

## 472-650 Counselling in Educational Settings 2

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| <b>Credit Points:</b>                    | 25.00  |
| <b>Level:</b>                            | 9 (Graduate/Postgraduate)  |
| <b>Dates &amp; Locations:</b>            | 2009,<br>This subject commences in the following study period/s:<br>Semester 2, - Taught on campus.  |
| <b>Time Commitment:</b>                  | Contact Hours: 36 hours and 180 non-contact hours of private study Total Time Commitment:<br>Not available   |
| <b>Prerequisites:</b>                    | 472-649 Counselling in Educational Settings 1  |
| <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>Coordinator:</b>                      | Ms Desma Strong  |
| <b>Subject Overview:</b>                 | A study of additional models of counselling relevant for educational contexts eg. Cognitive Rational Emotive Behavioural Therapy, Solution Oriented Therapy; the application of a problem management model and advanced helping skills of goal-setting, strategy development and implementation; theories and research on conflict management and group dynamics and group processes and skills related to advocacy, formal and informal negotiation and group leadership, participation and collaboration in groups; the process of critical reflection.  |
| <b>Objectives:</b>                       | <p>On completion of this subject students, should be able to:</p> <ul style="list-style-type: none"> <li># evaluate the relevance and efficacy of selected models of counselling for educational contexts;</li> <li># demonstrate the effective use of advanced helping skills related to goal-setting and strategy development;</li> <li># demonstrate a critical awareness of the theory and practice of conflict management and selectively apply a range of assertion and conflict management skills to advocacy, negotiation and collaboration in a variety of student wellbeing interventions;</li> <li># demonstrate a critical awareness of the theory and practice of group dynamics and plan evidence-based strategies to improve the effective functioning of a variety of adult and student groups;</li> <li># demonstrate a commitment to ethical professional practice and critical reflection on the effectiveness of interventions and relationships with students, parents and colleagues.</li> </ul> |
| <b>Assessment:</b>                       | Two 4,000 word assignments or equivalent projects (50 per cent each).  |
| <b>Prescribed Texts:</b>                 | None   |
| <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>  |

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| <b>Generic Skills:</b>               | On completion of this subject students, should be able to:<br># draw upon theoretical knowledge to analyse and critically reflect on their educational practice;<br># demonstrate advanced competencies in educational practices related to student wellbeing;<br># 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>            | 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>Postgraduate Diploma in Educational Studies (Generalist) |