

## GENE90003 Counselling Skills

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. At GHSV - tutorials
<b>Time Commitment:</b>	Contact Hours: 33 hours Total Time Commitment: 170 hours (including non-contact time)
<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>	For the purposes of considering requests 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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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 the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Ms Margaret Sahhar
<b>Contact:</b>	<p><b>Academic Contact:</b> Flora Pearce Email: <a href="mailto:fpearce@unimelb.edu.au">fpearce@unimelb.edu.au</a> (<a href="https://mce_host/faces/htdocs/vhirt@unimelb.edu.au%20">https://mce_host/faces/htdocs/vhirt@unimelb.edu.au%20</a>) Phone: 03 8341 6292</p> <p><b>Administrative Contact:</b> Vicki Hirt Email: <a href="mailto:vhirt@unimelb.edu.au">vhirt@unimelb.edu.au</a> (<a href="https://mce_host/faces/htdocs/vhirt@unimelb.edu.au">https://mce_host/faces/htdocs/vhirt@unimelb.edu.au</a>) Phone: 03 8341 6336</p>
<b>Subject Overview:</b>	This is primarily an experiential subject with a focus on the acquisition of skills. Psychoanalytic theory, systems theory, family theory and cognitive behavioural theory will be woven in when and as they relate to counselling practice. There will be ample opportunity to practise counselling through structured role plays within the tutorials and video role plays at separate times and to experience what it is like for the client in a variety of contexts and situations. Students will be encouraged to bring their own examples to work with within the tutorials.
<b>Learning Outcomes:</b>	This subject is designed to enable students to: - Understand, critically evaluate and apply various theories of communications and counselling - Articulate and critically examine their own understanding of the application of theory to genetic counselling practice. - Identify and critically reflect on the factors which impact on the delivery of genetic counselling. - Critically examine their own responses to issues with the genetic counselling interview and to develop an awareness of the self within the process. - Through participation in structured role plays to further develop a critical self awareness through feedback and critical analysis. On completing this subject students should be able to: - Develop the ability to use basic counselling skills and to feel confident in doing so. - Develop an understanding of relevant theories including psychoanalytic theory, systems theory, family theory and cognitive behavioural theory. -

	Experience through practise of case examples, what it is like to be a genetic counsellor and what it is like to be a client, in a variety of contexts. - Develop self awareness of strengths and weaknesses in an interview. - Develop an understanding of developmental psychology and psychopathology.
<b>Assessment:</b>	1 minor assignment of 3,000 words (70%), due 3 weeks after subject concludes 2 short assignments (700 words) on selected theoretical models of practice, throughout the semester (total 30%)
<b>Prescribed Texts:</b>	Veach Patricia Mc Carthy, LeRoy Bonnie S, Bartels Dianne M (2003) Facilitating the Genetic Counseling Process. Springer NYWeil Jon (2000) Psychosocial Genetic Counseling. OUP OxfordEvans, Christine (2006) Genetic Counselling. A Psychological Approach, N.Y. Cambridge Uni. PressHarms, Louise (2007) Working with People. Oxford OUPHarms, Louise (2005) Understanding Human Development. Oxford OUPMcKay, Hugh (1994) Why Don't People Listen? Sydney: Pan MacMillan
<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>	This subject is designed to enable students to: - Understand, critically evaluate and apply various theories of communications and counselling - Articulate and critically examine their own understanding of the application of theory to genetic counselling practice. - Identify and critically reflect on the factors which impact on the delivery of genetic counselling. - Critically examine their own responses to issues with the genetic counselling interview and to develop an awareness of the self within the process. - Through participation in structured role plays to further develop a critical self awareness through feedback and critical analysis. On completing this subject students should be able to: - Develop the ability to use basic counselling skills and to feel confident in doing so. - Develop an understanding of relevant theories including psychoanalytic theory, systems theory, family theory and cognitive behavioural theory. - Experience through practise of case examples, what it is like to be a genetic counsellor and what it is like to be a client, in a variety of contexts. - Develop self awareness of strengths and weaknesses in an interview. - Develop an understanding of developmental psychology and psychopathology.
<b>Related Course(s):</b>	Master of Genetic Counselling