

# SOCW2009

Social Work Counselling with Individuals, Families and Groups

Term 3, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Abner Poon	<a href="mailto:w.poon@unsw.edu.au">w.poon@unsw.edu.au</a>	By appointment	Room 169 Morven Brown Building	9065 2315

#### Lecturers

Name	Email	Availability	Location	Phone
Jessie Chung	<a href="mailto:jessie.chung@unsw.edu.au">jessie.chung@unsw.edu.au</a>	In class	Sessional	

#### Tutors

Name	Email	Availability	Location	Phone
Eva Benjamin	<a href="mailto:e.benjamin@unsw.edu.au">e.benjamin@unsw.edu.au</a>	In class	Sessional	
Elizabeth May	<a href="mailto:e.may@unsw.edu.au">e.may@unsw.edu.au</a>	In class	Sessional	

### 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 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 Learning Outcomes**

1. Recognise and explain core ideas from selected counselling frameworks
2. Demonstrate select skills in working with individuals and families beyond initial engagement
3. Design a coherent plan for a social work therapeutic group for selected client populations
4. Identify group processes and the stages of group development in a range of social work groups

### **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

## Word Limits

Word limit penalties will be applied for written assessments submitted 10% over/under the word limit. Assignments will be penalized at the rate of two marks out of the total possible marks (2 out of 100) for every 100 words over/under the limit or part thereof.

Word limits **DO NOT** include bibliographies.

## Extensions and Late Penalties

UNSW requires all requests for extensions to be lodged via the Special Consideration process.

For information on Special Consideration, late penalties and other relevant SoSS policies and procedures go to: <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>

## Academic Integrity and Referencing

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](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. Groupwork Proposal	40%	14/10/2022 11:59 PM	3, 4
2. Framework Application	60%	21/11/2022 11:59 PM	1, 2

## Assessment 1: Groupwork Proposal

**Assessment length:** 1600 words +/- 10%

**Due date:** 14/10/2022 11:59 PM

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 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.

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

### **Additional details**

Further assessment information provided on the course Moodle site.

## **Assessment 2: Framework Application**

**Assessment length:** 2200 words +/- 10%

**Due date:** 21/11/2022 11:59 PM

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.

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

### **Additional details**

Further assessment information provided on the course Moodle site.

## 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 Schedule

[View class timetable](#)

### Timetable

<b>Date</b>	<b>Type</b>	<b>Content</b>
Week 1: 12 September - 16 September	Lecture	Introduction to groupwork
	Tutorial	Purpose and types of groups
Week 2: 19 September - 23 September	Lecture	Planning and forming groups
	Tutorial	Groupwork practice - the first meeting
	Blended	STRUCTURED LEARNING ACTIVITY - 1
Week 3: 26 September - 30 September	Lecture	Effective facilitation in groupwork
	Tutorial	Group facilitation in the middle stage of a group
Week 4: 3 October - 7 October	Lecture	No lesson. Public holiday.
	Tutorial	No lesson. Public holiday.
	Blended	STRUCTURED LEARNING ACTIVITY - 2
Week 5: 10 October - 14 October	Lecture	Norms, power, cohesion and conflicts Ending groups
	Tutorial	Norms, power, cohesion and conflicts Ending groups
	Assessment	Groupwork Proposal
Week 6: 17 October - 21 October	Lecture	No lesson. Flexible week.
	Tutorial	No lesson. Flexible week.
Week 7: 24 October - 28 October	Lecture	Introduction to counselling frameworks Task-centered counselling
	Tutorial	Introduction to counselling frameworks Task-centered counselling
	Blended	STRUCTURED LEARNING ACTIVITY - 3
Week 8: 31 October - 4 November	Lecture	Cognitive Behavioural Therapy (CBT)
	Tutorial	Cognitive Behavioural Therapy (CBT)
Week 9: 7 November - 11 November	Lecture	Solution focused therapy Crisis intervention
	Tutorial	Solution focused therapy

		Crisis intervention
Week 10: 14 November - 18 November	Lecture	Narrative Therapy
	Tutorial	Narrative Therapy

# Resources

## Prescribed Resources

### TEXTBOOKS

\*Toseland, R. W. & Rivas, R. F. (2017). *An Introduction to Group Work Practice* (8th Ed.). Pearson: Harlow, Essex.

\*Corey, G. (2021). *Theory and Practice of Counselling and Psychotherapy* (10th Ed.). Cengage: Boston, MA.

\*e-book is available in UNSW.

Weekly readings are listed on Moodle page.

## Recommended Resources

### THERAPEUTIC FRAMEWORKS

#### Books

Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2017) *Direct Social Work Practice : Theory and Skills* (10th Ed). Thompson: Brooks/Cole, USA. Or 9th Edition.

\*\*Coady, N. & Lehmann, P. (2007) *Theoretical Perspectives for Direct Social Work Practice: A Generalist-eclectic Approach*, Springer Pub. N.Y. includes chapters on psycho-dynamic approaches

Miller, L. (2006) *Counselling Skills for Social Work*, Sage Pub. London

Dallos, R. & Draper, R. (2005) *An Introduction to Family Therapy* 3rd Ed. Open University Press, UK pp. 26-63

#### Higher Use Collection (HUC)

White, M (2007) *Maps of Narrative Practice* Norton and Co, New York

Dempsey, D & Lindsay, J, (2014) *Families, Relationships and Intimate Life*, Oxford University Press, Melbourne

#### Video resources

*Counseling and Therapy in Video*, Alexander Street Press

This database consists of counselling and therapy videos. Search '*Counseling and Therapy in Video*' note the American spelling of 'counseling'.

## Other online resources

Narrative therapy <http://www.dulwichcentre.com.au/>

## Additional readings

Bannink, F. P. (2007) Solution-Focused Brief Therapy, *Journal of Contemporary Psychotherapy*, 2:87-94

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

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

Brown, J, (1997) The Question Cube: A model for developing question repertoire in training couple and family therapy *Journal of Marital and Family Therapy* 23 (1), 27-40

Cobb, N. (2007) Cognitive-Behaviour Theory and Treatment, Ch. 9 in Coady & Lehmann (see above) pp. 221 248

Carey, M, & Russell, S.,(2002) Externalising: Commonly Asked Questions *International Journal of Narrative Therapy & Community Work*, Vol. 2002, No. 2, pp 76-84.

Dallos, R. & Draper, R. (2005) Ch. 1 The First Phase – 1950s to Mid-1990s in *An Introduction to Family Therapy* 2nd Ed. Open University Press, UK pp. 17-44

Granello, D, H, (2010) *The Process of Suicide Risk Assessment: Twelve Core Principles*, *Journal of Counseling and Development* 88 (3) (Summer 2010): 363-371 <http://er.library.unsw.edu.au/er/cgi-bin/eraccess.cgi?url=http://search.proquest.com/docview/518797704?accountid=12763>

Ingram, C & Perlesz, A. The Getting of Wisdoms *International Journal of Narrative Therapy & Community Work*, Vol. 2004, No. 2, 2004: 1-8.

Ireland, G. (2007) Crisis and trauma counselling; Ch. 12 in Pelling, N., Bowers, R., and Armstrong, P. *The Practice of Counselling*, Thompson Pub. Australia

Knox, K. & Roberts, A. (2007) The Crisis Intervention Model Ch. 10 in Coady, N. & Lehmann, P. (op.cit) pp. 249-274

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

Miller, L. (2006) *Counselling Skills for Social Work*, Sage Pub. London.

Ch. 4 Application of Psychodynamic and Attachment Theory in Social Work pp 80-104 ,

Ch. 5 Using Narrative Therapy in Social Work Practice pp105-124;

Ch. 6 Drawing on Cognitive Behavioural Therapy in Social Work Practice pp.49-79;

Schaefer, B. & Horejsi, C. (2003) Practice Frameworks for Social Work Ch. 6 in *Techniques and Guidelines for Social Work Practice*, Allyn and Bacon, USA, pp.82-113

Sheldon, B. (1998) Research and Theory Ch. 1 in *Cognitive-Behavioural Social Work Practice*, Arena Press, USA, pp. 1-38

Shield, M. (2002) "Is this how I will be for the rest of my life?" The human experience of obsessive-compulsive disorder and the implications for mental health social work practice; *Social Work in Mental Health*, 1(1) 2002

Wright, J.H., Brown, G.K., Thase, M.E. and Basco, M.R., 2017. *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Pub.

## **GROUPWORK**

### Books

Lindsay, T, & Orton, S, (2014) *Groupwork Practice in Social Work*, 3rd Ed. Sage Publications

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)

McDermott, F. (2002) *Inside Group Work*, Allen and Unwin, Australia (HUC)

Corey, Corey & Corey (2010) *Groups: Process and Practice*, Brooks/ Cole Cengage, Belmont Calif. (HUC)

### Articles and chapters on the Library site

Berg, Insoo Kim, (1994) *Useful Questions and Other Interviewing Techniques in Family Based Services: A Solution-Focused Approach* Norton, USA Ch. 6, pp.84-10473

Brandler, S. & Roman, C. (1999) Ch. 6 *The Use of Programming in Groups in Group Work: Skills and Strategies for Effective Groups*, The Haworth Press, N.Y. pp. 135-165

Crampton, D. & Natarajan, A. (2005) *Connections Between Group Work and Family Meetings in Child Welfare Practice: What Can We Learn From Each Other?* *Social Work with Groups*, 28(1):65-79

Greif, G. & Ephoss (2011) *Group Work with Populations at Risk*, Oxford University Press, UK. (HUC)

Middleman, R. (2005) *The Use of Program: Review and Update*, *Social Work with Groups*, 28, (3/4) 29-48 73

Schiller, L. (2003) *Women's Group Development from a Relational Model and a New Look at Facilitator Influence on Group Development*, in *Gender and Groupwork*, Cohen, M. & Mullender, A., Ch. 2, pp. 16-31, Routledge, London

Shulman, L. (2006) The Group as a Mutual Aid System in *The Skills of Helping: Individuals, Families, Groups and Communities* 5th ed., Thompson Brooks/Cole, Belmont CA, Ch. 8 pp. 266-281

Shulman, L. (2006) Group Formation in *The Skills of Helping: Individuals, Families, Groups and Communities*, 5th ed., Ch. 9 pp. 282-304 Thompson Brooks/Cole, Belmont CA

Steinberg, D.M. (1997) The Role of Conflict in a Mutual-Aid System, *The Mutual-Aid Approach to Working with Groups*, Ch. 8, pp.155-172, Jason Aronson, Northvale, New Jersey

Toseland, R, and Rivas, R, (2005) Chapter 2, *An Introduction to Groupwork Practice*, 5th edition Pearson, Boston

## **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.

# 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](mailto: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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## CRICOS

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