



## UNSW Course Outline

# SOCF5102 Selected Practice Frameworks - 2024

Published on the 19 Sep 2024

## General Course Information

**Course Code :** SOCF5102

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 12

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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

Course Learning Outcomes
CLO1 : Critically apply social work theories relevant to selected counselling frameworks and practice
CLO2 : Utilise skills in relation to each therapy framework with individuals, couples, families, and groups.
CLO3 : Engage with critical, ethical, and reflective practice skills and knowledge in selected counselling frameworks
CLO4 : Experiment with counselling practices oriented to clients strengths and that promote resilience

Course Learning Outcomes	Assessment Item
CLO1 : Critically apply social work theories relevant to selected counselling frameworks and practice	<ul style="list-style-type: none"> <li>• Practice reflection</li> <li>• Research essay</li> </ul>
CLO2 : Utilise skills in relation to each therapy framework with individuals, couples, families, and groups.	<ul style="list-style-type: none"> <li>• Practice reflection</li> <li>• Research essay</li> </ul>
CLO3 : Engage with critical, ethical, and reflective practice skills and knowledge in selected counselling frameworks	<ul style="list-style-type: none"> <li>• Critical reflection</li> <li>• Research essay</li> </ul>
CLO4 : Experiment with counselling practices oriented to clients strengths and that promote resilience	<ul style="list-style-type: none"> <li>• Research essay</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Practice reflection Assessment Format: Individual Short Extension: Yes (3 days)	30%	Start Date: Not Applicable Due Date: 04/10/2024 11:59 PM Post Date: 22/10/2024 09:05 AM
Critical reflection Assessment Format: Individual Short Extension: Yes (3 days)	30%	Start Date: Not Applicable Due Date: 25/10/2024 11:59 PM
Research essay Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 18/11/2024 11:59 AM

## Assessment Details

### Practice reflection

#### Assessment Overview

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.

#### Course Learning Outcomes

- CL01 : Critically apply social work theories relevant to selected counselling frameworks and practice
- CL02 : Utilise skills in relation to each therapy framework with individuals, couples, families, and groups.

#### Detailed Assessment Description

see Moodle

#### Assessment Length

2200 +/- 10%

#### Assessment information

see moodle

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

### Generative AI is not required /advised for this assessment task.

If you choose to use generative AI you may only do so in the following ways.

#### **Planning/Design Assistance**

You are permitted to use the generative AI tool Copilot to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, should not be a part of your final submission. **You MUST keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.**

**Note:** The Gen AI- the tool Copilot is supported by UNSW and therefore provides better data protection \*\* <https://copilot.microsoft.com/> . Login with you UNSW credentials for the protected version

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing

functions in the software you use, such as spelling, and grammar checks to complete your assessment. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

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### **IMPORTANT:**

**Generative AI tools are not secure, you must not upload into Copilot or any AI tool:**

- Identified OR deidentified client details of any description
- Other students work (for example their critical review of your work)

**You must declare on the designated coversheet for the assessment, what your use of AI was in this assessment. The cover sheet will be provided on Moodle**

**\*\* <https://www.myit.unsw.edu.au/services/students/microsoft-copilot>**

## **Critical reflection**

### **Assessment Overview**

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.

### **Course Learning Outcomes**

- CLO3 : Engage with critical, ethical, and reflective practice skills and knowledge in selected counselling frameworks

### **Detailed Assessment Description**

Please see Moodle. NOTE: there are three components to this assessment:

1. Uploading an audio exercise
2. providing feedback to one or two students audio (these will be assigned to you)
3. Providing a written critical reflection

Extensions (short extension or special consideration) are only available for component 3. Details on Moodle

**Assessment Length**

2000 +/- 10%

**Assessment information**

see moodle

**Assignment submission Turnitin type**

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**\*\* <https://www.myit.unsw.edu.au/services/students/microsoft-copilot>**

# Research essay

## Assessment Overview

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.

## Course Learning Outcomes

- CL01 : Critically apply social work theories relevant to selected counselling frameworks and practice
- CL02 : Utilise skills in relation to each therapy framework with individuals, couples, families, and groups.
- CL03 : Engage with critical, ethical, and reflective practice skills and knowledge in selected counselling frameworks
- CL04 : Experiment with counselling practices oriented to clients strengths and that promote resilience

## Detailed Assessment Description

see moodle

## Assessment Length

3500 +/- 10%

## Assignment submission Turnitin type

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

## Generative AI Permission Level

### **Planning/Design Assistance**

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## General Assessment Information

Details on Moodle

### Grading Basis

Standard

### Requirements to pass course

You must attempt and submit each assessment task. You must achieve an overall pass grade to pass the course.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Reading	Prepare: explore Moodle and readings for week 1 and 2
Week 1 : 9 September - 15 September	Seminar	Zoom class Wednesday 11th Sept 5.30 – 7.15 PM Topic: Introduction to course and Cognitive Behavioural Therapy (CBT)
Week 2 : 16 September - 22 September	Seminar	Intensives: Friday 20 and Sat 21st 0915 - 1630 (approx.) Topics: Cognitive Behavioural Therapy and Mindfulness with useful ideas from Acceptance and Commitment Therapy (ACT)
Week 3 : 23 September - 29 September	Reading	Reading / reflection week
Week 4 : 30 September - 6 October	Seminar	Zoom class Wednesday 2nd Oct 5.30 – 7.30 PM Topic: Attachment Based Family Therapy
Week 5 : 7 October - 13 October	Seminar	Intensives: Friday 11th October and Saturday 12th October 0915-16.30 (approx.) Topic: Attachment Based Family Therapy
Week 6 : 14 October - 20 October	Reading	Reading/reflection week
Week 7 : 21 October - 27 October	Seminar	Zoom seminar: Wednesday 23rd October 5.30-7.30 PM Topic: Interpersonal Psychotherapy (IPT)
Week 8 : 28 October - 3 November	Seminar	Intensives: Friday 1st and Saturday 2nd 0915- 1630 (approx.) Topic: Interpersonal Psychotherapy (IPT)
Week 9 : 4 November - 10 November	Online Activity	Readings/ activities on Moodle
Week 10 : 11 November - 17 November	Seminar	Zoom seminar: Wednesday 13th November 5.30 -7.15 PM Topic: Integration and review

## Attendance Requirements

To meet the learning outcomes for this course active participation and attendance in all learning

tasks, activities and classes is required. You must attend all scheduled classes including intensives and online (Zoom) seminars.

You are responsible for keeping track of your attendance and contacting your course convenor (Dr Jane Mowll [j.mowll@unsw.edu.au](mailto:j.mowll@unsw.edu.au)) immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

Attendance at intensives is an important part of learning for this course and supports students effectively achieving the learning outcomes for this course. The course is structured to use in person intensives on campus effectively while keeping to a minimum the number of times travel to campus is required.

## Recording

While some parts of intensives/ zoom classes will be recorded where feasible, the purpose of these recordings is to facilitate revision of content rather than as a primary learning tool. It is also not possible to record practice exercises and discussion. Also *please do not attempt to record sessions yourself* as this may be a breach of privacy.

## Hybrid: - attending In Person or Online

**Intensives are designed for in person face to face attendance and in-person attendance is encouraged.** However, if you have any concerns about attending in person at intensives you should contact the Program convenor Dr Jane Mowll [j.mowll@unsw.edu.au](mailto:j.mowll@unsw.edu.au) to discuss your concerns as soon as possible prior to the first intensive and if necessary, may apply in writing to attend online. If remote attendance for intensives is approved a Zoom link will be provided to you. You must not share the Zoom link with other students.

## If you are approved to attend intensives via Zoom you must ensure:

- that you fully participate, this means ensuring that you have access to and use camera and audio facilities (attendance means being present, capacity to be audible and visible, as if you were in the room) for all the activities and sessions
- have camera on for small group exercises, role plays, and when providing feedback (some activities you can turn camera off and the teacher will remind you about this).
- have sufficient internet capacity to fully participate.
- ensure you are in a private space.
- the use of headphones with microphone is encouraged to facilitate higher quality audio/ privacy.
- If you have any concerns about your capacity to meet these requirements, please contact

Jane to discuss your circumstances as soon as possible.

If you are unwell or there are other compelling reasons that you cannot attend any class, please contact Jane (if this is shortly before class, please use my mobile number)- details below.

Please contact Jane for any concerns or questions and to ensure you can access the support you need to complete the course.

Dr Jane Mowll    m 0411286997    e [j.mowll@unsw.edu.au](mailto:j.mowll@unsw.edu.au)

## Course Resources

### Prescribed Resources

Readings will include books and book chapters as well as Journal articles- via the READING (Leganto library) link in Moodle. Please see the reading link Mindfulness and CBT topics tabs for essential readings to complete before the first zoom class and intensive. *We also advise the purchase /borrowing of books for this course as follows:*

Wright, J.H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017) (Eds) *Learning cognitive-behavior therapy* an illustrated guide (Second edition.). American Psychiatric Association Publishing.

Stuart, S. & Robertson, M. D. (2012). *Interpersonal psychotherapy* a clinician's guide (2nd ed). Hodder Arnold

Shapiro, S. L. Carlson, L.E., & Kabat-Zinn,J. (eds) (2017). *The art and science of mindfulness: integrating mindfulness into psychology and the helping professions* / American Psychological Association.

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## Course Evaluation and Development

Student feedback is important and has influenced course development in the following ways: increasing deliberate practice opportunities during intensives (role plays/ exercises), ensuring reading weeks to catch up on content/ prepare; continuing to review and update contemporary counselling frameworks used in the course. Please note some aspects of the course (e.g. 10 week term) are fixed and can't be amended. We will be gathering your feedback informally during class times, as well as through the myexperience survey towards the end of the course.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jane Mowll		Morven Brown 156	0411 286 997	by appointment and in afternoons up to 6 PM	Yes	Yes
Lecturer	Andrew Wallis		online	n/a	by appointment	No	No

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

### 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

### **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Submission of Assessment Tasks

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](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>