



## COURSE OUTLINE

# COU702 Professional Development 1: Clinical Practice

**Course Coordinator:** Helen Wilson (hwilson@usc.edu.au) **School:** School of Law and Society

2022 | Semester 1

USC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This is an experiential course that facilitates your clinical knowledge and skills with a focus on counselling. The course prepares and enhances your competency for working in counselling workplaces and practice settings. The dimensions of clinical competency will be addressed within the context of your internship, professional practice framework and personal self-reflection activities. Appreciation of the use of self and self-care within counselling will be examined, drawing on holistic perspectives in order to further personal and professional development.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus workshop - 3 hours	3hrs	Week 1	12 times

### 1.3. Course Topics

- Domestic violence and intimate partner violence
- Counselling for diversity
- Suicidal ideation, suicidality, NSSI
- Online counselling
- Attachment Theory
- Cross cultural patterns of attachment
- Counselling the older adult
- Therapeutic Presence, Supervision and Self Care
- Record keeping
- Case conceptualisation

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Acquire a body of knowledge and skills that will extend your understanding of the counselling profession and in particular the recent developments in counselling practice both nationally and internationally/	Knowledgeable Creative and critical thinker
2 Apply communication skills to present a clear and coherent and independent exposition of counselling knowledge and skills to groups within the community.	Knowledgeable Engaged
3 Continue to be committed to on-going personal and professional development enriched by diverse cultural knowledge.	Creative and critical thinker Ethical Engaged
4 Acquire technical knowledge and professional skills to discern and evaluate your counselling practice with clients and to innovatively develop creative initiatives that match the needs of clients.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged
5 Apply the values and ethical principles of Counselling according to the USC Student Code of Conduct, ACA and PACFA Code of Ethics and acting in a professional manner.	Ethical
6 Evidence of ability to reflect on experience of practice and provide a descriptive evaluation of professional skills acquired, tested and practiced.	Creative and critical thinker Ethical Engaged

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

COU701 and COU750 and COU781 and enrolled in Program AR708

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Case Study	Individual	0%	300 - 500 words	Week 4	Online Submission
All	2	Oral and Written Piece	Individual	30%	20 minutes plus 10 minute class discussion	Week 7	In Class
All	3	Practical / Laboratory Skills	Group	30%	20-30 minute session, plus 10 minutes reflecting team feedback	Week 10	In Class
All	4	Essay	Individual	40%	1500 words	Week 13	Online Submission

All - Assessment Task 1: CASE CONCEPTUALISATION

<b>GOAL:</b>	This task requires you to use a case study to prepare a brief case conceptualisation and records that could be used in an agency setting to record the salient points of a counselling case.							
<b>PRODUCT:</b>	Case Study							
<b>FORMAT:</b>	Case Study report							
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Using the presented case study, you are required to write up a case conceptualisation and accompanying clinical notes in a way that is consistent with ethical practice in the field of counselling.</td> <td>2 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Using the presented case study, you are required to write up a case conceptualisation and accompanying clinical notes in a way that is consistent with ethical practice in the field of counselling.	2 4 5	
No.		Learning Outcome assessed						
1	Using the presented case study, you are required to write up a case conceptualisation and accompanying clinical notes in a way that is consistent with ethical practice in the field of counselling.	2 4 5						

All - Assessment Task 2: Presentation to Class

<b>GOAL:</b>	A presentation to classmates on a topic relevant to counselling																
<b>PRODUCT:</b>	Oral and Written Piece																
<b>FORMAT:</b>	<p>Submit: Weeks 7-12.</p> <p>Choose a topic that is covered in the course and present your understanding of its implication for your practice or professional development. Design a PowerPoint presentation which you can talk to for 20 minutes allowing a further 10 minutes for class discussion.</p>																
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ability to apply communication skills</td> <td>1 2 3</td> </tr> <tr> <td>2</td> <td>Application of learning to practice</td> <td>1 2 5</td> </tr> <tr> <td>3</td> <td>Present clear coherent exposition of your knowledge</td> <td>1 4</td> </tr> <tr> <td>4</td> <td>Clarity of presentation that demonstrates capacity to communicate clearly, indicates understanding and acquisition of knowledge of contemporary application and development of counselling.</td> <td>1 3 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Ability to apply communication skills	1 2 3	2	Application of learning to practice	1 2 5	3	Present clear coherent exposition of your knowledge	1 4	4	Clarity of presentation that demonstrates capacity to communicate clearly, indicates understanding and acquisition of knowledge of contemporary application and development of counselling.	1 3 4	
No.		Learning Outcome assessed															
1	Ability to apply communication skills	1 2 3															
2	Application of learning to practice	1 2 5															
3	Present clear coherent exposition of your knowledge	1 4															
4	Clarity of presentation that demonstrates capacity to communicate clearly, indicates understanding and acquisition of knowledge of contemporary application and development of counselling.	1 3 4															

### All - Assessment Task 3: Live Therapeutic Skills Demonstration

<b>GOAL:</b>	You will demonstrate counselling skills using a client scenario based on case related issues in your internship or other agreed case scenario and receive formative feedback	
<b>PRODUCT:</b>	Practical / Laboratory Skills	
<b>FORMAT:</b>	Submit: Weeks 10-12.  In class dyad demonstration, followed by a reflecting team feedback from class members	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Addressing interpersonal skills checklist provided by Course Coordinator utilised in therapeutic skills demonstration. 1 3 4 5
	2	Demonstrate capacity and ability to engage a 'client' in a therapeutic process with observable demonstration of skills and techniques of counselling. 4 5

### All - Assessment Task 4: Reflective Essay

<b>GOAL:</b>	An essay that reflects on aspects of your self-care and awareness of professional boundaries in relation to your counselling practice during the Internship.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	This essay is an overall personal reflection on your self-care and awareness of professional boundaries during your Internship experience. You will highlight the skills and knowledge you have learned and how this will impinge on your counselling practice and your on-going evaluation of you work with clients. Use references where appropriate and note any areas you feel you may need to further develop in your future professional and personal development in order to enhance your counselling practice.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Commitment to on-going personal and professional development. 3 4 5
	2	Depth of reflection and insights gained. 1 3 4 5 6
	3	Demonstrate academic scholarship 2 5

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)