

COU705 Professional Development 2: Grief, Loss and Trauma

School: School of Law and Society

2022 | Semester 2

UniSC Sunshine Coast

**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 is an experiential course that continues to build on the knowledge and skills you learnt in the first semester, and is designed to be flexible and responsive to urgent issues that may arise during your Internship. Creativity and initiative for moving into new situations in your counselling practice will be encouraged and developed. This course introduces the techniques of Grief Therapy; the psychological recovery from trauma, and the place of transpersonal or spiritual orientations within the profession of counselling.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus workshop - 3 hours	3hrs	Week 1	12 times

1.3. Course Topics

Theories of Grief

The Mourning Process

Grief Counselling

Traumatic Loss

Treatments for Trauma

Spirituality and Transpersonal Counselling

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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	Acquire a body of knowledge and skills that will extend your understanding of the counselling profession and in particular the recent developments in counselling practice both nationally and internationally.	Knowledgeable Creative and critical thinker
2	Have the technical knowledge and skills to discern and evaluate your counselling practice with clients recovering from loss and trauma.	Creative and critical thinker Ethical
3	Respond sensitively to clients experiencing existential or spiritual challenges.	Creative and critical thinker
4	Demonstrate an understanding of the in-session application of concepts, theories and interventions of grief counselling and grief therapy	Knowledgeable Creative and critical thinker Ethical
5	Create and sustain an ethical therapeutic relationship with persons through a bereavement and mourning process and assist them to make meaning of their experience linking individual wellness to community wellbeing.	Creative and critical thinker Ethical 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

COU702 and enrolled in Program AR708

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 workshops, and feedback will be given in class.

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	Group	0%	20 minutes	Week 4	In Class
All	2	Written Piece	Individual	40%	2000 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Group	30%	30 minute oral presentation and handout	Week 11	In Class
All	4	Written Piece	Individual	30%	1500 words	Week 13	Online Submission

All - Assessment Task 1: Theories of Grief

GOAL:	This formative assessment will be part of Week 4 workshop for COU705. In groups of two or three, students will be required to be able to use a compare and contrast method to discuss the central elements of TWO (2) theories of grief. In particular students must be able to highlight how to differentiate between the theories.					
PRODUCT:	Activity Participation					
FORMAT:	In class discussion in groups.					
CRITERIA:	No.					Learning Outcome assessed
	1	In class formative assessment comparing and contrasting two theories of grief.				1 3 4

All - Assessment Task 2: Bereavement Case Presentation Essay

GOAL:	To apply the techniques of Grief Therapy to a case study.					
PRODUCT:	Written Piece					
FORMAT:	Responding to a case study, students will individually create a six-session plan, using techniques detailed in the course textbook. The session plan format will be available on Canvas.					
CRITERIA:	No.					Learning Outcome assessed
	1	Provide a succinct summary of Grief Therapy (300 words)				1 4
	2	Provide evidence of sequential session planning to accommodate individual client needs				1 2 4 5
	3	Justify the progression of therapeutic activities over six sessions				1 5
	4	Assessment criteria are mapped to the course learning outcomes.				1 2 3

All - Assessment Task 3: Applying Trauma Recovery Methods - Film character analysis

GOAL:	To collaboratively apply trauma recovery treatment plan and methods to a fictional character taken from film.					
PRODUCT:	Oral and Written Piece					
FORMAT:	Submit: Week 11 & 12. Working in teams of three students, you will analyse the needs of a fictitious (film) character who has undergone some traumatic experiences and / or major loss, and applying your knowledge of working with loss and bereavement, design and outline a plan for counselling the person. The plan needs to demonstrate awareness of how counselling could support the client's issues. As a team you will also indicate activities that might be useful and supportive for at least the first three sessions with this "client".					

CRITERIA:	No.	Learning Outcome assessed
	1	Clarity of rationale for analysis of the chosen character – evidence of trauma and/or loss
	2	Clear treatment plan – over at least three sessions
	3	Details of goals and activities for each session
	4	A clear one-page summary to hand out to the class

All - Assessment Task 4: Reflective Essay - Spirituality in Counselling

GOAL:	To create an essay that reflects on aspects of your personal and professional development in terms of therapeutic areas where spirituality or transpersonal sensitivity would be appropriate and supportive within the discipline of counselling.										
PRODUCT:	Written Piece										
FORMAT:	This essay is an overall personal reflection on your professional development through the COU705 course as well as during Internship. You will highlight skills, knowledge and experiences in this course and in your counselling practice where spirituality or transpersonal sensitivity were appropriate, relevant or required. In the essay you should note what might be your 'growing edge' ie any areas you feel may need further development in your future professional and personal attitudes and practices in order to enhance your counselling practice.										
CRITERIA:	<table> <tr> <th>No.</th><th>Learning Outcome assessed</th></tr> <tr> <td>1</td><td>Evidence of commitment to on-going personal and professional development</td></tr> <tr> <td>2</td><td>depth of reflection and insights gained</td></tr> <tr> <td>3</td><td>clear outline of spiritual/transpersonal issues that can arise within counselling</td></tr> <tr> <td>4</td><td>identification of client groups or conditions where transpersonal sensitivity is required</td></tr> </table>	No.	Learning Outcome assessed	1	Evidence of commitment to on-going personal and professional development	2	depth of reflection and insights gained	3	clear outline of spiritual/transpersonal issues that can arise within counselling	4	identification of client groups or conditions where transpersonal sensitivity is required
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4	identification of client groups or conditions where transpersonal sensitivity is required										

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	Introduction to Grief, Loss, & Trauma
Week 2	Theories of Grief I
Week 3	Theories of Grief II
Week 4	The Mourning Process
Week 5	Grief Counselling
Week 6	Grief Therapy
Week 7	Children and grief
Week 8	Traumatic Loss
Week 9	Treatments for Trauma
Week 10	Alternative Treatments for Trauma
Week 11	Spirituality and Transpersonal Counselling
Week 12	Grief Counsellor Self-Care

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	Judith Murray	2015	Understanding Loss	n/a	Routledge
Recommended	Robert A. Neimeyer	2016	Techniques of Grief Therapy	n/a	Routledge

8.2. Specific requirements

A3 art pad, 1 x set of crayons

A4 journal

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](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