

Unit Outline (Higher Education)

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

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.

Course Level:

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: 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

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, A1, A2, A3, A4, 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, A1, A2, A3, A4, A5	Development of core interview and assessment skills and application to a case scenario	Role Play (Video resource)	35-45%

Adopted Reference Style:

APA ()

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

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