Description: Developmental Issues in Counselling

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>COU</td>
<td>8230</td>
<td>24541</td>
<td>2, 2003</td>
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<td>1.00</td>
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**Academic Group:** FOSCI
**Academic Org:** FOS005
**HECS Band:** 1
**ASCED Code:** 090513

**STAFFING**
Examiner: Nola Passmore
Moderator: Paul Bramston

**RATIONALE**
An important goal for counsellors is to optimise human development throughout the entire life-span. Counsellors are concerned with all periods of the life-span when changes in personal and social development are expected. They therefore require a sound knowledge of normal developmental changes, understanding of the problems that can occur in coping with maturation, and the skills to help clients cope with a range of challenges, changes and difficulties.

**SYNOPSIS**
It is assumed that students will come into this course with knowledge of lifespan development. The overall aim of the course is to help students apply this knowledge and develop confidence and skills to work effectively in a counselling setting. Students are first provided with a general understanding of a range of personal and professional issues to be considered when counseling clients in different life stages. They will then examine common problems which can occur during these life stages and strategies used when counseling.

**OBJECTIVES**
On successful completion of this course students will be able to understand:

- the meaning of child psychology, and the role of the child counsellor;
- a range of 'special issues' relevant to working with children, including expectations and traits of the child counsellor, common reactions to working with children, challenges in working with children, and the materials and environment for child therapy;
- a range of ethical and legal issues in working with children;
- influences on the behaviour of children;
• common childhood behaviour problems and disorders;
• important assessment strategies for use with children;
• the process of problem conceptualisation and goal-setting for treatment;
• communication processes in working with children, including report writing;
• a range of individual and group approaches to working with children;
• the role of parents in the counselling process.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Introduction to child counselling, including the definition and role/s of the child counsellor</td>
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<tr>
<td>2. A range of 'special issues' relevant to working with children, including expectations and traits of the child counsellor, common reactions to working with children, challenges in working with children, and the materials and environment for child therapy.</td>
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<td>3. Ethical and legal issues in working with children</td>
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<td>4. Influences on the behaviour of children</td>
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<td>5. Overview of presenting problems</td>
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<tr>
<td>6. Assessment issues and strategies</td>
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<tr>
<td>7. Problem conceptualisation and goal-setting</td>
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<td>8. Communication processes, with a particular emphasis on report writing.</td>
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<td>9. General individual and group approaches to working with children</td>
<td>20.00</td>
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<td>10. Specific approaches to working with children</td>
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<tr>
<td>11. Parents in the counselling process</td>
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</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

A number of useful references can be found in journals such as the following:
Developmental Psychology
Journal of Marriage and the Family
Child Abuse & Neglect
Journal of Consulting and Clinical Psychology
Child Development
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Personality and Social Psychology
Behaviour Therapy

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<td>Directed Study</td>
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<tr>
<td>Examinations</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>SELECTED ACTIVITIES</td>
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</tr>
<tr>
<td>MINOR SKILLS</td>
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<tr>
<td>MAJOR SKILLS</td>
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<tr>
<td>2HR CLOSED BOOK EXAM</td>
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NOTES:
- Examination dates will be available during the Semester. Please refer to the examination timetable when published.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items.

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
   In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

7 Examination period when Deferred/Supplementary examinations will be held:
   Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

**ASSESSMENT NOTES**

9 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

10 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

11 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

12 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

13 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally
prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

14 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).