

## 472-649 Counselling in Educational Settings 1

|  |   |
|--|---|
| <b>Credit Points:</b>                    | 12.50   |
| <b>Level:</b>                            | 9 (Graduate/Postgraduate)   |
| <b>Time Commitment:</b>                  | Contact Hours: 18 hours lectures, 6 hours workshops and 90 non-contact hours of private study<br>Total Time Commitment: Not available   |
| <b>Prerequisites:</b>                    | None  |
| <b>Corequisites:</b>                     | None  |
| <b>Recommended Background Knowledge:</b> | None  |
| <b>Non Allowed Subjects:</b>             | None  |
| <b>Core Participation Requirements:</b>  | <p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p> |
| <b>Subject Overview:</b>                 | A study of the educator's role in the promotion of student wellbeing and student support issues, controversies and role boundaries; research on effective helping; a psycho-educational model of helping; interpersonal communication and counselling - goals, assumptions and critique; personal values and professional accountability in helping in educational settings; selected psychological theories relevant to helping in educational settings.   |
| <b>Objectives:</b>                       | <p>On completion of this subject students, should be able to:</p> <ul style="list-style-type: none"> <li># participate in an informed way in debate about the educator's role in the promotion of student wellbeing;</li> <li># demonstrate a critical understanding of the values implicit in counselling models used in education;</li> <li># demonstrate competence in a specific psycho-educational model of helping for educational settings;</li> <li># demonstrate increased intentionality and effectiveness in the use of interpersonal and counselling skills appropriate for educational settings;</li> <li># critically reflect upon personal and organisational assumptions and practices in the promotion of student wellbeing.</li> </ul>  |
| <b>Assessment:</b>                       | One 4,000 word assignment (100 per cent)  |
| <b>Prescribed Texts:</b>                 | None  |
| <b>Recommended Texts:</b>                | <p>Bolton, R. (1995). People skills: How to assert yourself, listen to others and resolve conflicts. Brookvale NSW: Simon and Schuster.</p> <p>Egan, G. (2007). The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping, 8th Edition. Pacific Grove, California: Brooks/Cole.</p>  |
| <b>Breadth Options:</b>                  | This subject is not available as a breadth subject.   |
| <b>Fees Information:</b>                 | Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>   |
| <b>Generic Skills:</b>                   | <p>On completion of this subject students, should be able to:</p> <ul style="list-style-type: none"> <li># draw upon theoretical knowledge to analyse and critically reflect on their educational practice;</li> <li># select and apply advanced skills and strategies to their educational practice;</li> </ul>  |

|                                      |  |
|--------------------------------------|--|
|                                      | # demonstrate respect for the principles, values and ethics applying to the promotion of student wellbeing.  |
| <b>Links to further information:</b> | <a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>   |
| <b>Notes:</b>                        | This subject cannot be undertaken by students who have completed the PGDES(SW)   |
| <b>Related Course(s):</b>            | <p>Master of Education (Stream 100A) Coursework and Thesis A<br/> Master of Education (Stream 100B) Coursework<br/> Master of Education (Stream 150) Major Thesis<br/> Master of Education (Stream 150A) Coursework and Thesis A<br/> Master of Education (Stream 150B) Coursework<br/> Master of Education (Student Wellbeing)<br/> Master of Youth Health and Education Management</p> |