SWRK6170 - Professional Counselling Skills (Part A)
Course Outline

Course Co-ordinator: Ros Giles
Semester Semester 1 - 2006
Unit Weighting 10
Teaching Methods Workshop

Teaching Staff

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The success of an experience-based model of learning depends on open dialogue between staff and students. If you have any questions about your learning, about tasks or there is anything that you have not understood, you are encouraged to raise them with staff in the classroom or to communicate with staff individually in their consultation time or via Blackboard or email.

Course Outline

Brief Course Description
Interpersonal skills and the ability to reflect on and analyse work with a supervisor are taught in a classroom-based workshop.

Contact Hours
Workshop for 1 Hour per Week for the Full Term
Workshop for 2 Hours per Week for the Full Term
Attendance at the classes for SWRK2003 takes place during the weekly two hour workshop.

Learning Materials/Texts (See Course Detail)

Course Objectives
Development of professional interpersonal skills, in particular:
1. Attending and listening, verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation, self disclosure.
2. Development of an understanding of the helping relationship and the role of self.
3. Development of an awareness of one's values.
4. Development of the capacity to give and receive feedback and reflect on one's own work.
5. An understanding of different contexts for counselling.

Course Content
The course uses an experiential model where students learn by actively practicing the skills involved. Content covers the skills of interpersonal helping, the helping relationship, giving and receiving feedback constructively, reflecting on work and various contexts for counselling.

Assessment Items

| Journal | Skills Development Learning Journal (minimum 3,500 words and |
Assumed Knowledge
Completion of all first year social work courses or the completion of the first three years of a Bachelor of Speech Pathology Program.

Callaghan Campus Timetable
SWRK6170
PROFESSIONAL COUNSELLING SKILLS (PART A)
Enquiries: School of Humanities and Social Science
Semester 1 - 2006
Workshop Monday 9:00 - 12:00 [TC1] With SWRK2003
and Workshop Monday 9:00 - 10:00 [ES203] Venue: W301A.
Weeks 1-3, 10 & 13 Only. With SWRK
and Workshop Monday 9:00 - 10:00 [HA149, HA57, HA64, HA68, HC02, RW2-06, RW2-30] Weeks 4-9,11,12,14 only. With SWRK2003.

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -
The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particulary for information on the options available to you, at:


Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.
To change your enrolment online, please refer to [http://www.newcastle.edu.au/study/enrolment/change-enrol.html](http://www.newcastle.edu.au/study/enrolment/change-enrol.html)

**Contact Details**

**Faculty Student Service Offices**

The Faculty of Education and Arts

Room: GP1-22 (General Purpose Building)

Phone: 0249 215 314

**The Dean of Students**

Dr Jennifer Archer

Phone: 492 15806

Fax: 492 17151

resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**


**Web Address for Rules Governing Postgraduate Academic Awards**


**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:


**Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- **Final SDLJ Assignments** are to be deposited in the relevant discipline assignment box:
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
  - Ourimbah students: Room H01.43
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- **The Skills Development Learning Journal (SDLJ) final submission week 14**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Consideration/Extension of Time Applications**
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf

**Return of Assignments**
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

**Preferred Referencing Style**
In this course, it is recommended that you use the the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

COURSE DETAIL

2006 is the fourth year that SWRK 2003 and SWRK 6170 have been co-ordinated and taught together. This means that a small group of students enrolled in the Graduate Diploma of Genetic Counselling will again join 2nd year social work students. This year, final year speech pathology and psychology students interested in developing the basic interpersonal communication skills required for professional practice may also enter the course. These basic foundation skills are required for practice across a broad range of disciplines including teaching, nursing, medicine, speech pathology and psychology.

This course aims to develop a range of basic interpersonal skills for professional practice. By the end of the course students will be proficient in the basic interpersonal skills of listening and communicating within the context of a professional relationship. They will also be proficient in the use of feedback to enhance learning and the supervisory discussion to critique practice. These skills are taught in a classroom-based workshop utilising a range of experiential exercises.

ACHIEVING LEARNING GOALS

At the completion of this course students will be proficient in the basic interpersonal skills of listening and communicating within the context of a professional relationship. They will also be proficient in the use of feedback to enhance learning and the supervisory discussion to critique practice.

Proficiency will be measured by the student’s ability to meet the following criteria the course objectives through:

- Demonstration of core professional qualities of honesty genuineness and respect for others through their interactions in the class-room and during assessment tasks.
- Active and constructive engagement actively with teaching staff and other students in class room exercises.
- Demonstration of progressive learning and critical self-reflection through the maintenance of a Skill Development Learning Journal (SDLJ).
- Satisfactory conduct in a 15 minute exploratory (role play) interview showing accurate empathy through the use of a range of skills including introductory statements, physical attending, active listening, appropriate responding, reflection of content and feelings and asking appropriate questions.
- Satisfactory Participation in a 15 minute supervision session in which they critically analyse their own interactions through accurately reporting what was said during the interview, participating in an open dialogue about their feelings and personal responses to situations and showing an ability to hear and act on feedback.

Class Attendance
100% class attendance is strongly recommended in order that students make full use of opportunities to develop the detail of interpersonal communications skills. This includes students participating fully in role-plays; class discussions, preparatory and follow up reading and exercises, and use of the Skill Development Learning Journal (see separate section). Tutors will provide verbal feedback in class on a regular basis and written feedback with each submission of the learning journal.

### WEEKLY OVERVIEW

The following plan should assist students in their preparatory reading. During the semester the schedule may change in response to the particular learning needs of students.

| Week 1* | 20/02/06 | • Introductions - staff, students, course  
|         |          | • Forming and contracting in small groups  
|         |          | • Thinking about reflection  
| Week 2* | 27/02/06 | • The professional relationship and interpersonal communication, the Egan model  
|         |          | • Professional behaviours and values in action: honesty, respect, empathy, genuineness, empowerment etc  
| Week 3* | 06/03/06 | • Active listening and striving for empathy  
|         |          | • Skill Building Exercises  
| Week 4  | 13/03/06 | • Skill Building Exercises – preparing and beginning interviews  
| Week 5  | 20/03/06 | • Skill Building Exercises – active listening and empathic responding  
|         |          | • Observing and giving feedback  
|         |          | • SDLJ Review  
| Week 6  | 27/03/06 | • Stress management and supervision  
|         |          | • Skill Building Exercises – self awareness and self-management. Giving and receiving feedback.  
| Week 7  | 03/04/06 | • Skill Building Exercises – reflection of content, encouraging,  
|         |          | • Listening to core messages  
| Week 8  | 10/04/06 | • Skill Building Exercises – paraphrasing and summarising  
| RECESS  | 17/04/06 |  
|         | 24/04/06 |  
| Week 9  | 01/05/06 | • Skill Building Exercises – noting and reflecting feelings  
|         |          | • Working with heightened emotions  
| WEEK 10*| 08/05/06 | • Managing performance anxiety  
|         |          | • Exploring – Asking Questions, Confronting and Reframing  
<p>| WEEK 11 | 15/05/06 | • Skill Building Exercises – developing a personal style |</p>
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<tr>
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<th>SDLJ Review</th>
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<tr>
<td>WEEK 12</td>
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<td>Skill Building Exercises – ending an interaction and putting it all together</td>
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<td>Week 13*</td>
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<td>Final lecture –, review and conclusions</td>
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<td>Skill Building Exercises – Practice</td>
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<td>Evaluation</td>
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<td>SDLJ completed and submitted for all students</td>
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<td>Assessment for SWRK6130A - PROFESSIONAL COUNSELLING SKILLS (Part A) students</td>
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<td>Week 14 Friday</td>
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<td>EXAM PERIOD</td>
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<td>Assessment for SWRK 2003 - FIELD EDUCATION</td>
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* In these weeks students should attend a lecture at 9am in W301a before proceeding to small group rooms for classes at 10.15am. On other weeks classes commence at 9 am in small group rooms.

**ASSESSMENT**

This course contains compulsory assessment items that must be satisfactorily completed in order for students of SWRK 2003 and SWRK 6170 to be assessed as satisfactory overall.

Students who do not achieve a satisfactory for SWRK 2003 are not able to proceed to SWRK 2003 or SWRK2004, which includes the field placement component. Students who do not achieve a satisfactory for SWRK 6170 are not able to proceed to SWRK6180.

1. **The Skills Development Learning Journal (SDLJ)**

Throughout this course students are required to keep a SDLJ. The journal will be handed into the small group facilitator during class in Week 5 (20/3/06) and again in Week 10 (8/5/06). Students will receive written feedback to assist them in deepening their reflective practice.

Students are required to submit their SDLJ into Turnitin in week 14 prior to the final submission.

The full completed journal is to be submitted with an assignment cover sheet attached by Friday 9th June, 2006.

It is expected that students will use their journal as an aid to their learning and to demonstrate their capacity to be reflective about their competence with interpersonal communication. The journal also serves as a communication between the student and teacher. As such, it is expected that students will use the journal to inform...
teaching staff about the struggles, issues and achievements they are noticing in their efforts to gain greater competence in interpersonal communication.

Maintaining the SDLJ will also assist students to develop the practice of critical self reflection that is required in the professional practice of consultation with a supervisor. Students should experience the SDLJ to be a valuable tool to build competence required in the second part of the interpersonal skills demonstration assessment item.

The SDLJ should comply with the following:

- At least one dated entry each week of a minimum A4 page/250 words in length.
- Be word processed, either 12 or 14 point.
- Usual academic standards, such as spelling, grammar, and correct referencing are not being assessed. It is expected however that the SDLJ will be presented in a manner that demonstrates sensitivity to the reader i.e. that it can be easily read and understood.
- Each entry should make reference to material of relevance to the particular stage / week of the course eg material presented in a lecture, feedback received about a role play exercise, critique of some readings.
- Each entry should answer some (or all) of the following questions:
  1. What did I learn this week that is of most significance to me?
  2. What did I do/learn that builds on a strength that I hold?
  3. What feedback have I received from others about my interpersonal communication? Write down the specific words you her heard for other students and your tutor.
  4. What did I feel positive about/confident about /do well?
  5. What did I experience as a challenge or difficulty?
  6. What additional work do I need to do to better manage this challenge/difficulty?
  7. What is my response (at both emotional and cognitive levels) to feedback I have received?
  8. What does my response to feedback and material covered in this course to date tell me about myself?
  9. What questions do I have that can guide my thinking, reading and interactions with others over the next week?

The above specifications are made in order to provide students with some guidelines and to indicate the assessment criteria that will be used to determine whether the SDLJ is at a satisfactory level. They are not intended to stifle creativity. Students learn and reflect on their learning in many diverse ways. The SDLJ can be the product of quite a creative mind.

Criteria for Assessment

1. Demonstrated progressive understanding of the concepts of attending and listening, verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation, self disclosure.
2. Demonstrated progressive development of an understanding of the helping relationship and the role of self.
3. Demonstrated progressive development of an awareness of personal values and an ability to critically reflect on these in the context of interpersonal communications.
4. Demonstrated capacity to give and receive feedback and reflect on this in relation to your own work.
5. Demonstrated understanding of different contexts for counselling.

2. Interpersonal skill demonstration via oral assessment

Students are required to participate in a two-part interpersonal skill demonstration. This demonstration occurs for SWRK 6170 students at the end of Week 14 (Friday 9th June) and for SWRK 2003 students in the first week of the examination period (13th 14th and 15th June, 2006). In the first part they will demonstrate interpersonal communication skills through conducting a 15 minute role play interview. In the second part they will demonstrate an ability to critically analyse and reflect on their interview and discuss their performance with a supervisor.

**Oral Exam Criteria for Assessment**
1. Demonstrated ability to practice attending and listening, verbal and non verbal cues, empathy, genuineness, concreteness, immediacy, confrontation, self disclosure.
2. Demonstrated understanding of the helping relationship and the role of self.
3. Demonstrated awareness of personal values and an ability to critically reflect on these in the context of interpersonal communications.
4. Demonstrated capacity to receive feedback and reflect on this in relation to your own work.
5. Demonstrated understanding of different contexts for counselling.

A satisfactory result must be achieved on both assessment tasks in order to achieve a satisfactory result in the course.

**RECOMMENDED TEXTBOOK and EQUIPMENT**


The United Campus Bookshop has a good supply. The cost is around $ 60- 62 depending on whether you are paying by cash or credit card. The Co-op Bookshop at 4 Perkins Street in Newcastle also has supplies ($74.95 less discount for members)

Students will be expected to read relevant sections from the text of a weekly basis in preparation for each class. As a rough guide Part 1 should be read by the end of week 2, part 2 by then end of Week 9 and Part 3 by the end of semester. These 3 parts (pp1-235), Chapters 1-13, are directly relevant for this course. Although Chapters 14-21 will not be covered during this course, they will be of value in later coursework.

Each student will be required to supply a good quality VHS tape for the recording and then reviewing of their class practice of interpersonal communications.
REFERENCES

Although we are using Egan’s text as a key reference, students are also encouraged to read more widely, discuss their readings in class and refer to a range of readings in their SDLJ. The University library is well stocked with generic Social Work Practice books and with relevant journals. There are also a number of on-line journals and a plethora of articles on interpersonal skill development, counselling, social work and supervision.

Some references that provide useful starting points include:


