



## UNSW Course Outline

# SOCW2009 Social Work Counselling with Individuals, Families and Groups - 2024

Published on the 19 Sep 2024

## General Course Information

**Course Code :** SOCW2009

**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 :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course introduces you to systemic Social Work counselling approaches with individuals,

families and groups. You will learn how knowledge and skills from different approaches are applied in various social work contexts. Your practice knowledge will develop through: viewing filmed counselling interviews, participating in role plays and being given constructive feedback in response to your developing skills. This course also explores Social Work with groups and you will learn to understand and apply group work theory and processes.

## Course Aims

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Recognise and explain core ideas from selected counselling frameworks
CLO2 : Demonstrate select skills in working with individuals and families beyond initial engagement
CLO3 : Design a coherent plan for a social work therapeutic group for selected client populations
CLO4 : Identify group processes and the stages of group development in a range of social work groups

Course Learning Outcomes	Assessment Item
CLO1 : Recognise and explain core ideas from selected counselling frameworks	• Framework Application
CLO2 : Demonstrate select skills in working with individuals and families beyond initial engagement	• Framework Application
CLO3 : Design a coherent plan for a social work therapeutic group for selected client populations	• Groupwork Proposal
CLO4 : Identify group processes and the stages of group development in a range of social work groups	• Groupwork Proposal

## Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Groupwork Proposal Assessment Format: Individual Short Extension: Yes (3 days)	40%	Start Date: Not Applicable Due Date: 11/10/2024 11:59 PM
Framework Application Assessment Format: Individual Short Extension: Yes (3 days)	60%	Start Date: Not Applicable Due Date: 15/11/2024 11:59 PM

## Assessment Details

### Groupwork Proposal

#### Assessment Overview

Students will develop a proposal (1600 words) for the establishment of a group for one of four provided client populations. Applying group work theory, supported by research on the client population, the proposal describes group work processes, issues and possible responses.

Students will also complete a reflection of an in-class group work role play. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be made available to students at the start of the course so that they can work towards specified standards.

#### Course Learning Outcomes

- CLO3 : Design a coherent plan for a social work therapeutic group for selected client populations
- CLO4 : Identify group processes and the stages of group development in a range of social work groups

#### Assessment Length

1600

#### 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](#).

## Framework Application

### Assessment Overview

Students will submit an essay (2200 words) applying a selected counselling framework to a practice scenario. Students will need to draw on their reflection of structured learning activities for this assignment. Students will receive written feedback and a numerical grade within ten working days of submission. The feedback sheet/rubric will be made available to students at the start of the course so that they can work towards specified standards.

### Course Learning Outcomes

- CLO1 : Recognise and explain core ideas from selected counselling frameworks
- CLO2 : Demonstrate select skills in working with individuals and families beyond initial engagement

### Assessment Length

2200

### 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.

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## General Assessment Information

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Introduction to group work
	Tutorial	Purpose and types of groups
Week 2 : 16 September - 22 September	Lecture	Planning and forming groups
	Tutorial	Groupwork practice - the first meeting
	Blended	STRUCTURED LEARNING ACTIVITY - 1
Week 3 : 23 September - 29 September	Lecture	Effective facilitation in groupwork
	Tutorial	Group facilitation in the middle stage of a group
Week 4 : 30 September - 6 October	Lecture	Norms, power, cohesion and conflicts Ending groups
	Tutorial	Norms, power, cohesion and conflicts Ending groups
	Blended	STRUCTURED LEARNING ACTIVITY - 2
Week 5 : 7 October - 13 October	Lecture	Introduction to family therapy
	Tutorial	Introduction to family therapy
Week 6 : 14 October - 20 October	Other	No lesson. Flexible week.
Week 7 : 21 October - 27 October	Lecture	Introduction to counselling frameworks Task-centered counselling
	Tutorial	Introduction to counselling frameworks Task-centered counselling
	Blended	STRUCTURED LEARNING ACTIVITY - 3
Week 8 : 28 October - 3 November	Lecture	Cognitive Behavioural Therapy (CBT)
	Tutorial	Cognitive Behavioural Therapy (CBT)
Week 9 : 4 November - 10 November	Lecture	Solution focused therapy Crisis intervention
	Tutorial	Solution focused therapy Crisis intervention
Week 10 : 11 November - 17 November	Lecture	Narrative Therapy
	Tutorial	Narrative Therapy

# Attendance Requirements

Partnerships and collaboration between students and educators are particularly important in social work learning. 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 this reason, active participation and commitment to attendance is expected of all students.

Compassion and concern for student welfare is what we strive for 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, we encourage all students to communicate any barrier to attendance to your course convenor, lecturer or tutor as soon as possible, so a collaborative plan can be developed to work around these barriers.

If your attendance is affected for a limited period of time, we will refer you to selected alternate tasks we have created to promote your access to vital content in this course. These alternative tasks can also be completed by students whose attendance is exemplary and who wish to extend their learning. We will expect you to take full responsibility and initiative for completing these alternate tasks and to ensure that in completing them you develop a good working knowledge of the content missed.

Our aim is to foster an environment where students feel comfortable coming forward regarding concerns about their learning and attendance. Based on experience, if your attendance drops below a certain level it is unlikely you will have the skills and knowledge to effectively achieve the learning outcomes of this course; which is why we highly encourage active attendance and participation. 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 want to again emphasise the importance of collaboration and communication, and acknowledge the unique circumstances students may find themselves experiencing.

The discipline needs to be able to demonstrate that you experienced this course to a level of depth and engagement as part of the accreditation requirements for the BSW (Hons) program.  
Note that:

- Lectures in this course are designed to provide essential learning, this means that you must attend or listen to all lectures which are being offered asynchronously/synchronously in T3,
- Tutorials are designed to provide essential application of content, this means that you must attend 80% or more of the tutorials which are being offered face to face/asynchronously/synchronously in T3,
- If you are unable to attend a class, you must email your course tutor and the course convenor at your earliest convenience, and
- You are responsible for keeping track of your attendance and contacting your course convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

# Course Resources

## Prescribed Resources

\*Toseland, R. W. & Rivas, R. F. (2022). An Introduction to Group Work Practice (9th Ed.). Pearson: Harlow, Essex.

\*Corey, G. (2023). Theory and Practice of Counselling and Psychotherapy (11th Ed.). Cengage: Boston, MA.

\*e-book is available in UNSW.

Weekly readings are listed on Moodle page.

## Course Evaluation and Development

Student feedback will be gathered using myexperience to revise the course, lectures and tutorials. Based on feedback in previous years, we have removed one assignment and introduced more targeted and shorter readings. The course is using e-books that are available in UNSW library.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Abner Weng Cheong Poon		Room 169 Morven Brown Building	9065 2315	By appointment	Yes	Yes
Tutor	Eva Benjamin					No	No
	Jessie Chung					No	No
	Fiona Boughton					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.

### Use of AI for assessments | UNSW Current Students

### 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://>

## 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>