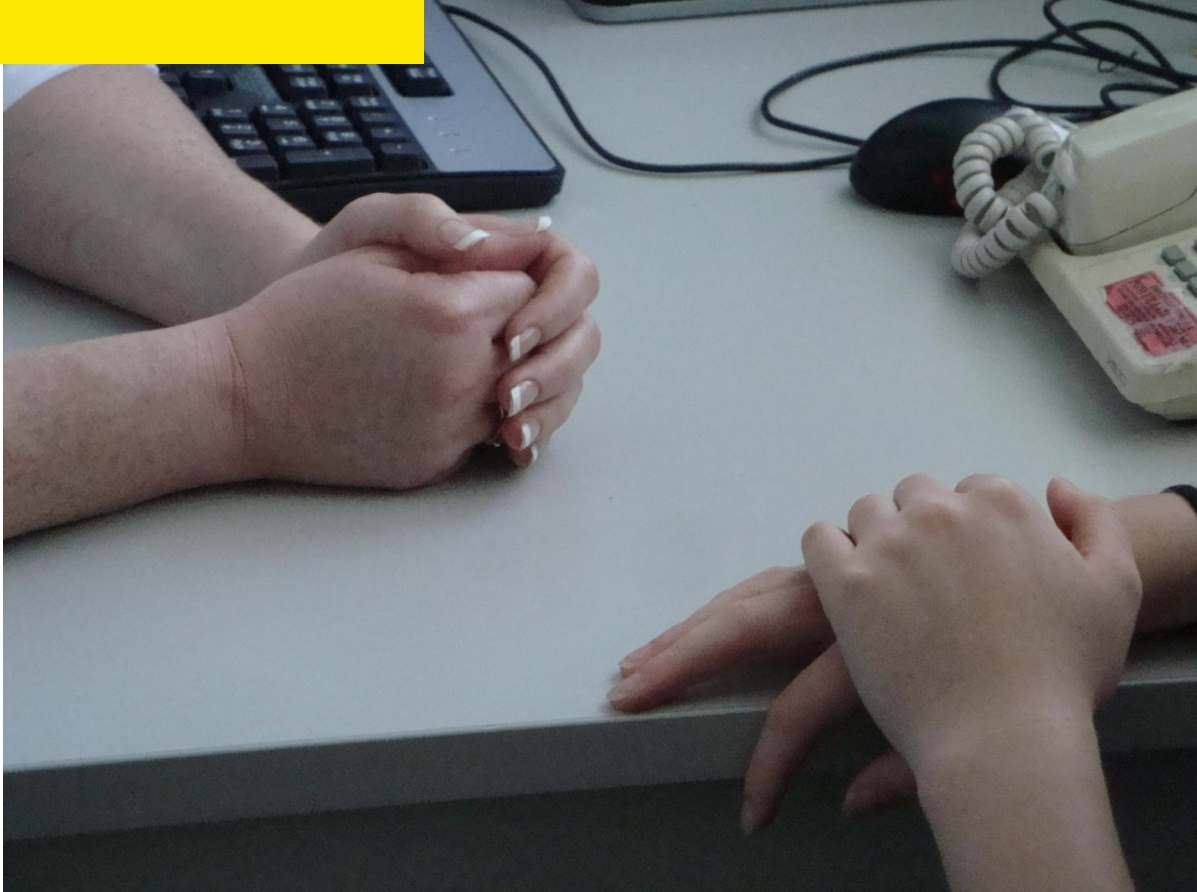




Australia's  
Global  
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## **SOCW2003**

Counselling: Engagement, Assessment and Brief  
Intervention

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Jo Spangaro	j.spangaro@unsw.edu.au	Monday 4-5pm and by arrangement	G31 Morven Brown	9385 1964

#### Tutors

Name	Email	Availability	Location	Phone
Kenny Kor	kenny.kor@unsw.edu.au	In class	Casual tutor	
Jessie Chung	jessie.chung@unsw.edu.au	In class	Casual tutor	
Helen Tonkin	helen.tonkin@unsw.edu.au	In class	Casual tutor	
Maria Hole	maria.hole@unsw.edu.au	In class	Casual tutor	

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: [soos@unsw.edu.au](mailto:soos@unsw.edu.au)

phone: 02 9385 1807

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Social Work*

This course introduces you to direct practice methods and is a pre-requisite for SOCW2009 *Counselling and group work with sole clients and families*. You will learn communication skills, rapport building with clients and core interviewing skills including attending, reflective listening, empathy and asking questions. These relationship-building skills constitute the bedrock of social work practice with clients regardless of the practice method used. You will also learn how to conduct a social work multi-dimensional client assessment identifying and producing a report on key domains which include presenting problems, relationships, social networks, risks faced by the person, strengths and suitable goals for counseling intervention.

### Course Learning Outcomes

1. Identify and define key concepts in counselling communication, engagement and assessment
2. Conduct an effective initial counselling interview
3. Demonstrate skills of empathic engagement with sole clients
4. Critically appraise and reflect on own performance of counselling interview skills
5. Analyse case material to determine needs and issues experienced by potential service users and report these in line with social work counselling concepts
6. Formulate goals and plans for brief intervention in counselling

### Teaching Strategies

Students participating in this course will be encouraged to engage with specialised knowledge on counselling based in the principles and ethos of professional social work practice. Students engage with the material through extensive active practice opportunities in class via role play, as well as reading, research, critical class discussion, and interaction with the lecturer and class teachers.

## Assessment

In this course you are expected to attend at least 80% of classes. This means that you must attend 10/12 of tutorials/seminars AND 10/12 lectures. Students are required to attend for the whole of the lecture and tutorial and those who arrive more than 10 minutes late or leave more than 10 minutes early will be deemed to be absent. A roll will be taken.

If you attend less than 80% of classes, you may be refused final assessment. For the purpose of attendance monitoring, the final assessment for this course is your Group work plan worth 55% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

This means that if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero. Make up work may be offered for misses >2, however a fourth miss will result in exclusion from marking your final assessment. You are responsible for keeping track of your attendance yourself and contacting the course convenor immediately if you are concerned about your attendance.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Interview Analysis	40%	27/03/2019 10:00 PM	2,3,4,5,6
Class preparation	15%	Not Applicable	1,2,4
Client multi-dimensional assessment report	45%	01/05/2019 10:00 PM	1,3,5,6

## Assessment Details

### Assessment 1: Interview Analysis

**Start date:** 25/02/2019 12:00 PM

**Length:** 2,000 words plus 5 minute video interview filmed in class

**Details:** This two part assessment involves i) undertaking a brief interview in which students demonstrate skills of active listening, empathy and question framing which is filmed and; ii) a 2000 word critical analysis and self-reflection of this interview. The video file is submitted with the reflection and is worth approximately 25% of the final mark. Comments, rubric (Moodle), 2 weeks post due date.

**Submission notes:** Video on labelled USB to be submitted in class in Week 5

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Assessment 2: Class preparation

**Start date:** 18/02/2019 01:00 PM

**Length:** n/a

**Details:** Students are required to complete set weekly readings prior to tutorials and to take turns to speak to the readings when invited in class by the tutor on at least two randomly nominated occasions. Verbal feedback is provided in class and a mark awarded after Week 13. Assessment is based on evidence of student's thorough reading of the reading, through their ability to respond to 1-2 questions posed by tutor which relate specifically to the reading.

**Additional details:**

Students are required to complete set weekly readings prior to tutorials and to speak to the readings when invited in class by the tutor on at least two randomly nominated occasions. A mark awarded after Week 10/11. Assessment is based on evidence of student's thorough reading of the text through their ability to respond to 1-2 questions posed by tutor which relate specifically to the reading.

**Turnitin setting:** This is not a Turnitin assignment

**Assessment 3: Client multi-dimensional assessment report**

**Start date:** 01/04/2019 10:39 AM

**Length:** 2200 words

**Details:** Students develop a 2200 word client assessment report based on podcast interviews which includes a family genogram, and assessment of client issues, functioning, relationships, social networks, cultural and societal context, risks, strengths, and goals for counselling intervention. Comments, rubric (Moodle), 2 weeks post due date. This is the final assessment for this course, for attendance purposes.

**Additional details:**

Note that word limit includes bibliography

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Attendance Requirements

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on). Mandatory attendance of classes for this course is part of the accreditation requirements for the BSW (Hons) program. If you attend less than 80% of classes, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero. You are responsible for keeping track of your attendance and contacting course convenor Jo Spangaro immediately if you are concerned about your attendance record and its impact on your ability to complete your course. For the purpose of attendance monitoring, the final assessment for this course is the *Client multi-dimensional assessment report* worth 45% of your overall grade. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

**Note that the 80% attendance relates to in person attendance and that make up work will be required for ALL missed tutorials or lectures. Make up work for missed lectures is a 300 word critically reflective summary of the echo-recording of the lecture** to be emailed in a word document to Jo Spangaro before the next week's lecture.

Make up work for missed tutorials is a **300 word critically reflective summary of the weekly reading** to be emailed in a word document to your tutor before the next week's tute class. **Students are expected to monitor their own attendance and should not expect reminders about make up work due.**

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	Introduction to counselling in social work
	Tutorial	Empathy as a counselling tool
Week 2: 25 February - 3 March	Lecture	Helping relationships
	Tutorial	Skills audit
Week 3: 4 March - 10 March	Lecture	Asking effective questions in counselling
	Tutorial	Developing sound questions in counselling
Week 4: 11 March - 17 March	Lecture	First interview
	Tutorial	Conducting interviews for Assessment 1
Week 5: 18 March - 24 March	Lecture	Multi-dimensional client assessments
	Tutorial	Using an assessment framework
	Lecture	Multi-dimensional client assessments
Week 6: 25 March - 31 March	Lecture	Individual and environmental factors in client assessment
	Tutorial	Using a client assessment framework
Week 7: 1 April - 7 April	Lecture	Creating genograms
	Tutorial	Family interviews and using genograms
Week 8: 8 April - 14 April	Lecture	Family Relationships

	Tutorial	Family interviews 2
Week 9: 15 April - 21 April	Lecture	Risk assessment
	Tutorial	Using risk assessment tools
Week 10: 22 April - 28 April	Lecture	Goals and brief intervention
	Tutorial	Contracting and goal setting ( Tuesday tutorial classes only - classes on Mondays and Thursdays held over to Week 11)
Week 11: 29 April - 1 May	Tutorial	<p>Week 10 class for tutorials normally held Monday and Thursday</p> <p>Monday classes - same time Monday 29th April</p> <p>Thursday 11-1 - to Tuesday 30th April 11-1</p> <p>Thursday 1-3 - to Tuesday 30th April 1-3</p> <p>Thursday 3-5- to Tuesday 30th April 3-5</p>

# Resources

## Prescribed Resources

### TEXTBOOKS

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2013) Direct Social Work Practice : Theory and Skills 9<sup>th</sup> Ed. Thompson: Brooks/Cole, USA.

(NB Hepworth et al is also a required text for SOCW2009)

## Recommended Resources

### BOOKS

Ivey A, and Bradford Ivey, M. (2003) Intentional Interviewing And Counselling : Facilitating Client Development In A Multicultural Society 5th ed,: Thomson/Brooks/Cole Pacific Grove, Calif. (esp Chapter 3 Questions, Opening Communication pp. 65-85 in and Chapter 7 Integrating listening skills: How to conduct the well formed interview pp.190-208) (HUC)

### OTHER READINGS

Berg, Insoo Kim, (1994) Useful Questions and Other Interviewing Techniques in Family Based Services: A Solution-Focused Approach Norton, USA Ch. 6, pp.84-104

Egan, G. (2006) Ch. 3 The helping relationship: Values in action Essentials of Skilled Helping, Thompson/Wadsworth pp. 47-73

Granello, D, H, (2010) The Process of Suicide Risk Assessment: Twelve Core Principles, Journal of Counseling and Development 88 (3) (Summer 2010): 363-371

Bickerton, Hense et al (2007) "Safety First A Model of Care for Working Systemically With High Risk Young People and Their Families in an Acute CAMHS Service" Australian and New Zealand Journal of Family Therapy 28 (3) pp. 121–129

Cooper, M. & Lesser, J. (2005) Ch. 4. The psychosocial study – the product of assessment, in Clinical Social Work Practice, An Integrated Approach, 2nd Ed. Allyn & Bacon, USA. Pp. 45-63

Fine, S. & Glasser, P. (1996) On Rules, Goals and Contracts in The First Helping Interview: Engaging the Client and Building Trust, Sage, USA Ch. 6, pp.79-92

McGoldrick, M., Gerson, R. & Shellenberger, S., (1999) Developing a Genogram to Track Family Patterns, in Genograms: Assessment & Intervention ,Norton, N.Y. Ch. 2. pp. 13-45

Sheafor B. & Horesji, C. (2003) Ch. 8, Basic Communication & Helping Skills, in Techniques and Guidelines for Social Work Practice, 6<sup>th</sup> Ed., pp. 134-165, Allen and Unwin, Boston



## **Course Evaluation and Development**

Student feedback will be gathered in class and using the myexperience surveys at the end of semester. Based on feedback received in previous years, more targeted and shorter readings have been introduced; more information on assessment tasks provided; and criteria for the second assignment have been made more specific.

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

This image was taken by and is copyright to Jo Spangaro 2018

## **CRICOS**

CRICOS Provider Code: 00098G