



Australia's
Global
University



SOCW2009

Social Work Counselling with Individuals, Families and Groups

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|------------|--------------------|----------------|--------------------------------------|-----------|
| Abner Poon | w.poon@unsw.edu.au | By appointment | Room 169 Morven Brown Building | 9385 0685 |

Tutors

| Name | Email | Availability | Location | Phone |
|--------------|--------------------------|--------------|-----------|-------|
| Jessie Chung | jessie.chung@unsw.edu.au | In class | Sessional | |
| Lauren Evans | l.evans@unsw.edu.au | In class | Sessional | |

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807

Course Details

Credit Points 6

Summary of the Course

This course introduces you to systemic Social Work counselling approaches with individuals, families and groups. You will learn how knowledge and skills from different approaches are applied in various social work contexts. Your practice knowledge will develop through: viewing filmed counselling interviews, participating in role plays and being given constructive feedback in response to your developing skills. This course also explores Social Work with groups and you will learn to understand and apply group work theory and processes.

Course Learning Outcomes

1. Recognise and explain core ideas from selected counselling frameworks
2. Demonstrate select skills in working with individuals and families beyond initial engagement
3. Design a coherent plan for a social work therapeutic group for selected client populations
4. Identify group processes and the stages of group development in a range of social work groups

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

Word Limits

Word limit penalties will be applied for written assessments submitted in excess of 10% over the word limit.

Assignments greater than 10% over the word limit will be penalized at the rate of two marks out of the total possible marks (2 out of 100) for every 100 words over the limit or part thereof.

Word limits **DO NOT** include bibliographies.

Extensions and Late Penalties

UNSW requires all requests for extensions to be lodged via the Special Consideration process.

For information on Special Consideration, late penalties and other relevant SoSS policies and procedures go to: <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>

Academic Integrity and Referencing

All assessments should be referenced in accordance with the School of Social Sciences Referencing Guide, https://socialsciences.arts.unsw.edu.au/media/SOSSFile/SoSS_Referencing_Guide_2019.pdf

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at: <https://student.unsw.edu.au/conduct>

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

1. the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
2. a copy of this assessment item will be retained in the TurnItIn database or other UNSW data bases and may be used in evaluations of originality.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|-----------------------|--------|----------|------------------------------------|
| Groupwork proposal | 50% | TBA | 3,4 |
| Structured activities | 10% | TBA | 2 |
| | | | |

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|-----------------------|--------|----------|------------------------------------|
| Framework Application | 40% | TBA | 1,2 |

Assessment Details

Assessment 1: Groupwork proposal

Start date: Not Applicable

Length: maximum 2000 words

Details:

Students develop a proposal (max 2000 words) for the establishment of a therapeutic group for one of four provided client populations. Applying group work theory, supported by research on the client population, the proposal describes groupwork processes, issues and responses in this therapeutic context. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards. This is the final assessment for this course, for the purposes of assessment.

Additional details:

Further assessment information provided on the course Moodle site.

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

Assessment 2: Structured activities

Start date: Not Applicable

Length: maximum 750 words

Details:

Students will complete structured learning activities during the course and submit a report (max 750 words) at the end of the course. Students will receive written feedback and a numerical grade within 10 working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

Further assessment information provided on the course Moodle site.

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

Assessment 3: Framework Application

Start date: Not Applicable

Length: Maximum 1500 words

Details:

Students will draw on experiences of conducting interviews (role-plays) in class to submit a written reflection (max 1500 words) applying a selected counselling framework to a practice scenario. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Additional details:

Further assessment information provided on the course Moodle site.

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. The discipline needs to be able to demonstrate that you experienced this course to a level of depth and engagement as part of the accreditation requirements for the BSW (Hons) program. Note that:

- Lectures in this course are designed to provide essential learning, this means you must attend or listen to all 10 lectures which are being offered asynchronously/synchronously in T3.
- Tutorials are designed to provide essential application of content; this means you must attend 80% or more of the tutorials which are being offered face to face/asynchronously/synchronously in T3.

If you are unable to attend a class, you must email your course tutor and the course convenor at your earliest convenience. 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 your course convenor (Abner Poon) immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully. For the purpose of attendance monitoring, the final assessment for this course is the Framework Application worth 40% 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.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-------------------------------------|----------|--|
| Week 1: 14 September - 18 September | Lecture | Introduction to counselling and groupwork |
| | Tutorial | Groupwork - Purpose and types of groups Groupwork models and stages |
| Week 2: 21 September - 25 September | Lecture | Groupwork: Planning and forming groups |
| | Tutorial | Groupwork practice - the first meeting |
| Week 3: 28 September - 2 October | Lecture | Groupwork: Effective facilitation in groupwork |
| | Tutorial | Group facilitation in the middle stages of a group |
| Week 4: 5 October - 9 October | Lecture | Groupwork: Norms, power, cohesion and ending groups |
| | Tutorial | Group facilitation - responding to conflict. |
| Week 5: 12 October - 16 October | Lecture | Crisis intervention |
| | Tutorial | Applying crisis intervention |
| Week 6: 19 October - 23 October | Blended | STRUCTURED LEARNING ACTIVITY No Lecture and tutorial this week. |
| Week 7: 26 October - 30 October | Lecture | Solution focused counselling |
| | Tutorial | Solution focused counselling |
| Week 8: 2 November - 6 | Lecture | Cognitive Behavioural Therapy (CBT) |

| | | |
|------------------------------------|----------|--|
| November | Tutorial | CBT - questioning, negative automatic thoughts & cognitive restructuring |
| Week 9: 9 November - 13 November | Lecture | Narrative Therapy |
| | Tutorial | Narrative Interviewing: questioning and externalizing |
| Week 10: 16 November - 20 November | Lecture | Family Therapy |
| | Tutorial | Applying family therapy |

Resources

Prescribed Resources

TEXTBOOKS

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017) *Direct Social Work Practice : Theory and Skills* (10th Ed). Thompson: Brooks/Cole, USA.

NOTE: The 9th Edition is also accepted for this course.

Lindsay, T, & Orton, S, (2014) *Groupwork Practice in Social Work*, 3rd Ed. Sage Publications

Weekly readings are listed on the Moodle page for this course.

Recommended Resources

THERAPEUTIC FRAMEWORKS

e books

**Coady, N. & Lehmann, P. (2007) *Theoretical Perspectives for Direct Social Work Practice: A Generalist-eclectic Approach*, Springer Pub. N.Y. includes chapters on psycho-dynamic approaches

Miller, L. (2006) *Counselling Skills for Social Work*, Sage Pub. London

Dallos, R. & Draper, R. (2005) *An Introduction to Family Therapy* 3rd Ed. Open University Press, UK pp. 26-63

Higher Use Collection (HUC)

White, M (2007) *Maps of Narrative Practice* Norton and Co, New York

Dempsey, D & Lindsay, J, (2014) *Families, Relationships and Intimate Life*, Oxford University Press, Melbourne

Video resources

Counseling and Therapy in Video, Alexander Street Press

This database consists of counselling and therapy videos. Search 'Counseling and Therapy in Video' note the American spelling of 'counseling'.

Other online resources

Narrative therapy <http://www.dulwichcentre.com.au/>

Additional readings

Bannink, F. P. (2007) Solution-Focused Brief Therapy, *Journal of Contemporary Psychotherapy*, 2:87-94

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

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

Brown, J, (1997) The Question Cube: A model for developing question repertoire in training couple and family therapy *Journal of Marital and Family Therapy* 23 (1), 27-40

Cobb, N. (2007) Cognitive-Behaviour Theory and Treatment, Ch. 9 in Coady & Lehmann (see above) pp. 221 248

Carey, M, & Russell, S.,(2002) Externalising: Commonly Asked Questions *International Journal of Narrative Therapy & Community Work*, Vol. 2002, No. 2, pp 76-84.

Dallos, R. & Draper, R. (2005) Ch. 1 The First Phase – 1950s to Mid-1990s in *An Introduction to Family Therapy* 2nd Ed. Open University Press, UK pp. 17-44

Granello, D, H, (2010) *The Process of Suicide Risk Assessment: Twelve Core Principles*, *Journal of Counseling and Development* 88 (3) (Summer 2010): 363-371 <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://search.proquest.com/docview/518797704?accountid=12763>

Ingram, C & Perlesz, A. The Getting of Wisdoms *International Journal of Narrative Therapy & Community Work*, Vol. 2004, No. 2, 2004: 1-8.

Ireland, G. (2007) Crisis and trauma counselling; Ch. 12 in Pelling, N., Bowers, R., and Armstrong, P. *The Practice of Counselling*, Thompson Pub. Australia

Knox, K. & Roberts, A. (2007) The Crisis Intervention Model Ch. 10 in Coady, N. & Lehmann, P. (op.cit) pp. 249-274

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

Miller, L. (2006) *Counselling Skills for Social Work*, Sage Pub. London.

Ch. 4 Application of Psychodynamic and Attachment Theory in Social Work pp 80-104 ,

Ch. 5 Using Narrative Therapy in Social Work Practice pp105-124;

Ch. 6 Drawing on Cognitive Behavioural Therapy in Social Work Practice pp.49-79;

Schaefer, B. & Horejsi, C. (2003) Practice Frameworks for Social Work Ch. 6 in *Techniques and Guidelines for Social Work Practice*, Allyn and Bacon, USA, pp.82-113

Sheldon, B. (1998) Research and Theory Ch. 1 in *Cognitive-Behavioural Social Work Practice*, Arena Press, USA, pp. 1-38

Shield, M. (2002) "Is this how I will be for the rest of my life?" The human experience of obsessive-compulsive disorder and the implications for mental health social work practice; *Social Work in Mental Health*, 1(1) 2002

Wright, J.H., Brown, G.K., Thase, M.E. and Basco, M.R., 2017. *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Pub.

GROUPWORK

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)

McDermott, F. (2002) *Inside Group Work*, Allen and Unwin, Australia (HUC)

Corey, Corey & Corey (2010) *Groups: Process and Practice*, Brooks/ Cole Cengage, Belmont Calif. (HUC)

Articles and chapters on the Library site

Berg, Insoo Kim, (1994) *Useful Questions and Other Interviewing Techniques in Family Based Services: A Solution-Focused Approach* Norton, USA Ch. 6, pp.84-10473

Brandler, S. & Roman, C. (1999) Ch. 6 *The Use of Programming in Groups in Group Work: Skills and Strategies for Effective Groups*, The Haworth Press, N.Y. pp. 135-165

Crampton, D. & Natarajan, A. (2005) *Connections Between Group Work and Family Meetings in Child Welfare Practice: What Can We Learn From Each Other?* *Social Work with Groups*, 28(1):65-79

Greif, G. & Ephoss (2011) *Group Work with Populations at Risk*, Oxford University Press, UK. (HUC)

Middleman, R. (2005) *The Use of Program: Review and Update*, *Social Work with Groups*, 28, (3/4) 29-48 73

Schiller, L. (2003) *Women's Group Development from a Relational Model and a New Look at Facilitator Influence on Group Development*, in *Gender and Groupwork*, Cohen, M. & Mullender, A., Ch. 2, pp. 16-31, Routledge, London

Shulman, L. (2006) *The Group as a Mutual Aid System in The Skills of Helping: Individuals, Families, Groups and Communities* 5th ed., Thompson Brooks/Cole, Belmont CA, Ch. 8 pp. 266-281

Shulman, L. (2006) *Group Formation in The Skills of Helping: Individuals, Families, Groups and Communities*, 5th ed., Ch. 9 pp. 282-304 Thompson Brooks/Cole, Belmont CA

Steinberg, D.M. (1997) *The Role of Conflict in a Mutual-Aid System, The Mutual-Aid Approach to Working with Groups*, Ch. 8, pp.155-172, Jason Aronson, Northvale, New Jersey

Toseland, R, and Rivas, R, (2005) Chapter 2, An Introduction to Groupwork Practice, 5th edition Pearson, Boston

Course Evaluation and Development

Student feedback will be gathered using myexperience to revise the course, lectures and tutorials. Based on feedback in previous years, we have moved the due dates of assessments and introduced more targeted and shorter readings.

Submission of Assessment Tasks

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 . 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/>

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CRICOS

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.