem solving, Information literacy						

All - Assessment Task 3: Trauma and Diversity: A Pecha Kucha Presentation

GOAL:	Students are to orally present the findings of independent research on best practice when working with members of the diverse community who are suffering from trauma and/or associated complications.																		
PRODUCT:	Creative Performance, and Written Piece																		
AUTHORSHIP STATEMENT:																			
FORMAT:	Following approved PechaKucha presentation conventions (www.pechakucha.com), students will prepare and record a standard pecha kucha (PK) according to a topic to be prescribed on Canvas. Students to include cameo function when preparing the PK to ensure student can be both heard and viewed (increasing assessment security).																		
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate contemporary understanding of trauma</td> <td>1</td> </tr> <tr> <td>2</td> <td>Demonstrate contemporary understanding of evidence based interventions for trauma and its complications</td> <td>1</td> </tr> <tr> <td>3</td> <td>Effectively apply current models and treatments of trauma to diverse population members.</td> <td>4</td> </tr> <tr> <td>4</td> <td>Demonstrate understanding of working with trauma in a trauma-informed manner.</td> <td>5</td> </tr> <tr> <td>5</td> <td>Demonstrate ability to effectively communicate learnings in an accepted pecha kucha format</td> <td>6</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrate contemporary understanding of trauma	1	2	Demonstrate contemporary understanding of evidence based interventions for trauma and its complications	1	3	Effectively apply current models and treatments of trauma to diverse population members.	4	4	Demonstrate understanding of working with trauma in a trauma-informed manner.	5	5	Demonstrate ability to effectively communicate learnings in an accepted pecha kucha format	6
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4	Demonstrate understanding of working with trauma in a trauma-informed manner.	5																	
5	Demonstrate ability to effectively communicate learnings in an accepted pecha kucha format	6																	
GENERIC SKILLS:	Communication, Applying technologies, Information literacy																		

All - Assessment Task 4: Recorded Role Play/Brief Critique

GOAL:	Students to demonstrate their skills when working with people suffering grief and loss, via recorded role play and critical reflection.		
PRODUCT:	Practical / Laboratory Skills, and Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	<p>Students are to demonstrate their understanding and ability to apply foundational counselling skills within an accepted therapeutic framework for working with grief.</p> <p>This role play will be recorded as an MP4 file to be uploaded into canvas.</p> <p>Students are to have a signed consent form before recording.</p> <p>Students to follow assignment guidelines closely, to ensure the role play is set up following trauma-informed principles. Students are permitted to use peers, friends or family members as the "role play client" with conditions (outlined in canvas).</p> <p>Students to ensure the recording can view them clearly for assessment authenticity and verification purposes.</p> <p>Using accepted reflective critique format (incorporating an accepted critical reflection model) and mini-essay structure, students are to critique their own recorded role play on one or two aspects of the recording that did not go so well, why, and their learning from reflecting on this.</p> <p>This reflective essay is prepared in Cadmus, and submitted online via plagiarism checkers.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate ability to authentically create a safe person-centered informed space for someone experiencing grief, in the first session within a 15-minute timeframe.	5
	2	Demonstrate understanding of the five components of Grief Support	3
	3	Demonstrate understanding and authentic application of the most appropriate task of morning for your role play	3
	4	Ability to demonstrate these skills in a visually and aurally clear recording	6
	5	Demonstrate knowledge of grief models to diverse populations.	2
	6	Demonstrate written communication skills using APA Style, 7th Ed.	6
GENERIC SKILLS:	Problem solving, Information literacy		

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Mike Dubi, J. Eric Gentry, Patrick Powell	2017	Trauma, PTSD, Grief & Loss	n/a	PESI publishing

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](#)