SOCF5102

Selected Practice Frameworks

Term 3, 2022

SELECTED

PRACTICE

FRAMEWORKS

SOCF5102

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jane Mowll	j.mowll@unsw.edu.au	by appointment	Morven Brown	0411286997

Lecturers

Name	Email	Availability	Location	Phone
Kerrie James	kerrie.james@unsw.edu.au	by appointment	Morven Brown	

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 12

Summary of the Course

This course introduces you to selected key therapy frameworks (for example- family therapy, narrative, cognitive, behavioural, interpersonal-psychotherapy, and /or mindfulness- based frameworks) that may be used to inform contemporary social work counselling practice. You will develop a critical understanding of the theoretical and skills base of these frameworks and apply the ideas and practices to contexts of social work counselling. The interactive style of teaching in this course and the course assessment program will provide opportunities for you to develop more advanced capacities in reflective practice by identifying and developing the potential applications of ideas and practices from these frameworks to your own counselling practice.

Course Learning Outcomes

1. Critically apply social work theories relevant to selected counselling frameworks and practice
2. Utilise skills in relation to each therapy framework with individuals, couples, families, and groups.
3. Engage with critical, ethical, and reflective practice skills and knowledge in selected counselling frameworks
4. Experiment with counselling practices oriented to clients strengths and that promote resilience

Teaching Strategies

The teaching strategies selected in this course aim to engage you with course material and assist you to integrate new knowledge and skills into your clinical practice. This is achieved through discussion of readings, case analyses and discussion of case vignettes, exercises and role-play practice, as well as reflection and critical analysis of counselling practice demonstrated in excerpts (video/ online) of counselling sessions.

Assessment

Details about the assessments will be provided on Moodle and discussed during the intensive in week 1 of the course.

All assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*,
https://socialsciences.arts.unsw.edu.au/media/SOSSFile/SoSS_Referencing_Guide_2019.pdf

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the *Student Code Policy* and *Student Misconduct Procedures*, both of which are available at: https://student.unsw.edu.au/conduct

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

1. the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
2. a copy of this assessment item will be retained in the TurnItIn database or other UNSW data bases and may be used in evaluations of originality.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Practice reflection	30%	4th October	1, 2
2. Critical reflection	30%	31st October	3
3. Research essay	40%	25th November	1, 2, 3, 4

Assessment 1: Practice reflection

Assessment length: 2200 words (10% margin)
Submission notes: Due date /time will be confirmed at commencement of course
Due date: 4th October

Students will write an essay (2200 words max) relevant to the course material.

The essay will include reflections on a selected counselling practice.

Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

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

Additional details

Details of assessment will be provided via Moodle at commencement of course

Assessment 2: Critical reflection

Assessment length: 2000 (10% margin)
Submission notes: Due date/time will be confirmed on commencement of course
Due date: 31st October

Students will submit a critical reflection (2000 words max) on a topic relevant to the course material.

Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

This is not a Turnitin assignment

Additional details

Note this assessment will require additional tasks in weeks 3 -7 prior to submission - Details will be provided via Moodle at commencement of course.

Assessment 3: Research essay

Assessment length: 3500 (10% margin)
Submission notes: Due date/time will be confirmed at commencement of course
Due date: 25th November

Students will submit a research essay (max. 3500 words) on a topic relevant to the course material.

The research essay will include applying selected counselling knowledge and / or frameworks to specific client situation(s)

Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

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

Additional details

Details of this assessment will be available on commencement of the course

Attendance Requirements

In order to meet the learning outcomes for this course attendance at all face to face intensives and Zoom classes, engagement with online lectures and with structured online activities is required.

Students who have concerns about face to face attendance at intensives should contact the course convenor Dr. Jane Mowll in writing to request remote attendance prior to course commencement or at the earliest possible opportunity.

Please see Moodle for further attendance guidance and requirements for this course

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O week: 5 September - 9 September	Reading	Readings for CBT and Mindfulness modules
	Seminar	ZOOM Seminar - Introduction to course and Mindfulness Wednesday 5.15-7.15 PM
Week 1: 12 September - 16 September	Seminar	Zoom Class Wednesday - see moodle for course schedule
Week 2: 19 September - 23 September	Intensive	see moodle for course schedule
Week 3: 26 September - 30 September	Reading	see moodle for course schedule
Week 4: 3 October - 7 October	Module	Zoom class Wednesday- see Moodle for course schedule
Week 5: 10 October - 14 October	Intensive	Intensives Friday and Saturday - see Moodle for course schedule
Week 6: 17 October - 21 October	Reading	
Week 7: 24 October - 28 October	Seminar	Zoom Class Wednesday- see Moodle for course schedule
Week 8: 31 October - 4 November	Intensive	Intensives Friday and Saturday
Week 9: 7 November - 11 November	Online Activity	
Week 10: 14 November - 18 November	Seminar	Zoom Seminar Wednesday see Moodle for course schedule

Resources

Prescribed Resources

The reading program is a central part of the learning for this course and you will need to plan time for reading to complement and support your learning in online lectures, face to face intensives and Zoom classes. As a 12 unit course at masters level, there is simply no learning substitute for each student engaging with foundational reading. ***It is very important that the reading is completed before each module/class***. All the core and additional readings are available from Leganto –an online hub for course materials. You can access Leganto and the course materials by logging on to the Moodle page for this course with your single sign on student login.You must read each of the core readings prior to class each week. You may also wish to read the additional optional reading(s).

In addition there are key texts for each framework, noted in recommended resources below. These are available from the library or you may wish to purchase these in hard copy or as ereaders.

You can also source material from the UNSW Library and the website is accessed at: https://www.library.unsw.edu.au/.

You may wish to sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic. **Links to additional resources, vidoes and texts will be discussed in class.**

Recommended Resources

The following texts are recommended (they can be purchased from UNSW bookshop or other retailers)

Wright, J. H. (2017). Learning cognitive-behavior therapy : an illustrated guide / (G. K. Brown, M. E. Thase, & M. R. Basco, Eds.; Second edition.). American Psychiatric Association Publishing,. Note: This book is only available in hardcopy via the library- it can be purchased as an ebook or a hardcopy book from the UNSW bookshop.

Stuart, S. (2012a). Interpersonal psychotherapy : a clinician's guide / (M. D. Robertson, Ed.; 2nd ed., p. 1 online resource.). Hodder Arnold.) Note: this book is available as an ebook via the library and / or available for purchase

Information about relevant chapters from these texts and further texts/ readings will provided on Moodle via the reading link.

Optional/addition texts:

Dallos, R., & Draper, R. (2015). *EBOOK: An Introduction to Family Therapy: Systemic Theory and Practice*. McGraw-Hill Education (UK).

Shapiro, S. L. (2017a). The art and science of mindfulness : integrating mindfulness into psychology and the helping professions / (L. E. Carlson & J. Kabat-Zinn, Eds.; Second edition., p. 1 online resource (203 pages)). American Psychological Association. Avaialble as ebook from the library. it can also be

purchased from the UNSW bookshop.

Williams, M & Penman, D (2011) Mindfulness: A practical guide to finding peace in a frantic world. Piatkus, London. Or as ebook with audio- various providers. See also http://franticworld.com/

Weissman, Myrna M, John C Markowitz and Gerald L Klerman, The Guide to Interpersonal Psychotherapy Oxford University Press, Updated and expanded edition., 2018- available as an ebook via the library

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myexperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course. In response to student feedback from the last time this course was taught, we have modified the seminar dates and structure.

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

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.

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).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Image Credit

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