SOCW2003

Introduction to Social Work Counselling and Assessment

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr. Jane Mowll	j.mowll@unsw.edu.au	Please email to make an appointment	Morven Brown	02 9065 7040

Tutors

Name	Email	Availability	Location	Phone
Eva Benjamin	e.benjamin@unsw.edu.au	Please email to make an appointment		
Jessie Chung	jessie.chung@unsw.edu.au	Please email to make an appointment		
Sema Mustafa	SOSS@unsw.edu.au	Please email to make an appointment		
Liz May	SOSS@unsw.edu.au	please email to make an appointment		

School Contact Information

School of Social Sciences

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Summary of the Course

This course introduces you to foundational social work skills and approaches central to developing effective client relationships. You will learn key relational Social Work counselling skills, including engagement, attending, reflective listening, empathy and asking questions. These skills constitute the bedrock of social work practice with clients regardless of the practice method used. You will also learn how to conduct a social work multi-dimensional client assessment identifying and producing a report on key domains which include presenting problems, relationships, social networks, risks faced by the person, strengths and suitable goals for counselling.

Course Learning Outcomes

1. Identify and define key concepts in Social Work counselling communication, engagement and assessment
2. Demonstrate skills of empathic engagement with clients
3. Critically appraise and reflect on own performance of counselling interview skills
4. Analyse case material to determine needs and issues experienced by potential service users and report these in line with social work counselling concepts
5. Formulate goals and plans for brief intervention in counselling

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

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Interview Analysis	50%	20/03/2022 11:55 PM	2, 3
2. Client multi-dimensional assessment report	50%	26/04/2022 11:55 PM	1, 4, 5

Assessment 1: Interview Analysis

Assessment length: 2,000 words plus 5 minute video interview filmed in class
Submission notes: Videos are to be uploaded submitted via onedrive
Due date: 20/03/2022 11:55 PM

This two part assessment involves i) students submitting a video demonstration of key skills including active listening, empathy and effective questioning and; ii) a 2000 word critical analysis and self reflection on the interview submitted. Both the video and self reflection are submitted and assessed together.

Comments, rubric (Moodle), 2 weeks post due date.

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

Assessment 2: Client multi-dimensional assessment report

Due date: 26/04/2022 11:55 PM

Students develop a 2000-word client assessment report based on podcast interviews which includes a family genogram, and assessment of client issues, functioning, relationships, social networks, cultural and societal context, risks, strengths, and goals for counselling intervention.

Comments, rubric (Moodle), 2 weeks post due date. This is the final assessment for this course, for attendance purposes.

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

Additional details

Further details will be posted on Moodle

Attendance Requirements

'Studies1 have shown that high attendance correlates with better engagement and success on a course. By punctually attending and actively participating in your classes you not only increase your own opportunities for success, but you also help build a learning community with other students.'
https://www.student.unsw.edu.au/attendance

In social work learning, partnerships and collaboration between students and educators are particularly important. As well, to maintain our accreditation as a provider of social work education, it is important that each student finds themselves in an environment where they are able to experience all content to a high level of depth and engagement. For these reasons, active participation and commitment to attendance is expected of all students.

Lectures in this course are designed to provide essential learning, this means you must attend or listen to all 9 lectures which are being offered synchronously online via ZOOM as well as being recorded with the lecture link posted on Moodle. If you miss or do not catchup on lectures before the relevant tutorial, you will struggle to engage in the tutorial learning and pass the course assignments.

Tutorials are designed to provide essential further knowledge and application of content; it is expected that you will attend all of the 9 tutorials. Tutorials also include information and essential components of assessment tasks.

Based on experience, if your attendance is affected it is unlikely you will have the skills and knowledge to effectively achieve the learning outcomes of this course. With effective communication and planning we endeavour to avoid situations where students feel they have not adequately engaged with the course, and therefore strongly encourage students to communicate any concerns as early as possible. We strive for compassion and concern for student welfare and learning in our provision of social work education and this is enabled by two-way communication. Communication is especially important when a student is experiencing learning barriers, particularly those which affect class attendance and completion of independent learning tasks, to ensure that student learning and wellbeing is at the forefront of all decisions made.

If you experience a situation that will impact on your attendance please communicate with your course convenor, Dr Jane Mowll and your course tutor as soon as possible, so a collaborative plan can be developed, which may include selected alternate tasks.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Topic	Intro to counselling in social work – core counselling skills.

Week 2: 21 February - 25 February	Topic	Helping relationships and skills audit
Week 3: 28 February - 4 March	Topic	Asking effective questions
Week 4: 7 March - 11 March	Topic	First client interview. Conducting interviews for Assignment 1
Week 5: 14 March - 18 March	Topic	Multi-dimensional assessment framework and using genograms
Week 6: 21 March - 25 March	Reading	Flexibility week
Week 7: 28 March - 1 April	Topic	Multi-dimensional client assessment – family relationships and family interviews.
Week 8: 4 April - 8 April	Topic	Individual assessment and family interviews
Week 9: 11 April - 15 April	Topic	Risk assessment
Week 10: 18 April - 22 April	Topic	Goals and contracting.

Resources

Prescribed Resources

Weekly readings to be advised

Recommended Resources

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)

OTHER READINGS

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

Egan, G. (2006) Ch. 3 The helping relationship: Values in action Essentials of Skilled Helping, Thompson/Wadsworth pp. 47-73

Granello, D, H, (2010) The Process of Suicide Risk Assessment: Twelve Core Principles, Journal of Counseling and Development 88 (3) (Summer 2010): 363-371

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

Cooper, M. & Lesser, J. (2005) Ch. 4. The psychosocial study – the product of assessment, in Clinical Social Work Practice, An Integrated Approach, 2nd Ed. Allyn & Bacon, USA. Pp. 45-63

Fine, S. & Glasser, P. (1996) On Rules, Goals and Contracts in The First Helping Interview: Engaging the Client and Building Trust, Sage, USA Ch. 6, pp.79-92

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

Sheafor B. & Horesji, C. (2003) Ch. 8, Basic Communication & Helping Skills, in Techniques and Guidelines for Social Work Practice, 6th Ed., pp. 134-165,Allen and Unwin, Boston

Course Evaluation and Development

Student feedback will be gathered in class and using the MyExperience surveys at the end of semester.

Based on feedback received in previous years, readings have been more targeted, lectures are now online in Zoom, more information on assessment tasks is provided and some tutorial activities changed.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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