

Unit Outline (Higher Education)

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| Institute / School: | Institute of Education, Arts & Community |
| Unit Title: | COUNSELLING FOR INDIVIDUALS AND FAMILIES |
| Unit ID: | CHSUG3002 |
| Credit Points: | 15.00 |
| Prerequisite(s): | (At least 30 credit points from ANY subject-area at 2000-2999 level) |
| Co-requisite(s): | Nil |
| Exclusion(s): | Nil |
| ASCED: | 090515 |

Description of the Unit:

This unit allows students to develop attitudes, values, knowledge and skills required of beginning community and human services practitioners in order to work effectively with individuals, families and groups. Drawing on key theoretical models / frameworks such as person centred, solution focused, strengths based, cognitive behavioural, and narrative approaches, students will develop an understanding of integrated or eclectic approaches to counselling in Community and Human services practice. Students will also develop frameworks for self-reflection, self-care and mindfulness in the context of their work. The unit content is designed to encourage students to consider core Community and Human Services values and ethics when working with individuals and families

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

| Level of Unit in Course | AQF Level of Course | | | | | |
|-------------------------|---------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | ■ | ■ | ■ | ■ | ■ | ■ |
| Intermediate | ■ | ■ | ■ | ■ | ■ | ■ |
| Advanced | ■ | ■ | ✓ | ■ | ■ | ■ |

Learning Outcomes:

Knowledge:

- K1.** Develop an understanding of core interpersonal communication skills which inform and underpin professional practice in the Community and Human Services field.
- K2.** Examine the key theoretical models / frameworks that inform and underpin professional Community and Human Services practice with individuals. Families and groups
- K3.** Critically reflect on the complex interplay between values, ethics, and morals, both personal and professional, and their impact on professional practice in the Community and Human Services field
- K4.** Explore strategies for critical self-reflection, supervision, self-care and mindfulness

Skills:

- S1.** Develop increased capacity for self-awareness and critical reflection about own values, ethics and morals, as well as reflection on professional values and ethics, and how these impact on professional practice in the Community and Human Services field
- S2.** Develop professional practice strategies to work ethically and effectively with individuals, families and groups from diverse backgrounds.
- S3.** Critique role plays of counselling scenarios by applying relevant theoretical and practice frameworks

Application of knowledge and skills:

- A1.** Apply key theoretical models or frameworks to engaging and effectively working with individuals, families and groups
- A2.** Identify appropriate theoretical models/frameworks of professional practice, and demonstrate their application in simulated settings
- A3.** Develop skills to critically reflect on practice as well as through the constructive feedback provided by University lecturers and peers
- A4.** Engage with fellow students in a collegiate and collaborative manner which reflects core Community and Human Services professional values
- A5.** Demonstrate the capacity to articulate the relationships between ethics, values and morals , both personal and professional, and their impact on professional practice in the Community and Human Services field

Unit Content:

Topics may include:

- Topics may include:
 - Integrated approaches to direct practice in the Community & Human services field
 - Critical reflection of ethics values and professional practice
 - Revision of core counselling skills/professional Responsibilities for Practitioners
 - Counselling in Community and Human Services Practice
 - Relationship based practice
 - Trauma informed practice

Crisis Intervention
 Person Centred approach
 Solution focussed approach / Strengths based approach
 Cognitive behavioural approach
 Narrative approach
 Working with Children
 Working with Adolescents
 Working with Families- A Psychodynamic Model
 Group Work
 Working with individuals

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

| Graduate attribute and descriptor | | Development and acquisition of GAs in the Unit | |
|-----------------------------------|--|--|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| GA 1 Thinkers | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions. | K1, K2, K3, K4, S1, S3, A1, A2, A5 | AT1, AT2, AT3 |
| GA 2 Innovators | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change. | S2 | Not applicable |
| GA 3 Citizens | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately. | Not applicable | Not applicable |
| GA 4 Communicators | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K1 | AT3 |
| GA 5 Leaders | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices. | K1, S1, S2, A3, A4 | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|--|--|--|-----------|
| K3,K4, S1, A3,A5 | Reflection on values and ethics, and morals. Development of self-awareness and critical reflection skills | Reflective Journal | 15-30% |
| K1, K2, K3, K4, , S1, S2, S3, S4, A1, A2, A3,A5 | Recall and reflect upon key knowledge from weekly unit materials and readings | Online and direct activities related to the unit content | 15-30% |
| K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5 | Development of core interview and assessment skills and application to a case scenario | Role Play (Video resrouce) | 35-45% |

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)