

HSC203.7 Counselling Field Education 2

Name of Unit 1 (Unit Code 1)

Counselling Field Education 2 (HSC203.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator
Bachelor of Counselling	Two Semesters	3 rd year Level 7	Richard Schirmer or approved Adjunct Lecturer

Core or elective unit

Indicate if the unit is a

 core unit elective unit other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
12	144

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	6	9

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: n/a hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Prerequisite: HSC208.7 – Counselling Field Education 1

Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If **YES**, provide details of specialist facilities and/or equipment below.

This unit requires the student access to a suitable work placement environment and placement supervisor. Students are supported and guided in this process by the unit coordinator. In most cases students will access field placement through the networks and contacts that have been established in the field by the unit coordinator. In some cases, students will identify placement opportunities through their own networks.

In all cases the unit coordinator will work together with the student and the placement supervisor to ensure the following:

- The suitability of the placement opportunity in terms of its capacity to enable the student to achieve the learning outcomes of the unit
- The availability of a suitably qualified placement supervisor who is capable of supporting the student, in dialogue with the learning institution, to achieve the learning outcomes of the unit
- A suitable process of orientation to the field placement and opportunity for reflection and dialogue throughout the placement
- Clear and coherent documentation that supports the learning contract between the student, the placement and the institution and facilitates evaluation of performance in a timely and appropriate manner
- Appropriate public liability and personal insurance documentation
- Procedures to ensure that students going on placement have completed the necessary clearances, training and any other specific legal and/or industry requirements prior to the commencement of placement

SECTION 2 – ACADEMIC DETAILS

Unit Descriptor

Provide below a brief unit description, which includes a summary of the key content of the unit.

This full year, capstone unit provides opportunity for work-based learning with the systematic integration of theory and practice. Students will engage in both peer counselling under supervision to develop practical counselling experience as well as field placement to further extend practical and theoretical skills to promote industry awareness and professional competence.

Learning Outcomes for the Unit

Learning outcomes for unit:
1. Critically evaluate relevant referral sources showing a broad understanding of services available in the human services sector.
2. Demonstrate professional competency in all aspects of client contact including clear awareness of ethical and legal practice.
3. Synthesise and integrate theoretical and practical knowledge, applying evidence based thinking to client issues in the application of counselling skills in human services practice.
4. Critically reflect on the application of counselling skills in human services practice, showing capacity to identify strengths and areas for growth and ongoing personal and professional development as a therapist.

Assessment tasks			
Type * (see examples noted below this table)	Learning Outcome/s assessed	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)
Two (2) field research reports, researching a range of appropriate human service sector agencies relevant to a case study. Findings will be presented both as a group written report and oral presentation. Equivalent to 3,000 words	1	Semester 1 Weeks 5 and 10	30%
Two (2) recordings each consisting of a 30-40 minute counselling session with a fellow student including 10 minute transcript and critique. Equivalent to 3,000 words	2, 3	Semester 1 - Week 12 Semester 2 - Week 10	30%
Supervisor's report. Two (2) reports will be compiled in a collaborative manner assessing the student's growth and development as a counsellor as well as their ability to self-critique and accept feedback. Report 1 will be facilitated by a meeting between the student and unit coordinator. Report 2 will be a meeting between the student, unit coordinator and field placement supervisor. Equivalent to 1000 words	2, 4	Semester 1 - Week 14 Semester 2 - Week 7	10%
Major Report. A report detailing three (3) client sessions demonstrating critical thinking and analysis with regards to a hypothesis of the client's issues, relevant counselling theory and interventions employed, appropriate referral processes, and recommendations for future work. A log book of client and supervision hours is to be included with this report.	1, 2, 3 & 4	Semester 2 – Week 14	30%

3,000 words			
<p>Placement:</p> <p>Students will complete a 200 hour placement, actively engaging in diverse aspects of the host agencies services and programs. Students will demonstrate their competence in respectful and ethical practice through a mid and end of placement review.</p>	1, 2, 3 & 4	Semester 2 - Week 14	Non-graded Pass

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required textbooks
<p>Cleak, H., and Wilson, J. (2019). <i>Making the most of field placement</i> (4th ed.). Australia: Cengage Learning.</p> <p>Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). <i>Intentional interviewing and counselling</i> (9th ed.). Pacific Grove, CA: Brooks/Cole.</p>
Recommended reference list:
<p>Carroll, M., & Gilbert, M. (2006). <i>On being a supervisee: creative learning partnerships</i>. Australia: PsychOz Publications.</p> <p>Chenoweth, L. & McAuliffe, D. (2018). <i>The road to social work and human service practice</i> (5th ed.). Australia: Cengage Learning.</p> <p>Corey, G., Corey, M., & Callanan, P. (2019). <i>Issues & ethics in the helping professions</i> (10th ed.). USA: Cengage Learning</p> <p>Cozolino, L. (2002). <i>The neuroscience of psychotherapy: building & rebuilding the human brain</i>. New York: Norton.</p> <p>Crago, H. (2006). <i>Couple, family and group work: first steps in interpersonal intervention</i>. Maidenhead United Kingdom: Open University Press.</p> <p>De Jong, P., & Berg, I.K. (2008). <i>Interviewing for solutions</i> (3rd ed.). Australia: Thomson Brooks/Cole.</p> <p>Elliott, R., Watson, J.C., Goldman, R.N., & Greenberg, L.S. (2004). <i>Learning emotion-focused therapy: the process-experiential approach to change</i>. Washington, DC: American Psychological Association.</p> <p>Harris, R. (2019) <i>ACT made simple</i> (2nd ed). Oakland, CA: New Harbinger Publications.</p> <p>James, R. K. (2007). <i>Crisis intervention strategies</i> (6th ed.) Belmont, CA: Thomson Brooks/Cole.</p> <p>Simmons, J., & Griffiths, R. C. (2017). <i>CBT for beginners</i> (3rd ed). London, UK: Sage Publications Ltd.</p> <p>White, M. (2007). <i>Maps of narrative practice</i>. New York: W.W. Norton & Co.</p>
Recommended journals:
<p><i>PACFA – Psychotherapy and Counselling Journal of Australia (PACJA)</i></p> <p><i>Psychotherapy in Australia</i></p> <p><i>Developing practice: the child youth and family work journal</i></p> <p><i>Journal of Human Services (e-journal)</i></p>