UniSC

COURSE OUTLINE

COU362 Counselling Development and Supervision 2

School: School of Law and Society

2024 | Semester 1

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 course extends on the personal exploration of counselling values, theories, knowledge and skills and their integration into practicing in a supportive and supervised setting. In preparation for practice, you will identify and develop further skills appropriate to core counselling theoretical approaches to enable you to describe, analyse and utilise these skills on placement. Counselling methods continue to be developed, knowledge and theories continue to be applied, and focus on application of your skills as a reflective practitioner.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Learning materials embedded online in the LMS, designed to introduce the learning objectives each week via diverse activities, including journal readings, videos, class collaboration discussions.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial, aimed at putting knowledge and skills into practice in a safe space; group supervision; peer mentorship opportunities	2hrs	Week 1	13 times

1.3. Course Topics

- 5 stage interview structure
- Cultural competence
- Window of tolerance
- Getting the most out of clinical supervision
- Case conceptualisation
- Mental Status Examinations
- Window of tolerance
- e-therapy
- Presenting client issues
- Suicide and Self Harm risk assesssment
- Self care
- [Mature content across all course topics]

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. Extend on beginning skills in developing a critically reflective practice by reflecting on skills learnt as a result of the 2 x practicums that were outside of the curriculum	Knowledgeable Creative and critical thinker
2. Recognise principles and competencies required in supervision practices. Assess and identify ways of building a strong supervisee/supervisor relationship in a second setting, as well as building strong relationships with existing and new colleagues in the second agency as well as on campus.	Empowered Sustainability-focussed
3. Describe the professional, ethical and legal issues in practice and of your own ethical behaviour, within the setting of your second agency, including the continuing importance of self care	Ethical
4. Continue to apply the values and ethical principles of counselling according to UniSC Student Code of Conduct, Student Placement Agreement and ACA and PACFA Codes of Ethics, always acting in a professional manner.	Ethical
5. Demonstrate respect and valuing others with an advanced understanding of and sensitivity towards the issue of cultural diversity, gender and disability.	Ethical Sustainability-focussed
6. Demonstrate graduate level academic reflective skills in oral and written format, and compliance 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

> (COU261 or COU361) or SWK201 and enrolled in AR375, AR302 or AR303.

5.2. Co-requisites

> COU264 or COU364

5.3. Anti-requisites

> COU262

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

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	Oral	Group	40%	The oral presentation will be 30 minutes with 3-4 students per group plus 5 minutes for questions.	Refer to Format	In Class
All	2	Written Piece	Individual	20%	100 words each	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	3	Plan	Individual	40%	1500 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Placement Presentation

GOAL:	Delivery of a group (3/4 students per group) oral presentation. Using a hypothetical or de-identified client from one student placement formulate and present a case conceptualisation using the 5 p's. Describe your intervention plan, highlighting appropriate counselling theories and rational, ethical and cultural considerations and other relevant policies, acts, legislation that inform your placement practice. Demonstrate critical thinking in relation to personal and professional development and the role of supervision.
PRODUCT:	Oral
FORMAT:	Submit weeks 7-11 in class The oral presentation will be 30 minutes with 3-4 students per group and must include: a) Presentation of a client case conceptualisation using the 5 p's b) Identification of client counselling goals and intervention planning c) Counselling theories, methods and skills required to work with client and rational d) Ethical, legal, and any other relevant policies requiring consideration e) Cultural competence f) The role of supervision and professional development reflection

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Competently demonstrate case conceptualisation skills identifying counselling theories and methods to inform direct clinical practice	① ② ⑤
	2	Demonstrate clarity of the relationship of ethics, cultural competence and theories to the practice setting	③ ⑤
	3	Apply counselling values and ethics in accordance with relevant policies and procedures and the principles and role of supervision	② ④
	4	Demonstrate graduate level oral presentation skills, demonstrating the graduates critical reflective	① ⑥

All - Assessment Task 2: Online Discussion Participation

GOAL:	Weekly critically reflective contributions to online discussion topics informed from supervision workshop content.
PRODUCT:	Written Piece
FORMAT:	Following each on campus tutorial, the course coordinator will include a related question in the online LMS, inviting the student to reflect on their response, informed from both their experience and the literature.

CRITERIA:	No.		Learning Outcome assessed
	1	Develop critical self-reflection within workshops, supported by evidence:	①
	2	Develop clarity of the relationship of ethics and theories to a practice setting	③
	3	Develop critical reflection skills relating to working with minority populations and diverse cultures	⑤

All - Assessment Task 3: Service Design Plan

GOAL:	This task will assist students to recognise how to appropriately plan for service design to meet client requirements. Students will apply in practice the ACA and PACFA Codes of Ethics and legislation relevant to their client cohort to ensure the provision of ethical and professional counselling service delivery.
PRODUCT:	Plan
FORMAT:	Write a 1500-word plan forming the theoretical foundations for establishing a counselling service for an agency for a vulnerable group e.g., domestic violence service, refugee trauma, children or youth counselling service, former veterans counselling service. This essay includes 3 parts. Part A: Introduce the target client population, its features and contexts, risk factors, strengths, and vulnerabilities (500 words). Part B: Identify and discuss legislation, ethics, and principles that have impacted and/or are relevant for your client group. Identify services relevant for collaboration and networking (500 words). Part C: Discuss what might be needed in setting up the service and ensuring it is appropriate for the selected client group (e.g. client recruitment, service design, counsellor preparation, intake, assessment and record keeping in setting up the service). (500 words).

CRITERIA:	No.		Learning Outcome assessed
	1	Apply the values and ethical principles of counselling according to ACA and PACFA Codes of Ethics, always practicing in a professional and culturally competent manner.	④ ⑤
	2	Describe the professional, ethical and legal issues in practice applied to your chosen client cohort and service delivery	③
	3	Apply relevant ethical principles and legislation affecting the conduct and behaviour of professional counsellors and service delivery	④
	4	Demonstrate a broad knowledge of your client cohort and appropriately plan for service design to meet client requirements.	③ ⑤

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

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
Recommended	H. Frederick Sweitzer,Mary A. King	2013	The Successful Internship	n/a	Cengage Learning
Recommended	David Geldard,Kathryn Geldard,Rebecca Yin Foo	2017	Basic Personal Counselling: A Training Manual for Counsellors	n/a	Cengage AU

8.2. Specific requirements

Please note that all placements require a Blue Card and some placements require criminal history checks. It is important to discuss this with the field education coordinator at the pre-placement Interview.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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:

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