

EDUC90224 Counselling Skills for Ed. Psychologists

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 hours. Total Time Commitment: Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Ms Vicki Mckenzie
Contact:	Education Student centre
Subject Overview:	Counselling skills are taught within a framework that reflects a person-centred model of counselling, focussing in particular on three aspects: the knowledge and skills involved in establishing an effective therapeutic relationship, the skills of assessment and goal setting, and the skill in the selection and use of action strategies. The skills of attending, minimal encouragers, open questioning, reflective listening, empathy, immediacy, challenging and summarising are covered. Participants are introduced to intervention strategies applicable once the therapeutic relationship has been established. Values and ethics are examined and students are invited to review the influence of their own values in their counselling practice. Cross-cultural issues, developmental stages and specific circumstances are considered. The mode of instruction is largely experiential, using video feedback, small and large group demonstrations, and student participation. Students are introduced to cases from the educational field, and contribute material from their own experience as appropriate. The program draws upon established psychological theory and practice supported by extensive literature. The unit lays the foundation for much of the work of the practising psychologist.
Objectives:	Information not available
Assessment:	Videotaped counselling interview (60 per cent), and a paper of 2,000 words (40 per cent).
Prescribed Texts:	None
Recommended Texts:	Cormier S & Nurius, P.S.(2003) Interviewing and Change Strategies for Helpers, Brooks/Cole, CA
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Links to further information:	www.education.unimelb.edu.au

Related Course(s):	Doctor of Educational Psychology Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy
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