

COU381

Developmental and Family Counselling

School: School of Law and Society

2025 | Semester 2

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

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

You will learn the complexities of working with family groups, exploring family processes and structures, and examine potential issues arising in families. You will discover the applicability of a variety of family counselling models through the various stages of the counselling process. Special populations such as children and adolescents and working with couples will be addressed.

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	12 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 Learning activity facilitated by the tutor	1hr	Refer to Format	Once Only

1.3. Course Topics

Introduction to Family Therapy Frameworks and Family Systems Thinking (Adult themes)

Systemic and Strategic Family Therapy – History and Theories (Adult themes)

Diversity in Family Therapy (Adult themes)

Intergenerational Family Therapy and Indigenous Models (Adult themes)

Experiential Family Therapies (Adult themes)

Solution-Based Therapies (Adult themes)

Cognitive Behavioural Family Therapy (Adult themes)

Collaborative and Narrative Family Therapies (Adult themes)

Putting it altogether in an integrative approach (Adult themes)

Counselling children from a family systems perspective (Adult themes)

Counselling adolescents from a family systems perspective (Adult themes)

Psychoeducation with couples (Adult themes)

Professional and ethical issues in family therapy (Adult themes)

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 an understanding of the history, models and principles of family therapy.	Knowledgeable
2	Develop an ability to reflect on your own family of origin, its structure and relational dynamic and apply this knowledge in your work with clients.	Empowered Ethical
3	Articulate a critical application of your knowledge and understanding of family dynamics within simulated case scenarios, including specific models such as Bowen, strategic and structural.	Knowledgeable Empowered
4	Demonstrate an awareness of your own values and your belief systems concerning families and relationships and the implications of these beliefs for ethical practice	Empowered Ethical
5	Critically examine your understanding of the diversity within families and subgroups including multiculturalism, gender, age and a variety of family forms in their social context with the aim of increasing health and wellbeing of populations served by counsellors.	Knowledgeable Creative and critical thinker Empowered
6	Demonstrate a developing scholarly capacity in written submissions, incorporating clarity of written expression, integration of academic literature, and adherence to APA style.	Knowledgeable Engaged

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 or SCS280), (COU265 or SCS265) and COU200

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS281 and COU281

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

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)	Online Assignment Submission with plagiarism check
All	2	Quiz/zes	Individual	20%	45 minutes	Week 4	Online Test (Quiz)
All	3	Artefact - Professional	Individual	30%	20 minutes	Week 8	Online Submission
All	4	Essay	Individual	40%	2,500 words	Week 13	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 requirements will result in a failed grade for this task.		
PRODUCT:	Activity Participation		
FORMAT:	Tutor to assess and record partipation in the LMS each week		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate professional dispositions through tutorial participation	4
GENERIC SKILLS:			

All - Assessment Task 2: Quiz

GOAL:	Demonstrate an understanding of the history, models and principles of family therapy.						
PRODUCT:	Quiz/zes						
FORMAT:	10 multi-choice questions. 5 Short answer questions.						
CRITERIA:	<table> <tr> <th>No.</th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Demonstration of accurate understanding of theory 1</td></tr> <tr> <td>2</td><td>Articulate concisely short responses demonstrating understanding of diversity issues. 5</td></tr> </table>	No.	Learning Outcome assessed	1	Demonstration of accurate understanding of theory 1	2	Articulate concisely short responses demonstrating understanding of diversity issues. 5
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2	Articulate concisely short responses demonstrating understanding of diversity issues. 5						
GENERIC SKILLS:	Communication						

All - Assessment Task 3: Recorded Role Play

GOAL:	Demonstrate and apply theory and knowledge to a role play based on a written scenario provided by Course Coordinator.												
PRODUCT:	Artefact - Professional												
FORMAT:	Read scenario and plan session and interventions. Practice with student participants in preparation before recording a full length session and choosing a 20 minute segment to submit. The submission should demonstrate the skills required in the assignment instructions.												
CRITERIA:	<table> <tr> <th>No.</th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Demonstrate ability to generalise therapeutic microskills, such as attending, reflection of feeling and content, paraphrasing and summarising, to all participants in the session. 1</td></tr> <tr> <td>2</td><td>Apply knowledge and understanding of family systems theory to design and execute appropriate interventions. 3</td></tr> <tr> <td>3</td><td>Demonstrate awareness of, and appropriate responses to relevant diversity issues. 5</td></tr> <tr> <td>4</td><td>Create and maintain a strong and ethical therapeutic alliance with multiple family members in a session. 4 5</td></tr> <tr> <td>5</td><td>Demonstrate application of at least one advanced family therapy skill, such as, awareness raising (for example triangulation), facilitating understanding of one member's perspective by another, psycho-education. 3</td></tr> </table>	No.	Learning Outcome assessed	1	Demonstrate ability to generalise therapeutic microskills, such as attending, reflection of feeling and content, paraphrasing and summarising, to all participants in the session. 1	2	Apply knowledge and understanding of family systems theory to design and execute appropriate interventions. 3	3	Demonstrate awareness of, and appropriate responses to relevant diversity issues. 5	4	Create and maintain a strong and ethical therapeutic alliance with multiple family members in a session. 4 5	5	Demonstrate application of at least one advanced family therapy skill, such as, awareness raising (for example triangulation), facilitating understanding of one member's perspective by another, psycho-education. 3
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies												

All - Assessment Task 4: Critical reflective essay

GOAL:	Demonstrate understanding of relevant theory and models underpinning your role play interventions. Reflect and evaluate effectiveness of skills and interventions used and suggest improvements. Demonstrate and apply understanding of relevant diversity issues.		
PRODUCT:	Essay		
FORMAT:	Comprehensive written essay addressing theory, practice, effectiveness, improvements and diversity. Includes relevant literature and correct APA formatting.		
CRITERIA:	No.		Learning Outcome assessed
	1	Critical reflection demonstrating knowledge and application of theory and practice to role play scenario.	1
	2	Critique skills used (both microskills and advanced skills) and evaluate effectiveness. Reflect on the influence of your own family of origin on your ability to emotionally 'hold' and manage the participants and the session.	2 3
	3	Demonstrate awareness of, and appropriate responses to relevant diversity issues and social context. Critique your practice and acknowledge any mistakes or missed opportunities to explore diversity. Describe any intended plans for improvement.	5
	4	Scholarly writing, application of relevant literature, and correct APA referencing.	6
	5	Demonstrate an awareness of your own values and your belief systems concerning families and relationships and the implications of these beliefs for ethical practice.	4
GENERIC SKILLS:	Communication, 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

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	Irene Goldenberg, Mark Stanton, Herbert Goldenberg	2016	Family Therapy: An Overview	9th	Cengage Learning

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

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. 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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