



## COURSE OUTLINE

# COU750 Ethics and Reflective Practice

Course Coordinator: Trudi Flynn (tflynn@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 course aims to sensitise you to a wide range of ethical and legal issues in the practice of counselling and psychotherapy and to provide you with resources upon which you can rely to help you deal responsibly with these crucial issues. You will learn about culturally relevant ethical decision making and understand the historical and philosophical underpinnings of current ethical standards. Professional Codes of Ethics will be analysed; practical and concrete examples will be examined and you will reflect on your values and beliefs which may impact on your ethical decision-making process. The reflective practice stream of the course aims to increase your awareness of the value of critical reflection in counselling practice; and how this process may be used by counsellors as a tool for personal and professional growth.

### 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	13 times

### 1.3. Course Topics

Professional Codes of Ethics; Ethical decision-making models  
Applied ethical decision making; Introduction to reflective practice  
Ethical considerations: The person and the professional;  
Stress, burn-out and self-care in counselling  
Informed Consent and Confidentiality;  
Reflective practice: benefits and barriers;  
Ethical practice in a multicultural society; Cultural values and assumptions in multicultural counselling;  
Reflexivity in reflective practice;  
Ethics of online counselling; Counselling in the community;  
Boundaries and Multiple Relationships;  
Structured models of reflective practice I;  
Structured models of reflective practice II;  
Arts-based reflective practice;  
Ethical and legal issues in Couples and Family Therapy work;  
Reflective practice: Family of Origin work I and II  
Ethics of supervision; Reflective Journal Overview  
Positive Ethics; Self as Ethical Practitioner

## 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 Analyse critically and reflect on the complex theories, principles and practices of ethics in relation to counselling practice.	Knowledgeable Ethical
2 Critically analyse counselling case scenarios and apply sound ethical decision making to those cases and articulate and defend your ethical decision.	Knowledgeable Empowered Ethical
3 Understand and discuss ethical dilemmas that may arise in counselling and synthesise appropriate responses for diverse contexts and multicultural cases.	Knowledgeable Creative and critical thinker Ethical
4 Identify personal values and beliefs and biases that may have an impact on your ethical decision in counselling practice.	Ethical Engaged
5 Evidenced understanding of reflective practice as it pertains to counselling;	Creative and critical thinker Empowered Engaged
6 Analyse outcomes from reflective practice and deduce implications for practice based on personal learning, and develop an intended course of action;	Knowledgeable Creative and critical thinker Engaged
7 Demonstrate a developing scholarly capacity in written submissions, incorporating clarity of written expression, integration of academic literature, and adherence to APA style.	Knowledgeable Creative and critical thinker 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

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

In Week 4, students will be invited to complete a professional reflective practice activity in class, and to then develop and submit a written statement that articulates the activity process and emergent outcomes. Students will be given formative feedback in relation to their submission. Informal formative feedback will also be offered within class in relation to ethics-oriented workshop activities, eg. presentation of responses to ethical dilemmas.

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	Artefact - Creative, and Written Piece	Individual	0%	up to 500 words.	Week 4	Online Assignment Submission with plagiarism check
All	2	Quiz/zes	Individual	20%	60 Minutes	Week 5	Online Test (Quiz)
All	3	Case Study	Individual	40%	2000 Words	Week 9	Online Submission
All	4	Report	Individual	40%	2500 Words	Week 13	Online Submission

**All - Assessment Task 1:** Multimodal reflection

<b>GOAL:</b>	Complete a professional reflective practice activity, and develop a written statement that articulates the activity process and emergent outcomes.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	A professional reflective practice activity will be completed in class. You are requested to develop and submit a written reflection that articulates the activity process, and emergent outcomes.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrated beginning understanding of reflective practice as it pertains to counselling.	5
	2	Demonstrated beginner ability to productively reflect on emergent outcomes, and to deduce implications for counsellor practice based on personal learning;	6

**All - Assessment Task 2:** Ethics and Reflective Practice Quiz

<b>GOAL:</b>	You will demonstrate knowledge of key concepts of ethical and reflective practice as taught to Week 5.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	An online short answer test that examines ethics and reflective practice knowledge explored during the first five weeks of the course.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Accuracy in understanding the concepts of counselling ethics and reflective practice as explored in the first five weeks of the course.	1 5

**All - Assessment Task 3:** Case Studies

<b>GOAL:</b>	Critically analyse two case scenarios and apply sound ethical decision making to those cases and articulate and defend your ethical decision.		
<b>PRODUCT:</b>	Case Study		
<b>FORMAT:</b>	Two case scenarios will be posted on Canvas. You are to analyse each case and discuss the ethical dilemma posed and then use your Ethic Decision Making Model to argue how you will approach the case. Literature relevant to your decisions must be cited.		

CRITERIA:	No.	Learning Outcome assessed
	1	Understanding of the ethical principles involved. (1) (2)
	2	Knowledge and application of the ethical decision making process. (1) (2) (3) (4)
	3	Understanding of the (broader) implications of the decisions made (1) (2) (3)
	4	Identification of the potential influence of related personal values and beliefs. (4)
	5	Integration of appropriate literature related to your argument. (7)
	6	Clarity of logic and argument, accurate use of APA7 referencing and formatting style. (7)

#### All - Assessment Task 4: Reflective Practice Report

<b>GOAL:</b>	To develop understanding and capacity in relation to professional reflective practice.	
<b>PRODUCT:</b>	Report	
<b>FORMAT:</b>	Throughout the course of the semester, you will be invited to engage in a series of reflective practice activities. The Task 4 assignment consists of a reflective report that will draw from your experiences to consider the value of reflective practice for counsellors. The report will incorporate: an introduction to professional reflective practice, reflections on three reflective journal exercises completed during the course, and a discussion section describing i) what was learnt via the reflective process, ii) perceived value of the process, iii) implications for future practice, and iv) a comment on the utility of reflective practice in counselling. The approximate word limit for the assignment is around 2500 words.	
CRITERIA:	No.	Learning Outcome assessed
	1	Evidenced understanding of reflective practice as it pertains to counselling. (5)
	2	Demonstrated capacity to effectively utilise reflective practice models. (5) (6)
	3	Demonstrated ability to productively reflect on emergent outcomes, and to deduce implications for practice based on personal learning; (5) (6)
	4	Demonstrated ability to identify and describe an intended course of action, which is aligned with insights emerging from the reflective exercises; (5) (6)
	5	Evidenced capacity to reflect on the relative personal utility of different reflective approaches; (5)
	6	Clarity of logic and expression; Accurate use of APA7 referencing and formatting style. (7)

## 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

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	EDITION	PUBLISHER
Required	Gerald Corey, Marianne Schneider Corey, Cindy Corey	2019	Issues and Ethics in the Helping Professions	10	Cengage Learning

## 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

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)