



COURSE OUTLINE

COU265 Strengths Based Counselling: Collaborative Approaches

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2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website 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

Strengths based counselling sees people as having capabilities and resources within themselves and their social systems. It builds on client strengths to help them resolve concerns, heal and achieve desired changes. The course will be both knowledge-based and experiential, enabling you to promote change through respectful, educational, therapeutic and operational processes in addition to practices that encourage and empower others.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| ON CAMPUS | | | |
| Tutorial/Workshop 1 – On campus seminar - 2 hour | 2hrs | Week 2 | 10 times |
| Lecture – Live online lecture for timetabling | 1hr | Week 1 | 13 times |

1.3. Course Topics

Foundations of Strengths-Based Counselling

Theoretical basis for SBT

Solution Focused & Narrative Therapy

Motivational Interviewing

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Analyse, apply and evaluate the use of a strength-based approach to counselling from a client and counsellor perspective. | Knowledgeable Empowered |
| 2 Identify and articulate the history and principles of strength-based collaborative counselling. | Knowledgeable |
| 3 Critically reflect on your own values and beliefs in relation to the counselling process using a strengths-based approach. | Empowered |
| 4 Demonstrate and apply your understanding of the ethical responsibilities and professional requirements underpinning the use of a strengths-based approach. | Ethical |
| 5 Demonstrate and utilise a solution-focused approach to build on progress and change with a client. | Empowered |

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

COU180 or SCS180 or SCS280 and enrolled in Program AR301, AR302, AR303, AR375, AR372, AR374, AR362, AR405, SA301

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS265

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 and Written Piece | Individual | 20% | 15 Minutes | Week 6 | Online Assignment Submission with plagiarism check |
| All | 2 | Oral | Individual | 30% | 20 Minutes | Week 12 | Online Assignment Submission |
| All | 3 | Report | Individual | 40% | 1200 Words | Week 13 | Online Assignment Submission with plagiarism check |
| All | 4 | Activity Participation | Individual | 10% | 10 x 2hr tutorials | Throughout teaching period (refer to Format) | In Class |

All - Assessment Task 1: Powerpoint presentation

| | | | |
|------------------|---|---|----------------------------------|
| GOAL: | You will record a brief Powerpoint presentation on a strengths-based counselling approach. | | |
| PRODUCT: | Oral and Written Piece | | |
| FORMAT: | A PowerPoint Presentation (Maximum of 10 slides (8 content, 1 title, 1 references) about one of the Strength-Based approaches | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Ability to confidently present and explain the chosen Strengths Based approach appropriately and adequately reflect knowledge and understanding | 1 2 4 5 |
| | 2 | Identify and clearly describe three key skills or techniques, and their intended purpose within the counselling process | 1 5 |
| | 3 | Briefly describes an occasion where one of the skills/techniques might be contraindicated and why | 1 4 |
| | 4 | Quality of visual presentation and thoughtful reflections and how this is explored and expressed. Quality of oral expression and visual images. Accuracy of grammar, spelling, referencing and time limit. | 3 4 |

All - Assessment Task 2: Recorded Demonstration

| | |
|-----------------|--|
| GOAL: | You will demonstrate the use of skills in a strengths-based approach and in assisting the client to move towards their preferred solutions in an ethical and professional way. |
| PRODUCT: | Oral |
| FORMAT: | 20 minute counselling role -play recording of yourself and a client. Note that both people's faces and bodies will need to be included in such a way that facial expressions and body language are clearly visible. Adequate volume for both participants is essential to ensure skills and techniques are demonstrated. |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|--|
| | 1 | Demonstrates a range of appropriate Strengths-Based Counselling Skills – from any of the three main paradigms – Solution Focused, Narrative Therapy or Motivational Interviewing. 1 5 |
| | 2 | Demonstrates evidence of interpersonal awareness through combining skills to achieve engagement between counsellor and client and to assist client explore problems and options to move toward preferred outcomes/change 1 4 5 |
| | 3 | Original and effective choice of, and application of collaborative strengths-based micro-skills to develop a safe and therapeutic relationship. (variety, sequencing, timing, client safety, insight and perceptiveness) 1 4 5 |
| | 4 | Clarity and expression: Clear quality of diction and verbal expression by counsellor. Clear and appropriate communication achieved. 5 |

All - Assessment Task 3: Critique of recorded demonstration

| GOAL: | You will critically reflect on your skills, techniques and values and their influence on the counselling process and therapeutic relationship. You will demonstrate a clear understanding of the safety and ethical responsibilities of using a strengths-based approach. | |
|-----------------|---|--|
| PRODUCT: | Report | |
| FORMAT: | Complete the critique of recorded counselling demonstration template provided to address the criteria, reflecting on your role as a counsellor and the therapeutic relationship. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Demonstrates a critical appraisal of the use of strength based & collaborative skills which helped build or hinder the therapeutic alliance towards preferred outcomes in the client/therapist relationship. 1 3 4 5 |
| | 2 | Identifies the skills used that require improvement including how these would need to be modified to create a better therapeutic outcome 1 3 4 5 |
| | 3 | Demonstrates an awareness of extra-therapeutic factors that may impact on the session including any ethics, values and beliefs that either helped or hindered the process of counselling 3 4 |
| | 4 | Appropriate use of at least five references, clear quality of expression, correct grammar, punctuation and spelling (APA 7 format) 5 |

All - Assessment Task 4: In-class activity participation

| | | |
|-----------------|--|--|
| GOAL: | You will actively participate in class tutorials to enhance knowledge and skills development . | |
| PRODUCT: | Activity Participation | |
| FORMAT: | Regular attendance and participation in tutorial group learning activities and discussions. Active involvement in counselling skills practice in dyads and triads | |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|--|
| | 1 | Evidence of active participation in tutorial learning activities. Demonstration of application of strengths-based theory in counselling role plays 1 4 5 |
| | 2 | Thoughtful contribution to class discussions and debates Evidence of personal learning and skills development through class participation. Well considered and logical consistency in contribution of ideas and class discussion. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

| PERIOD AND TOPIC | ACTIVITIES |
|------------------|--|
| Week 1 | Introduction and Foundations of Strengths-Based Counselling |
| Week 2 | Emergence of Postmodernism & Postmodern Counselling and Theory of change |
| Week 3 | Theoretical basis for SBT |
| Week 4 | Narrative Therapy |
| Week 5 | Solution Focused Therapy |
| Week 6 | Solution Focused Therapy |
| Week 7 | Putting it all together |
| Week 8 | Deconstructing Narratives |
| Week 9 | Solution Focused Skills |
| Week 10 | Motivational Interviewing Skills |
| Week 11 | Monitoring Therapeutic Outcomes and Measuring Change |
| Week 12 | Documentation and strengths-based approaches to research |
| Week 13 | A Strength Based Counsellors Survival Guide |

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 Blackboard 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 | PUBLISHER |
|-----------|--------------------------------------|------|----------------------------|------------------------------|
| Required | Peter De Jong, Insoo Kim Berg | 2013 | Interviewing for Solutions | Wadsworth Publishing Company |
| Required | John J. Murphy, Jacqueline A. Sparks | 2018 | Strengths-Based Therapy | Routledge |

8.2. Specific requirements

Not applicable

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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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. 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.

10.5. 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.

10.6. 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.

10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au