



COURSE OUTLINE

COU751 Mindfulness-Based Interventions and Group Work

Course Coordinator: Trudi Flynn (tflynn@usc.edu.au) **School:** School of Law and Society

2021 | Semester 1

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 course examines the definitions and practices of mindfulness-based therapies and their role in counselling. There will be a focus on conducting group work for therapeutic benefit. The course will focus on empirically supported clinical interventions across a wide range of populations, a means of fostering self-care as a counselling professional and be a catalyst to move beyond the profession's focus on pathology to include positive growth and development. The course will be both knowledge-based and experiential as you will learn and apply a variety of mindfulness based practice both for yourself and for your clients.

1.2. How will this course be delivered?

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

1.3. Course Topics

| Teaching Week | Key concepts and content |
|---------------|--|
| 1 | Course overview. Introductions. Origins, principles and practices of mindfulness |
| 2 | Introducing the Mindfulness-based Cognitive Therapy Program – Rationale and activities |
| 3 | Self-Compassion as a foundation for mindfulness practice |
| 4 | Developing Therapeutic Presence Teaching mindfulness in therapy |
| 5 | Mindfulness with depression and anxiety – MBCT Program continued |
| 6 | Mindfulness and the arts therapies – Cultivating mindfulness through expressive arts |
| 7 | Mindfulness-based stress reduction – relaxation, somatic approaches and mindful practice |
| 8 | Conducting group work |
| 9 | Mindfulness, self-criticism, and self-care for counsellors |
| 10 | Mindfulness with children |
| 11 | Student presentations – Task 3 |
| 12 | Student presentations – Task 3 |

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 | Demonstrate critical understanding and analysis of the research-based evidence for mindfulness interventions in counselling and psychotherapy. | Knowledgeable Creative and critical thinker |
| 2 | Reflect critically on your own values, attitudes and beliefs in relation to the use of mindfulness practices for yourself and with your clients. | Empowered |
| 3 | Synthesise and evaluate the body of research on particular aspects of mindfulness practice and its use in mental health. | Knowledgeable Creative and critical thinker |
| 4 | Apply a mindfulness based intervention as self-care in your clinician role. | Empowered |
| 5 | Create a mindfulness-based intervention for a specific group of clients. | Engaged |
| 6 | Demonstrate understanding of the ethical responsibilities and professional requirements which underpin mindfulness-based interventions. | Ethical |

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

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 | Essay | Group | 30% | 2500 words | Week 5 | Online Assignment Submission |
| All | 2 | Plan | Group | 40% | 2500 words | Week 9 | Online Assignment Submission |
| All | 3 | Oral | Individual | 30% | 15 Minute presentation | Refer to Format | In Class |

All - Assessment Task 1: Collaborative Literature Review

| | | |
|------------------|---|---|
| GOAL: | To demonstrate a scholarly approach to your learning through critical analysis, synthesis and evaluation of the research-based literature of mindfulness interventions in counselling and psychotherapy | |
| PRODUCT: | Essay | |
| FORMAT: | Working with one other student in COU751, complete a 2500 word literature review on one aspect of mindfulness based interventions in mental health and counselling (e.g. depression, stress, parenting, illness and pain), synthesise the results and evaluate its appropriate use for differing populations (children, adolescents, elderly, people with religious or cultural differences). See Blackboard for further details. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Selection of academic literature. |
| | 2 | Understanding and synthesis of the material. |
| | 3 | Critique of the literature and effectiveness of use with population chosen. |
| | 4 | Consistent and appropriate referencing in APA6 style. |
| | 5 | Assessment criteria are based on the course learning outcomes. |



All - Assessment Task 2: Mindfulness-based group intervention therapeutic plan

| | | |
|------------------|--|---|
| GOAL: | Create a 6 or 8 week mindfulness-based intervention plan for a specific population group. | |
| PRODUCT: | Plan | |
| FORMAT: | Your 2,500 word plan needs to include: the population group; a needs assessment of this group; a description of the intervention plan for each week you are proposing; a time frame; contents of the program and how you will implement it; and resources you will need. Working in pairs, you will create a detailed outline for the mindfulness-based intervention program for the group you have chosen. See Blackboard for further details | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Selection of academic literature. |
| | 2 | Understanding and synthesis of the material. |
| | 3 | Critique of the literature and effectiveness of use with population chosen. |
| | 4 | Consistent and appropriate referencing in APA6 style. |

All - Assessment Task 3: Illustrated self-reflective journal summary class presentation

| | | |
|-----------------|---|--|
| GOAL: | To develop and demonstrate your ability to critically self-reflect on your experience of applying mindfulness based intervention in your own life, providing visual evidence of reflection on your mindfulness efforts, in the form of an oral presentation. | |
| PRODUCT: | Oral | |
| FORMAT: | Submit: Weeks 12 and 13. | |
| | You will use the entries made into your journal as the basis for this summary, and conclude with advice for others beginning to use mindfulness. This individual task will build on the mindfulness practices that you will have learnt and practiced in class. You will accompany the summary with illustrations (hand-drawn, photographic, collage, etc.) that evidence your reflective process. See further details on Blackboard. | |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-----|--|
| | 1 | Relevant, detailed and critical content. |
| | 2 | Oral and visual evidence of regular reflective thinking and of insights gained from both reading and practice. |
| | 3 | A summary of advice you might offer to clients attempting mindfulness. |
| | 4 | Clarity of oral presentation. |

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 Blackboard 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 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