

EDUC90224 Counselling Skills for Ed. Psychologists

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 Total Time Commitment: 170 hours
Prerequisites:	This subject may be taken by 312AA Master of Educational Psychology and G02AA Master of Educational Psychology/Doctor of Philosophy students only.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p> </p>
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Subject Overview:	<p>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.</p>
Learning Outcomes:	<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none"> # Understand theories of counselling and the theoretical underpinnings of the counselling process. # Demonstrate the ability to establish and maintain constructive relationships, and effective therapeutic alliances with clients. # Demonstrate competence in the basic skills of counselling. # Demonstrate theoretical understanding of the basic and advanced processes in counselling # Apply knowledge of the counselling process

	<ul style="list-style-type: none"> # Understand the application of counseling skills in an educational context working with children, parents, educators and systems. # Understand and apply ethical principles and procedures that relate to the counselling interview and relationship # Develop a wide range of practical professional skills in appropriate educational settings.
Assessment:	Students must successfully complete a taped counselling interview demonstrating competence in the counselling skills taught in the program (due end of semester, 60%). Two papers of a 1000 words each are also required (due week 4 and week 8, 20% each). To pass the course a minimum of a pass grade must be achieved in each assessment task. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed 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):	Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy