

Course Outline

Professional Development: Counselling and Psychology

WELF 1013 Study Period 5 - 2020

Internal - Magill Campus



University of
South Australia

Introduction

Welcome

Welcome to Professional Development: Counselling and Psychology

This course aims to develop your professional identity, assist you in your career planning and management, and to facilitate your development of personal and professional development in a number of areas such as resilience, stress management and communication as a basis for future professional practice.

Throughout the course you will be introduced to the basic concepts in lectures and from your readings. Aspects of these basic concepts will then be applied and explored through your participation in practical activities

We hope you will find the course interesting and valuable for your further studies and professional aspirations.

Georgina Heath

Course Coordinator

Academic Work Definitions

Internal mode includes face to face/in person components such as lectures, tutorials, practicals, workshops or seminars that may be offered at a University campus or delivered at another location. Courses delivered in internal mode may also be offered intensively allowing them to be completed in a shorter period of time. There is an expectation that students will be physically present for the delivery of face to face/in person teaching and learning activities.

Lecture

Student information

A lecture is delivery of course content either in person, or online in a virtual classroom, that builds on the course readings and pre-lecture requirements for you and other students in the course. The primary purpose of the lecture is to comprehensively describe and explain course content, ideas or skills to provide a foundation on which students build understanding through extended study. Lectures may also be pre-recorded and embedded in online courses.

All students are expected to have undertaken required readings and assigned activities prior to the lecture.

Staff information

A lecture is delivery either in person, or online in a virtual classroom environment, of original material to students with the primary purpose of comprehensively describing and explaining course content, ideas or skills. Consequently, lectures require adequate preparation time to ensure appropriate and current content across multiple delivery modes. Online delivery may require additional preparation time to adapt or record material.

Demonstration/Practical class

Student information

A demonstration/practical class is a session with the primary purpose of demonstrating skills and practising those skills in a supported and guided environment. These classes are critical in developing skills through the application of theory and acquired knowledge in a practical setting.

All students are expected to be familiar with prerequisite knowledge from their program of study, relevant lecture and/or seminar and/or tutorial content, and materials provided and assessments relevant to the demonstration, prior to a demonstration/practical class. All students are expected to actively participate and contribute to the demonstration/practical class where required.

Staff information

A demonstration/practical class is a session that has the primary purpose of demonstrating skills and supervising a group of students in practising those skills in a supported and guided environment.

Staff involved in demonstrating/practical classes are a source of technical, clinical or creative advice and expertise in:

- Setting up and/or supervising the correct method of use of equipment;
- Issuing instructions and/or demonstrating experimental procedures;
- Supervising students in carrying out experiments, laboratory or clinical work;
- Providing creative, design and artistic advice in studio work.

Demonstration/Practical Classes would normally require less preparation than a lecture, seminar or tutorial, but may - in some circumstances - require provision for time to set up materials and equipment and/or undertake safety checks, and to dismantle, clean and put away materials and equipment on completion. Where relevant, set up and break down time may require an allocation each time the demonstration/practical class is delivered.

Course Teaching Staff

Course Coordinator:	Dr Georgina Heath
Location:	UniSA Justice & Society C1-22
Telephone:	+61 8 8302 9973
Email:	Georgina.Heath@unisa.edu.au
Staff Home Page:	people.unisa.edu.au/Georgina.Heath

* Please refer to your Course homepage for the most up to date list of course teaching staff.

Contact Details

Course Overview

Prerequisite(s)

There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)

There are no corequisite courses to be completed in conjunction with this course.

Course Aim

To develop students' professional identity as a worker in a counselling or psychology related field.

Course Objectives

On completion of this course, students should be able to:

CO1. Identify the professional aspects of practitioner presentation and orientation

CO2. Demonstrate an understanding of communication in personal, academic and professional contexts

CO3. Develop leadership and participation skills to facilitate working in a team

CO4. Develop skills to evaluate the influence of self on communication

CO5. Apply career management skills to design a professional development plan

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

	Graduate Qualities being assessed through the course						
	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1		•	•				
CO2	•	•		•		•	
CO3		•		•		•	
CO4		•					
CO5		•	•	•			

Graduate Qualities

A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems

GQ4. can work both autonomously and collaboratively as a professional

GQ5. is committed to ethical action and social responsibility as a professional and citizen

GQ6. communicates effectively in professional practice and as a member of the community

GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content

In this course students will develop basic professional and academic communication skills (including career management, goal setting, time and project management, negotiation and conflict resolution, team and group work). They will apply these skills by designing and presenting a group seminar and creating a personal development plan. Students will also be introduced to cross-cultural communication and ethical practice.

Teaching and Learning Arrangements

Lecture	1 hour x 13 weeks
Practical	2 hours x 13 weeks

Unit Value

4.5 units

Use of recorded material

This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Learning Resources

Textbook(s)

You will need continual access to the following text(s) to complete this course. Where possible the Library will make the book available for student use. Please check the Library catalogue before purchasing the book(s). The Library will always seek to purchase resources that allow an unlimited number of concurrent users, however availability is dependent on license arrangements with book publishers and platforms. <http://www.library.unisa.edu.au>

Reference(s)

Required readings for this course will be listed each week and can be accessed through the course e-reader or via the university library.

Materials to be accessed online

learnonline course site

All course related materials can be accessed through your **learnonline** course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: <https://my.unisa.edu.au>

Assessment

Assessment Details

Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

Cover sheets

A cover sheet is not required for assessment tasks submitted via learnonline, as the system automatically generates one.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help (<https://lo.unisa.edu.au/mod/book/view.php?id=1843&chapterid=567>) and in myUniSA.

Assessment Summary

#	Form of assessment	Length	Duration	Weighting	Due date (Adelaide Time)	Submit via	Objectives being assessed
1	Reflective journal	1575 words	N/A	35%	7 Sep 2020, 5:00 PM	learnonline	CO1, CO2, CO5
2	Presentation	N/A	10 mins	15%	week 7 or 8 in class	In person	CO2, CO3, CO4
3	Portfolio	2250 words equivalent	N/A	50%	2 Nov 2020, 5:00 PM	learnonline	CO4, CO5

Feedback proformas

The feedback proforma is available on your course site.

Assessments

Reflective Journal (Graded)

This assessment is designed to help you critically evaluate and make connections between psychological concepts and theories covered within this course and your own personal and professional development. Reflecting on your experiences is central to personal, professional and academic development. In this assignment you will be required to relate the concepts and theories you will learn about in weeks two to six to personal and/or professional experiences. You will need to provide write a reflection weekly in week's two to six. You will use the DIEP Strategy as a framework for examining the theories/concepts and your experiences (you will learn about reflection and the DIEP framework in the week 1 lecture and practical). Further detail regarding the requirements of this assessment will be provided in class and on the Learnonline site.

Word Limit

The word limit for the summary is 1575 words. Please note that in text references are included in the word count, however, the reference list is not included in the word count. Marks will be deducted from papers exceeding this limit based on the percentage by which the limit is exceeded, with 1% deducted for every 1% over the limit. For example, a 1732 paper is 10% over the limit and would have 10% deducted from the total marks possible.

Format

Please format your assignment with 1.5 line spacing, font size 11 or 12 and a 2.54cm margin. Please ensure you submit your assignment as a word document. Please use one of the following fonts: Calibri, Arial or Times New Roman.

Extensions

Students must complete their assessment tasks by the due dates specified in the Course Outline. Students may request an extension of time to complete an assessment task on the basis of: (a) medical circumstances (e.g. an unexpected illness, a re-occurrence of a chronic illness or an accident); (b) a disability or illness; (c)

compassionate circumstances (e.g. a death or serious illness of a close family member; a severe disruption to domestic arrangements, being a victim of crime, an accident); or (d) special circumstances (e.g. religious observance, community service (e.g. jury duty), a summons to appear in court, a minor vehicle accident which occurred on the day the assessment task was due). Students must lodge an application for an extension via the learnonline course site before the due date for the assessment task and attach supporting documents (see APPM for details). Extensions are at the discretion of the Course Coordinator. Dates must be realistic, generally within days rather than weeks.

Students with access plans

Students whose disability, mental health or medical condition means that they will take longer to complete an assessment task must lodge an application for an extension via the learnonline course site before the due date for the assessment task. They must attach supporting documents, which may be an Access Plan. Extensions are at the discretion of the Course Coordinator. Dates must be realistic, generally within days rather than weeks.

Late submissions

If an assessment task is submitted after the due date, the late submission will result in an academic penalty of 2% per day including weekend days. Assessments submitted more than a week late will not be marked unless the student can provide evidence of unexpected or exceptional circumstances, in which case the maximum grade awarded will be P2 (50%). The decision to accept a late submission will be at the discretion of the Course Coordinator.

Corrupted or incorrect assignments

Please note that if your assignment is corrupted or if you submit the wrong assignment you will be required to resubmit your assignment. The date on which a readable file is submitted to Learnonline will be deemed to be the date of submission. If this is after the due date of the assignment penalty of 2% per day will be applied to the assignment. It is your responsibility to ensure that the assignment file you submit is the correct

Group Presentation (Graded)

This assessment is designed to develop leadership and participation skills to facilitate working in a team and to allow you to apply psychological theory and concepts to personal and professional situations. For this assignment you will be required to work in a group to produce a 12-minute presentation on the topic of resilience.

In weeks one you will be placed in a group of four. If you are absent during week 1 your tutor will assign you to a group and determine which role you will take. In week 1 you will negotiate if your group will present in week 7 or week 8. Your presentation will consist of four sections:

1. Introduction (3 minutes): introduce group members and explain the theory/concepts
2. How resilience applies to a personal experience (3 minutes): describe how resilience and/or a specific component of the RAW scale was applied or could have been applied
3. How resilience applies to a professional experience (3 minutes): describe how resilience and/or a specific component of the RAW scale was applied or could have been applied
4. Conclusion (3 minutes): Draw the presentation together and discuss how resilience can be applied to work and personal contexts in general.

Within your group you will need to negotiate amongst yourselves who will be responsible for presenting the different sections. You must reach an agreement regarding your role in the presentation and acknowledge this on a group presentation outline to be handed to your tutor by the end of week 3.

Your presentation will require references. Please adhere to APA 7th edition referencing conventions both in text and in a reference list, which should be included on your final presentation, slide.

Presentations will take place in week 7 and week 8. Presentations should be no longer than 12 minutes in total (3 minutes per person). Further instructions will be provided in your first three practicals.

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Students must lodge an application for an extension via the learnonline course site before the due date for the assessment task and attach supporting documents (see APPM for details). Extensions are at the discretion of the Course Coordinator.

Portfolio (Graded)

This assessment is designed to develop your career management skills to design a professional development portfolio. As part of this assessment you will be required to complete an online module (Introduction to Career Development, Planning and Management Online) designed to help you develop your own individual career development plan, which you will submit as part of your portfolio. The career plan explores and maps all of the respective factors that need to be researched, considered and documented.

To prepare your plan you will need to ensure you attend or listen to the lectures in weeks 7 and 8 and attend the week 9 practical. You will also need to complete an online career planning module and workbook. You then will produce a portfolio for submission. The portfolio will include three pieces:

- Certificate of achievement (received upon completion of the online module)
- Career plan
- SWOT analysis

Further details regarding the requirements of this assessment will be provided in class and on the Learnonline site.

Format

Please format your assignment with 1.5 line spacing, font size 11 or 12 and a 2.54cm margin. Please ensure you submit your assignment as a word document. Please use one of the following fonts: Calibri, Arial or Times New Roman.

Word limit

The word limit for the SWOT analysis is 2250 words. Please note the word count does not include the certificate of achievement or the any words within the career plan template. Please note that in text references are included in the word count, however, the reference list is not included in the word count. Marks will be deducted from papers exceeding this limit based on the percentage by which the limit is exceeded, with 1% deducted for every 1% over the limit.

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assignment file you submit is the correct

Submission and return of assessment tasks

See above under Assessment details.

Exam Arrangements

This course does not have an exam.

Variations to exam arrangements

Variation to exam arrangements does not apply to this course.

Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

More information about supplementary assessment is available in section 7.5 of the Assessment Policy and Procedures Manual.

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>.

Additional assessment requirements

There are no additional assessment requirements identified for this course.

Students with disabilities or medical conditions

Students with disabilities or medical conditions or students who are carers of a person with a disability may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at: <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

Students who require variations or modifications to standard assessment arrangements should make contact with their Course Coordinator as early as possible in order to ensure that appropriate supports can be implemented or arranged in a timely manner.

Students can register for an Access Plan with UniSA Access & Inclusion Service. It is important to make contact

early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Access and Inclusion for more information: <https://i.unisa.edu.au/students/student-support-services/access-inclusion/>

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is not available for this course. APPM 7.6.4

Special Consideration

Special consideration is not available for this course. APPM 7.7.4

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Students with disabilities or medical conditions please refer to **Students with disabilities or medical conditions**.

Marking process

In courses where multiple markers are used, moderation will be conducted to ensure consistency between markers. It is important to note that grades and percentages allocated for work completed in this course will be provisional and not be finalised until after the Academic review at the end of the Study Period. Such moderation will also be conducted to ensure consistency of marking across undergraduate Psychology courses.

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin <http://www.turnitin.com>.

More information about academic integrity and what constitutes academic misconduct can be found in Section 9 of the Assessment Policies and Procedures Manual (APPM): <http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>. The Academic Integrity Module explains in more detail how students can work with integrity at the University: <https://lo.unisa.edu.au/mod/book/view.php?id=252142>

Action from previous evaluations

A CEI and SET will be made available at the completion of the course. Your feedback is greatly appreciated and will help to shape future changes to the course.

Course Calendar

Study Period 5 - 2020

	Weeks	Topic	Practical	Assessment Details (Adelaide Time)
	13 - 19 July	Pre-teaching		
	20 - 26 July	Pre-teaching		
1	27 July - 2 August	Introduction/Reflection	Reflection	
2	03 - 9 August	Resilience	Resilience	
3	10 - 16 August	Stress Management	Preparing for your presentation/stress management	
4	17 - 23 August	Time Management	Time Management and Academic Competencies	
5	24 - 30 August	Positive Psychology	Positive Psychology	
6	31 August - 6 September	Communication, Conflict Resolution and Negotiation	Communication, Conflict Resolution and Negotiation	
7	07 - 13 September	Goal Setting and SWOT Analysis	Group Presentations	Reflective Journal due 07 Sep 2020, 5:00 PM
8	14 - 20 September	Personal SWOT Analysis	Group Presentations	
	21 - 27 September	Mid-break		
	28 September - 4 October	Mid-break		
9	05 - 11 October	NO LECTURE (PUBLIC HOLIDAY)	Goal Setting/SWOT Analysis	
10	12 - 18 October	Volunteering	Online: Complete Career Module	
11	19 - 25 October	Careers in Psychology	Online: Careers in Psychology	
12	26 October - 1 November	NO LECTURE	Assignment	
13	02 - 8 November	NO LECTURE	NO PRACTICAL	Portfolio due 02 Nov 2020, 5:00 PM
14	09 - 15 November			
15	16 - 22 November			
16	23 - 29 November			