

COU708

Counselling and Addictions

School: School of Law and Society

2025 | 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 course utilises a biopsychosocial framework to explore contributing factors and impacts of addiction. The course will examine processes of change when engaging therapeutically with alcohol, drug and other behavioural addictions, and investigate current intervention and treatment strategies when working with individuals, groups and within the community. Skills training will centre around assessment and care planning, therapeutic intervention approaches, relapse prevention and therapist self-care.

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	11 times

1.3. Course Topics

The Biopsychosocial model in addiction;
Substance dependence and addiction;
Process and Behavioural dependencies and addictions;
Dual diagnosis in addiction
Harm minimization approaches;
Therapeutic approaches and engagement;
The Stages of Change;
Motivational Interviewing; I, II, III
Shame and other emotions in addiction;
Family impacts of addiction;
Spirituality in Addiction, The 12-step model; The 'Hole' in Addiction;
Relapse prevention and the Recovery model;
Assessment in Addictions Counselling and Therapeutic formulation
Therapeutic planning in addiction counselling: What? When?;
Navigating challenges in addictions counselling;
Counsellor safety, growth and self-care

1.4. Mature Content

Drug Use, Sex/Sexual references, Coarse Language, Adult themes

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...
<p>① Demonstrate mastery of the theoretical concepts underpinning addictions including biomedical, psychological and social frameworks, and the classification of treatments for a variety of addictions.</p>	Knowledgeable Creative and critical thinker Empowered
<p>② Analyse and evaluate the role of counselling, pharmacotherapy and other treatment supports used with individual, couples and family impacted by addiction issues.</p>	Creative and critical thinker Empowered
<p>③ Apply knowledge and skills learned in a counselling session.</p>	Knowledgeable Empowered Ethical
<p>④ Critically reflect on their own facilitation of Motivational Interviewing within a counselling session.</p>	Knowledgeable Creative and critical thinker Empowered Ethical
<p>⑤ Apply a client-directed and outcome informed approach in developing a comprehensive treatment plan for a client presenting with addictions in an ethical and responsible manner.</p>	Knowledgeable Creative and critical thinker Empowered Engaged
<p>⑥ Demonstrate a developing scholarly capacity in written submissions, incorporating clarity of written expression, integration of academic literature, and adherence to APA style.</p>	Knowledgeable 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

COU750 and COU701 and enrolled in 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

Students will be requested to complete online tests at the end of Weeks 4 and 9, that will assess acquisition and comprehension of material presented during the four weeks prior to each test. Students will receive informal feedback on demonstrated counselling skills within workshops from Week 5.

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	Quiz/zes	Individual	20%	60 minutes	Refer to Format	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	45%	30 Minutes video-recorded role play; 1000 word written critical reflection	Week 10	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	35%	2500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Addictions and Counselling Theory online tests

GOAL:	Demonstrate mastery of core theoretical concepts.		
PRODUCT:	Quiz/zes		
FORMAT:	Submit: Weeks 4 and 9 This task involves completion a set of two on-line, theory-based tests. Each test will consist of four short answer items . Each item will be valued at 2.5 marks. The total available score for each test is 10 marks. Items will cover core concepts covered in Weeks 1-4 (Test 1); and Weeks 5-9(Test 2) of the course. You will have 60 minutes to complete each test.		
CRITERIA:	No.		Learning Outcome assessed
	1	Accurate responses to test items will demonstrate knowledge and understanding.	1 2
GENERIC SKILLS:			

All - Assessment Task 2: Demonstration of a Counselling Session (Recorded)

GOAL:	To apply knowledge and skills in a counselling roleplay; To demonstrate capacity to critically reflect on skills and performance	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>You are invited to conduct and record a role play of a counselling session with yourself in the counsellor role. The session will be based on a client scenario that will be provided to you. You will need to record at least 30 minutes of your role play session in a digital recording format. Your counselling session will address combinations of the following: a) Exploration of a substance abuse or gambling (or other agreed addiction) issue that is affecting a client's well-being; b) A client's decision to modify their behaviour; c) A third visit client review session; d) relapse planning or e) post relapse intervention. In this role play demonstration, you will utilise a client centred practice, further informed by your preferred counselling model. You will then be requested to complete a brief 1000 word critical reflection relating to your counselling session. Focal points for the reflection will include: i) strategies and skills you felt that you used effectively, explaining the effect of those skills on the client-counsellor relationship; ii) strategies and skills that you would like to strengthen; iii) any alternative strategies and skills that may have been potentially appropriate; and iv) consideration on feedback provided by your client.</p>	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> 1 Effective use of selected counselling approach and related skills; 2 Clear and appropriate response to the presenting scenario; 3 Critical Reflection: Understanding of the range and purpose of counselling skills demonstrated; 4 Appropriate intra- and interpersonal self-awareness; 5 Critique is analytical rather than descriptive, with a focus on process rather than content. 6 Evidence of personal learning through informed and pertinent critical reflection. 	Learning Outcome assessed
GENERIC SKILLS:	Communication, Problem solving, Applying technologies	

All - Assessment Task 3: Case Study Care Plan and Rationale

GOAL:	To develop a comprehensive therapeutic plan for a client who is seeking to work with their addiction(s).	
PRODUCT:	Case Study	
FORMAT:	<p>For this task, you will develop the kind of care plan you would prepare in a professional setting. You will be provided with a choice of case studies around which to develop your plan. In developing the care plan, you will research and apply your understanding of an addiction to a client's situation through an assessment process. This will involve: Selecting and applying a method of assessment relevant to that addiction; Developing a care plan based on the proforma provided on Canvas and outlining your rationale and what you understand are the important bio-psycho-social issues for you to monitor and address from a counselling approach.</p>	
CRITERIA:	<p>No.</p> <ol style="list-style-type: none"> 1 Evidenced understanding of the biopsychosocial framework for viewing addiction. 2 Demonstrated capacity in relation to assessment and case formulation; 3 Demonstrated capacity to identify an appropriate, evidence-based counselling treatment approach; 4 Effective demonstration of field specific knowledge; 5 Coherent argument; clarity of written expression; accurate application of APA7 formatting style. 	Learning Outcome assessed
GENERIC SKILLS:		

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

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](#) 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](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