



COURSE OUTLINE

COU705 Professional Development 2: Grief, Loss and Trauma

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

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

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 continues to build on the knowledge and skills you learnt in the first semester, and is designed to be flexible and responsive to urgent issues that may arise during your Internship. Creativity and initiative for moving into new situations in your counselling practice will be encouraged and developed. This course introduces the techniques of Grief Therapy; the psychological recovery from trauma, and the use of transpersonal or spiritual orientations within counselling.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On campus workshop - 3 hours	3hrs	Week 1	12 times

1.3. Course Topics

Theories of Grief

The Mourning Process

Grief Counselling

Traumatic Loss

Treatments for Trauma

Spirituality and Transpersonal Counselling

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	Have the technical knowledge and skills to discern and evaluate your counselling practice with clients recovering from loss and trauma.	Creative and critical thinker Ethical
3	Respond sensitively to clients experiencing existential or spiritual challenges.	Creative and critical thinker
4	Demonstrate an understanding of the in-session application of concepts, theories and interventions of grief counselling and grief therapy	Knowledgeable Creative and critical thinker Ethical
5	Create and sustain an ethical therapeutic relationship with persons through a bereavement and mourning process and assist them to make meaning of their experience linking individual wellness to community wellbeing.	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

COU702 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

Reflection and review of all content is encouraged in weekly workshops, and feedback will be given in class.

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	Essay	Individual	40%	2000 words	Week 6	Online Assignment Submission
All	2	Oral and Written Piece	Individual	30%	30 minute oral presentation and handout	Refer to Format	In Class
All	3	Essay	Individual	30%	1500 words	Week 13	Online Assignment Submission

All - Assessment Task 1: Bereavement Case Presentation Essay

GOAL:	To apply the techniques of Grief Therapy to a case study.	
PRODUCT:	Essay	
FORMAT:	Responding to a case study, students will individually create a six-session plan, using techniques detailed in the course textbook. The session plan format will be provided on Blackboard	
CRITERIA:	No.	Learning Outcome assessed
	1	Provide a succinct summary of Grief Therapy (300 words) 1 4
	2	Provide evidence of sequential session planning to accommodate individual client needs 1 2 4 5
	3	Justify the progression of therapeutic activities over six sessions 1 5
	4	Assessment criteria are mapped to the course learning outcomes. 1 2 3

All - Assessment Task 2: Applying Trauma Recovery Methods - Film character analysis

GOAL:	To collaboratively apply trauma recovery treatment plan and methods to a fictional character taken from film.	
PRODUCT:	Oral and Written Piece	
FORMAT:	Submit: Week 11 & 12. Working in teams of three students, you will analyse the needs of a fictitious film character who has undergone some traumatic experiences and / or major loss, and design a treatment plan, indicating goals and activities from at least the first three sessions with this "client".	
CRITERIA:	No.	Learning Outcome assessed
	1	Clarity of rationale for analysis of the chosen character – evidence of trauma and/or loss 2 4 5
	2	Clear treatment plan – over at least three sessions 1 2 3 4 5
	3	Details of goals and activities for each session 2 3 4
	4	A clear one-page summary to hand out to the class 1

All - Assessment Task 3: Reflective Essay - Spirituality in Counselling

GOAL:	To create an essay that reflects on aspects of your personal and professional development in terms of therapeutic areas where spirituality or transpersonal sensitivity would be recommended within the discipline of counselling.	
PRODUCT:	Essay	
FORMAT:	This essay is an overall personal reflection on your professional development through this course and during Internship. You will highlight the skills, knowledge and experiences in this course and in your counselling practice where spirituality or transpersonal sensitivity were relevant or required. 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 profession.	

CRITERIA:	No.	Learning Outcome assessed	
	1	Evidence of commitment to on-going personal and professional development	1 3 5
	2	depth of reflection and insights gained	3 4 5
	3	clear outline of spiritual/transpersonal issues that can arise within counselling	1 3
	4	identification of client groups or conditions where transpersonal sensitivity is required	3 4

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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Introduction to Grief, Loss, & Trauma
Week 2	Theories of Grief I
Week 3	Theories of Grief II
Week 4	The Mourning Process
Week 5	Grief Counselling
Week 6	Grief Therapy
Week 7	Pet Loss
Week 8	Traumatic Loss
Week 9	Treatments for Trauma
Week 10	Alternative Treatments for Trauma
Week 11	Spirituality and Transpersonal Counselling
Week 12	Grief Counsellor Self-Care

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 Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Judith Murray	2015	Understanding Loss	Routledge

8.2. Specific requirements

A3 art pad, 1 x set of crayons
A4 journal

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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

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. 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.

10.5. 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 or call 07 5430 1226.

10.6. 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 or call 07 5430 2890.

10.7. 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: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. 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