COURSE OUTLINE

COU751 Mindfulness-Based Interventions and Group Work

School: School of Law and Society

2022 | Semester 1

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 examines the definitions and practices of mindfulness-based therapies and their role in counselling. There will be a focus on conducting group work for therapeutic benefit. The course will focus on empirically supported clinical interventions across a wide range of populations, a means of fostering self-care as a counselling professional and be a catalyst to move beyond the profession's focus on pathology to include positive growth and development. The course will be both knowledge-based and experiential as you will learn and apply a variety of mindfulness based practice both for yourself and for your clients.

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	13 times

1.3. Course Topics

Origins, Principles and Practices of Mindfulness;

Self-Compassion as a Foundation for Mindfulness Practice;

Developing Therapeutic Presence ;

Teaching Mindfulness in Therapy;

Mindfulness-based Cognitive Therapy Program (MBCT) I & II ;

Mindfulness and the Arts Therapies ;

Mindfulness-based Stress Reduction and the Somatic Approaches;

Mindfulness-based Group Work and Design;

Mindfulness with Children;

Mindfulness, Self-criticism, and Self-care for counsellors;

Spirituality in Mindfulness.

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 On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Demonstrate critical understanding and analysis of the research-based evidence for mindfulness interventions in counselling and psychotherapy.	Knowledgeable Creative and critical thinker
2	Reflect critically on your own values, attitudes and beliefs in relation to the use of mindfulness practices for yourself and with your clients.	Knowledgeable Creative and critical thinker
3	Synthesise and evaluate the body of research on particular aspects of mindfulness practice and its use in mental health.	Knowledgeable Creative and critical thinker
4	Apply a mindfulness based intervention as self-care in your counsellor trainee role.	Knowledgeable Empowered Engaged
5	Create a mindfulness-based intervention for an identified group of clients.	Knowledgeable Creative and critical thinker Empowered Engaged
6	Demonstrate understanding of the ethical responsibilities and professional requirements which underpin mindfulness-based interventions.	Knowledgeable Ethical
7	Demonstrate a developing scholarly capacity in written submissions, incorporating clarity of written expression, integration of academic literature, and adherence to APA style.	Knowledgeable Creative and critical thinker 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

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

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	Journal	Individual	0%	250 words	Week 3	Online Submission
All	2	Essay	Individual	30%	2250 words	Week 5	Online Submission
All	3	Plan	Group	40%	2500 words	Week 9	Online Assignment Submission with plagiarism check
All	4	Oral	Individual	30%	15 Minute presentation	Refer to Format	In Class

All - Assessment Task 1: Mindful Practice Logbook Reflection

GOAL:	To establish and document a daily mindfulness practice. To articulate new knowing emerging from this commencing practice.
PRODUCT:	Journal
FORMAT:	At the commencement of the course, you will be invited to develop an ongoing daily mindfulness practice. You will be requested to document your practice utilising a provided Mindfulness Log. In Week Three you will be invited to submit a reflective statement articulating your experience of your commencing practice.

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrate a regular commencing practice of mindfulness activities.	4

All - Assessment Task 2: Literature Review

GOAL:	To demonstrate a scholarly approach to your learning through critical analysis, synthesis and evaluation of the research literature relating to a specific area of mindfulness intervention in counselling and psychotherapy.
PRODUCT:	Essay
FORMAT:	Prepare a 2250 word literature review on a selected area of mindfulness based intervention in mental health and counselling (e.g. depression, stress, illness and pain), with an identified population (e.g. children, elderly, special needs, women/men, chronic health condition, cultural group). Demonstrate a scholarly approach through critical analysis, synthesis and evaluation of the research literature. See Canvas for further details.

CRITERIA:

No.		Learning Outcome assessed
1	Selection of pertinent, appropriate and contemporary academic literature.	1
2	Evidenced critical understanding and scholarly synthesis of the material.	1 3
3	Scholarly comment on the effectiveness of mindfulness-based interventions with the identified population.	1 3
4	Clarity of logic and argument, accurate use of APA7 referencing and formatting style.	7

All - Assessment Task 3: Mindfulness-based group intervention therapeutic plan

GOAL:	Create a 6 or 8 week mindfulness-based intervention plan for a specific population group.
PRODUCT:	Plan
FORMAT:	You will work in pairs to create a detailed outline for a mindfulness-based intervention program for a group of choice. Your 2,500 word plan needs to include: a description of the population group; a needs assessment of this group; a scholarly rationale for the program, a description of the program goals, a session plan for each week of the program; a time frame; a resources list, and a budget. See Canvas for further details.

CRITERIA:

No.		Learning Outcome assessed
1	Comprehensive, professional and therapeutically informed description of the client group for whom the mindfulness-informed group program is being developed. Describe the therapeutic needs of this group.	1
2	Clear communication of the goals and aims of the program. Goals and aims to be constructively aligned with the therapeutic description of the population, and contemporary scholarly understanding of utilised approaches.	1 3 5
3	Detailed description of the developed program including: a weekly plan for each session that outlines the aim, theme, activities and duration of the session. Any relevant handouts or psychoeducation material to be presented in Appendices.	5 6
4	Detailed description of the program setting, that identifies practical and therapeutically significant considerations.	1 3 5
5	Consideration of possible challenges that may occur in presenting the program, and how these may be managed.	3 5
6	Integration of pertinent literature as warranted, in APA7 style.	7

All - Assessment Task 4: Illustrated self-reflective journal summary class presentation

GOAL:	To develop and demonstrate your ability to critically self-reflect on your experience of applying mindfulness based interventions in your own life, providing visual evidence of reflection on your mindfulness efforts, in the form of an oral presentation.
PRODUCT:	Oral
FORMAT:	Submit: Weeks 12 and 13. You will use the entries made into your journal as the basis for this summary, and conclude with advice for others beginning to use mindfulness. This individual task will build on the mindfulness practices that you will have learnt and practiced in class. You will accompany the summary with illustrations (hand-drawn, photographic, collage, etc.) that evidence your reflective process. See further details on Canvas.

CRITERIA:

No.		Learning Outcome assessed
1	Presented content describes, and reflects on, experiences with mindfulness throughout the semester;	1 2 4
2	Oral and visual evidence of regular reflective thinking and of insights gained from both reading and practice.	2 4
3	Summary formulation of advice you might offer to clients attempting mindfulness.	1 2 6
4	Clarity of oral presentation.	7
5	Identification of challenges and rewards from mindfulness practice;	1 2 4
6	Communication via illustrations or original artwork in any media;	2 4

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	Christopher Germer,Ronald D. Siegel,Paul R. Fulton	2016	Mindfulness and Psychotherapy, Second Edition	2	Guilford Publications

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

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