USC

COURSE OUTLINE

COU361 Counselling Development and Supervision 1

Course Coordinator: Katrina Andrews (kandrews1@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast	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

This course explores counselling values, theories, knowledge and skills and their integration into practice in a safe, supportive and supervised setting, which will include clinical practice supervision. In preparation for practice, you will identify and develop skills appropriate to core theoretical approaches in counselling and supervision to enable you to describe, analyse and utilise these skills on placement. Counselling methods are experienced, knowledge and theories applied, and skills developed. This course has a focus on developing your skills as a reflective practitioner.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On campus seminar - 2 hours	2hrs	Week 2	10 times
Tutorial/Workshop 1 – 2 hour placement orientation and skills and practice frameworks workshop in week prior to Orientation Week	2hrs	Pre-semester/trimester/session	Once Only

1.3. Course Topics

Case Notes

Complex Ethical Issues

Mental Status Examination

Suicide/Self-harm Risk Factors

Student Presentations

E-therapy considerations

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Identify, articulate and describe beginning skills in developing a critically reflective practice including how your values and beliefs impinge on your practice.	Empowered
2 Recognise principles and competencies required in supervision practices. Assess and identify ways of strengthening the supervisee/supervisor relationship and the relationships with colleagues in the agency and on campus.	Knowledgeable
3 Describe the professional, ethical and legal issues in practice and of your own ethical behaviour.	Knowledgeable
4 Apply your knowledge of stress and self-care and the importance of this as a professional.	Knowledgeable
5 Apply the values and ethical principles of counselling according to USC Student Code of Conduct, Student Placement Agreement and ACA and PACFA Codes of Ethics, acting in a professional manner.	Ethical
6 Demonstrate respect and valuing others with an understanding of and sensitivity towards the issue of cultural diversity, gender and disability.	Ethical

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 and COU101 and COU176 and COU200 and COU265 and enrolled in Program AR375 or AR302 or AR303

5.2. Co-requisites

> COU263 or COU363

5.3. Anti-requisites

> COU261

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	40%	Part A: 20 minute (individual) or 25 min (group) Presentation in Workshop Part B: 1500 word written report	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Activity Participation	Individual	10%	300 words	Throughout teaching period (refer to Format)	Online Assignment Submission
All	3	Essay	Individual	40%	1800 words	Week 13	Online Assignment Submission with plagiarism check
All	4	Code of Conduct	Individual	10%	Pre-and post-placement, on campus and placement	Throughout teaching period (refer to Format)	To Supervisor

All - Assessment Task 1: Oral and Written Piece

GOAL:	Delivery of an oral presentation of your placement agency highlighting your reflection on counselling theories, methods, skills and ACA and PACFA Codes of Ethics
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Weeks 7,8, 9 10 & 11. The presentation will be 20 minutes for individuals including 15 minute presentation and 5 minutes of questions. 30 minutes for groups including 25 minute presentation and 5 minutes of questions. a) A brief overview of the program you are placed with, the agency in which it sits, and links to community; b) Legislation underpinning the agency and their theoretical frameworks; c) Your role in the agency; d) Referral processes into and out of your organisation; e) A critical incident or ethical challenge you have experienced, your responses, reflections and learnings about yourself and the agency using theory to support your discussion; f) The supervision process on placement and in the workshops and how you use this time to deepen your learning; g) Your perception of the agency at this stage of your placement, with a comparison to your initial perceptions of the agency; h) Strengths & weaknesses of the agency and gaps in service provision.

CRITERIA:	No.		Learning Outcome assessed
	1	Develop critical self-reflection within workshops, supported by evidence;	① ② ③
	2	Develop clarity of the relationship of ethics and theories to a practice setting;	③
	3	Use Logical argument, including presentation and organisation.	①

All - Assessment Task 2: Activity participation

GOAL:	Weekly active participation in supervision workshops and contributions to discussion topics informed from supervision workshop content.
PRODUCT:	Activity Participation
FORMAT:	Active participation in each workshop, discussing your developing counselling theories, methods and skills, how you incorporate these into your placement, case discussions, your developmental learning and supervision processes.

CRITERIA:	No.		**Learning Outcome assessed**
	1	Develop critical self-reflection within workshops, supported by evidence.	1
	2	Develop clarity of the relationship of ethics and theories to a practice setting.	3

All - Assessment Task 3: Reflective essay

GOAL:	To critically reflect on your professional and ethical counselling practice.
PRODUCT:	Essay
FORMAT:	You will be required to keep a diary for each day of placement, recording and reflecting on your experiences in the field. Areas to include: a) Your observations of the organisation including aims of the agency, legislation, and theory underpinning the agency; b) The client or consumer services provided by the agency; c) Staffing profile and the program you were placed with; d) your tasks; e) Yourself as 'student practitioner' within the agency, providing a discussion on how your theoretical frameworks inform your practice framework; f) Critical reflection on your significant learning experiences in relation to your knowledge, skills, values discussing: a. Interaction with staff and clients; b. The supervisee/supervisor relationship, with colleagues on placement and on campus how you have strengthened these relationships; c. How your values and beliefs impinge on your evaluation of supervision; g) Examples of professional, ethical and legal issues you experienced and congruence with your ethical values, beliefs and behaviour; h) Self-care and management of personal and professional stress including stress caused by diversity; i) Your future learning goals.

CRITERIA:	No.		**Learning Outcome assessed**
	1	Demonstrate an understanding of the organisational context of practice and the application	3
	2	Reflection of counselling theory and frameworks within the context of your work in the agency;	1 6
	3	Provide evidence your reflection on your skills and knowledge development throughout your placement	4 5
	4	Clearly presented essay, which will be organised and logically ordered;	1
	5	Reference and document evidence through correct use of citations, quotations and reference list (Refer to APA referencing guide);	1
	6	Correct use of grammar, punctuation, spelling and clear quality of expression	1

All - Assessment Task 4: Code of Conduct - adherence

GOAL:	This task enables you to become familiar with the Counselling WIL Code of Conduct and work within its guidelines during weekly attendance at Workshops and in accordance with ACA & PACFA Codes of Ethics (2017), the placement agency's Code of Conduct and the University Student Code of Conduct and Student Placement Agreement.
PRODUCT:	Code of Conduct
FORMAT:	To be eligible to pass you are required to complete all assessments satisfactorily. The final grade will include assessment of your adherence to all codes. Failure to comply will result in an automatic fail of the course. Weekly active participation in the supervision workshops as well as your compliance with USC Student Code of Conduct, WIL Code of Conduct, Student Placement Agreement and ACA and PACFA Codes of Ethics. Your adherence to the codes of Conduct will be assessed by the Course Coordinator, Clinical Supervisor and Agency Supervisor.

CRITERIA:	No.		Learning Outcome assessed
	1	Completion of Pre-Place on Blackboard prior to commencement of placement.	⑤
	2	Behaviour that is in accordance with the ACA and PACFA Codes of Ethics.	⑤
	3	Adherence to placement agency Code of Conduct.	⑤
	4	Adherence to USC Student Code of Conduct, WIL Code of Conduct and the Student Placement Agreement.	⑤

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.

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

> There are no required/recommended resources for this course.

8.2. Specific requirements

Please note that all placements require a Blue Card and some placements require criminal history checks. It is important to discuss this with the field education coordinator at the pre-placement Interview.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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