



MACQUARIE  
UNIVERSITY

FACULTY OF  
HUMAN SCIENCES

# Social Health Program Handbook

Department of Psychology

---

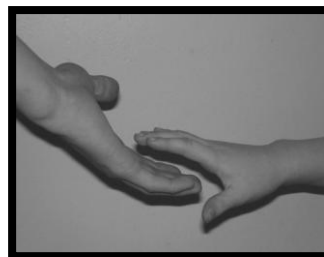
# SOCIAL HEALTH & COUNSELLING PROGRAMS

---

**Postgraduate Certificate in Social Health &  
Counselling  
Postgraduate Diploma in Social Health &  
Counselling  
Master of Social Health & Counselling  
&  
Professional Development Workshops**

**Department of Psychology  
Faculty of Human Sciences**

Program supported by  
**NSW Department of Health (Drug & Alcohol  
Clinical Program, Mental Health & Drug & Alcohol  
Office)**  
Indigenous scholarships funded by  
**Alcohol Education and Rehabilitation Foundation**



---

# 2012 HANDBOOK

---

# TABLE OF CONTENTS

<b>Introduction / Staff</b>	2
<b>Overview</b>	
What is the Social Health & Counselling program?	3
What qualifications are available through the Social Health & Counselling program?	3
What is the time commitment for doing this course?	4
How many days can I work while doing this course?	4
What sorts of jobs could I get with a qualification in Social Health & Counselling?	4
Am I able to become a member of any professional counselling organisations if I do this course?	4
Does a qualification from the Social Health & Counselling Program articulate to other post graduate study programs?	5
What competencies will I gain from these courses?	5
Generic Professional and Communication skills gained from the courses	6
<b>Social Health &amp; Counselling and Psychology</b>	
Can I become a Psychologist if I do these courses?	7
I've done a 3 year degree in Psychology but I don't have the grades to get into 4 <sup>th</sup> year Psychology. What are my options?	7
Does the PG Diploma in Social Health & Counselling or the Master of Social Health & Counselling count as an approved 4 <sup>th</sup> year in Psychology for registration?	7
<b>Courses Available:</b>	
Alcohol & Other Drugs (AOD) Strand	8
Child and Family Strand	9
Indigenous Health Workers Strand	10
Narrative Strand	11
<b>Entry Requirements:</b>	
What are the entry requirements?	12
Will I be considered for these courses if I don't have an undergraduate degree?	12
Can I apply for direct entry into the Master in Social Health & Counselling?	12
What are the priorities of the selection panel?	12
How do I apply?	13
When do applications close?	13
Do I need a criminal record check?	13
Can I get credit for previous study?	13
How do I choose a specialty strand?	13
What are the course fees? Australian Students / International Students / Are there any other fees?	14
<b>Statement Of Attainment &amp; Statement Of Attendance</b>	
Can I enrol in single units or individual workshops?	15
What are the fees for Statements of Attendance and Attainment?	15
<b>Course Requirements</b>	
Attendance	16
What will I need to do if I miss a workshop?	16
Workshop tasks	16
Resubmits	16
Readings	16
Grading	16
Retaining your Enrolment	16
Submission Deadlines & requests for extensions	17
Submitting Tasks and Assignments	17
Why should I try to get my work in on time?	17
Where do I find information on timetable, workshop tasks and readings?	18
Why are incomplete grades sometimes given?	18
What are the times for workshops?	18
Ethical and professional behaviour	18
<b>Unit Descriptions</b>	19
<b>General Information</b>	
How do I keep in contact with the University and Social Health & Counselling Office?	34
What facilities are available to students?	35



---

## INTRODUCTION

---

The Social Health & Counselling program (previously Clinical Drug Dependence Studies) has been offered by the Department of Psychology for two decades. The restructured Social Health program, offered by the Department of Psychology and Warawara (Department of Indigenous Studies) started in 2002.

The NSW Department of Health provides some financial support for the program. The Alcohol and Education Rehabilitation Foundation provides some scholarships for Indigenous students.

This handbook is designed to give prospective and enrolled students an overview of the Social Health & Counselling program. It details all specific regulations. For general academic regulations, please consult the Macquarie University Handbook of Postgraduate Studies and the Macquarie University Calendar of Governance, Legislation and Rules.

We have made every attempt to ensure the information is accurate at the time of printing. The detailed content and readings for each of the units will be updated in February (1<sup>st</sup> Semester) and June (2<sup>nd</sup> Semester) and on the Social Health & Counselling website: <http://www.psy.mq.edu.au/courses/social.htm>

---

## Staff and Contact Details

---

**Address:** Social Health & Counselling Program  
Department of Psychology,  
Macquarie University NSW 2109

**Fax:** (02) 9850 8062

Staff	Position	Phone	Room	Email
Adriana Glusman	Academic Course Director	9850 8714	C3A.420	<a href="mailto:adriana.glusman@mq.edu.au">adriana.glusman@mq.edu.au</a>
Jill Hummelstad	Course Administrator	9850 7738	C3A.427	<a href="mailto:psychology.health@mq.edu.au">psychology.health@mq.edu.au</a>
Carmela Paredes	Course Administrator	9850 8019	C3A.422	<a href="mailto:carmela.paredes@mq.edu.au">carmela.paredes@mq.edu.au</a>

---

# OVERVIEW

---

## **What is the Social Health & Counselling program?**

The program aims to provide theoretical and skills training for front line workers in the broad area of Social Health & Counselling. It is a multidisciplinary program that provides a socio-cultural analysis on physical and psychological health, including prevention, health promotion, identification/diagnosis, crisis intervention, counselling, community interventions and relapse prevention. Many of the teaching staff are frontline workers from the field who have current expertise in the subject. Students can choose from four specialist strands:

- Alcohol and Other Drugs (AOD)
- Child and Family
- Indigenous Health Work (currently on hold)
- Narrative approaches ( only recommended for experienced counselors / workers)

Graduates from the Social Health & Counselling Program will have a solid grounding in counselling, prevention and intervention theory from individual, systems and community perspectives. In addition, graduates will achieve core competencies in counselling, assessment and intervention as required by employers in the area(s) they elect to study. These will include the core skills for front-line workers of assessment, referral, case management and brief interventions.

Students are encouraged to be working in the field during their studies so they can put into practice the knowledge and skills they are gaining in the course.

## **What qualifications are available through the Postgraduate Social Health & Counselling Program?** Three qualifications are available:

- Postgraduate Certificate in Social Health & Counselling
- Postgraduate Diploma in Social Health & Counselling
- Master of Social Health & Counselling

Each qualification provides the opportunity to specialise in Alcohol and Other Drugs (AOD), Child and Family Work, Indigenous Health Work or Narrative approaches.

### **Postgraduate Certificate in Social Health & Counselling**

Requirements: 4 units (total 16 credit points)

Duration: Full Time: Semester 1 enrolment only – 4 units completed in Semester 1.

Part Time: One year - 2 units per semester

### **Postgraduate Diploma in Social Health & Counselling**

Requirements:	8 units (total 32 credit points)
Duration:	Full time: One year - 4 units per semester Part time: Two years - 2 units per semester

### **Master of Social Health & Counselling**

Requirements:	14 units (total 64 credit points)
Duration:	Full time: Two years: 1 <sup>st</sup> year: 4 units per semester 2 <sup>nd</sup> year: 2 units + thesis per semester Part time: Four years - half full time load each year

### **Professional Development Workshops**

Selected one day workshops or units from the above programs are available for professional development and may be undertaken, subject to availability of places after Certificate, Diploma and Masters students have been accommodated, for a **Statement of Attendance** or **Statement of Attainment**.

## **What is the time commitment for doing this course?**

The program has been designed to accommodate both full-time and part-time workers:

- Each unit comprises 4 or 5 one-day workshops
- Workshops are only on Thursday, Fridays and Saturdays

You will need to allow at least 4 hours of preparation for each workshop you attend to read the articles and apply them to the case scenarios for discussion.

In addition you will need to allow at least 12 hours per written assignment and at least 4 hours for preparation and practice for skills assignments.

## **How many days can I work while doing this course?**

Part-time students (in both certificate and diploma courses) complete 2 units each semester (i.e. 10-12 days of workshops). This schedule can be managed with most full-time jobs if the job allows time to be taken for study or allows flex days.

Full-time students complete 4 units each semester (i.e. 20-22 days of workshops). This schedule can be managed with many part-time jobs of 3 days if you are willing to do your university work in the evenings and on weekends.

## **What sorts of jobs could I get with a qualification in Social Health & Counselling?**

Graduates from the Social Health & Counselling Program have secured employment in a wide variety of settings. These include:

General Counselling	Community Health Centres
AOD work	Project work
Child abuse	Indigenous Health work
Youth work	Child and Family Intervention
Family support work	Private practice/shared practice Refugees
Early intervention programs	Disability services
Domestic Violence support	Juvenile Justice
Telephone Counselling	Prisons and parole
Rehabilitation programs	Supported accommodation

## **Am I able to become a member of any professional counselling organisations if I do this course?**

The profession of counselling is not regulated by law and therefore there is not one course or qualification you need in order to be recognised as a professional in this field. However, membership with a professional association promotes professional standards and provides links with other professionals that are beneficial for practitioners and clients. There are many associations that are providing these services to students and trained professionals in the field of counselling and membership is usually assessed on an individual basis. For further information please visit the Psychotherapy and Counselling Federation of Australia website (PACFA) <http://www.pacfa.org.au/scripts/default.asp> and the Australian Counselling Association (ACA) <http://www.theaca.net.au/> for more information on training requirements and eligibility.

Students should be able to gain student membership at an annual student rate.

In general, students wishing to gain membership to these professional associations will need additional hours of clinical supervision to meet requirements. This level of supervision is not provided in the Social Health program for a number of reasons. The cost of the course would need to be increased substantially to cover these costs (individual supervision costs approximately \$80 - \$100 per hour). Some students will not be working in the field at the time of study, so clinical supervision will not be relevant. Other students may be having supervision in their jobs and would not need the additional clinical supervision hours.

## **Does a qualification from the Social Health & Counselling Program articulate to other post graduate study programs?**

The Social Health & Counselling Program courses are not designed to be a direct entry qualification to any other post-graduate programs, although the Masters of Social Health & Counselling might assist entry into some professional programs.

## **What competencies will I gain from these courses?**

The program is highly skills-based. A solid grounding in relevant theoretical knowledge is provided through readings and assignments plus didactic sessions within each of the workshops. The primary focus of the workshops is on developing skills and applying the new knowledge and skills to addressing clients' needs. The specific competencies gained in each unit are detailed in a later section of this handbook (pp. 19-33). Graduates will also have gained a range of generic competencies (see table on next page).

The **Postgraduate Certificate in Social Health & Counselling** is designed to provide students with a strong foundation in counselling theory and skills and the application of these skills with particular groups of clients (Alcohol and Other Drugs, Child and Family, Indigenous Health). Graduates of the PG Certificate in Social Health will have achieved the basic competencies to start developing a career in their area of focus.

The **Postgraduate Diploma in Social Health & Counselling** further develops these skills with training in the intervention approaches of Cognitive Behavioural Therapy (CBT) and Narrative and the application of these skills across a range of areas including grief and loss, mediation, trauma and mental health problems. Graduates of the PG Diploma in Social Health & Counselling will have achieved the basic competencies of the PG Certificate program, plus basic competence in applying CBT and Narrative in their area of focus and for a range of presenting issues.

The **Master of Social Health & Counselling** extends PG Diploma competencies by developing skills in group work, community work and applied research. Graduates will have achieved broad general competence ready to work in the field.

When you graduate from the PG Certificate, PG Diploma or Masters you will know the relevant theory and "how to" provide effective interventions, but you will not have gained mastery of the skills. To gain mastery and be a fully competent counsellor you need supervised practice and years of experience in applying the competencies that you learn at university. It is recommended that you gain field experience during your studies by having a placement or employment in your area of interest, preferably with supervision.

## **GENERIC PROFESSIONAL AND COMMUNICATION SKILLS GAINED FROM THESE COURSES**

Development and communication of workplace goals

- Working in a way supportive of workplace goals and strategic directions
- Connecting individual work to an overall workplace strategic direction

Motivational support to others in the workplace

- Recognising and rewarding others for their workplace achievements
- Acknowledging other's work within the workplace

Teamwork

- As an individual, working together with common goals and outcomes
- As a team leader, encouraging members to work cooperatively towards a common goal

Empowerment of self and others

- Encouraging decision making and initiative in self and others in the workplace

Managing change

- Developing self and others
- Supporting development of colleagues to enhance individual and workplace growth

Performance management

- Setting clear goals and manage performance of self and others in the workplace

Attention to communication

- Ensuring communication is shared with all others in workplace to ensure information reaches appropriate colleagues

Written and oral communication skills

- Express oneself clearly in all communications with others
- Use informative and persuasive communication to inform others

Interpersonal awareness

- Notice, interpret and anticipate others feelings, and communicate empathically

Influence others

- Gain others' support for ideas, proposals, projects and solutions

Work collaboratively

- Build collaborative relationship within and outside the workplace/organisation

Client orientation

- Demonstrate concern for satisfying internal and external clients

Information skills

- Diagnostic information gathering
- Seek information from sources
- Use appropriate questioning
- Use technical expertise to demonstrate depth of knowledge and skills
- Use effective information technology skills
- Perform industry related literature searches

Critical thinking and problem solving skills

- Identify information needed to clarify a situation
- Use a logical, systematic and sequential approach
- Use forward thinking to anticipate implications and consequences
- Develop solutions through using holistic, abstract or theoretical perspectives

Ethics

- Working in a professional and ethical manner

Professional practice

- Use strategic thinking to identify workplace goals and implications for internal and external clients
- Demonstrate workplace and personal initiative
- Look for and work towards achieving workplace goals and opportunities
- Foster innovation in methods, workplace practices, skills and technology
- Focus on desired results and set goals to achieve them
- Work in a decisive and thorough manner
- Maintain self-awareness
- Develop strategies to continue to work to a high standard, even when under pressure

---

## SOCIAL HEALTH & COUNSELLING AND PSYCHOLOGY

---

### **Can I become a Psychologist if I do these courses?**

To use the title “Psychologist” you need to gain registration with the Psychology Board of Australia. The registration requirement is:

- An approved 4 year degree in Psychology (i.e. 3 year undergraduate degree with Psychology sequence plus either Psychology Honours or an alternate Psychology 4<sup>th</sup> year such as PG Diploma in Psychology at Macquarie University) plus

Two years of supervised psychology work. The two years supervised psychology work can be through an approved 5<sup>th</sup>/6<sup>th</sup> year degree (such as Master of Clinical Psychology, Master of Organisational Psychology, Master of Clinical Neuropsychology) or through “supervised work plus workshop attendance”.

### **I’ve done a 3 year degree in Psychology but I don’t have the grades to get into 4th year Psychology. What are my options?**

With a 3 year psychology degree your options are:

- Complete further undergraduate units to increase your grade point average to meet 4<sup>th</sup> year entry requirements.
- Achieve a D average in the Masters in Social Health and apply again for the PG Dip in Psychology.
- Change your career direction and become a Counsellor rather than a Psychologist. The Social Health program provides the theoretical and skills training necessary to become a Counsellor.

### **Does the Postgraduate Diploma in Social Health & Counselling or the Master of Social Health & Counselling count as an approved 4th year in Psychology for registration?**

No. For information on approved 4<sup>th</sup> years of study please read the *Registration Guidelines* on the Psychology Board of Australia website: <http://www.psychreg.health.nsw.gov.au> (click on *Supervision Guidelines*)

## COURSES AVAILABLE

### **ALCOHOL AND OTHER DRUGS (AOD) STRAND**

#### **POSTGRADUATE CERTIFICATE IN SOCIAL HEALTH & COUNSELLING**

One year part time program

Credit points

##### **Semester 1**

PSYS833	Social Health Perspectives	4
PSYS834	Counselling & Professional Practice	4

##### **Semester 2**

PSYS824	Drugs and Social Health 1	4
PSYS825	Drugs and Social Health 2	4

#### **POSTGRADUATE DIPLOMA IN SOCIAL HEALTH & COUNSELLING**

One year full-time or half program each year for 2 years part-time

##### **Semester 1**

PSYS833	Social Health Perspectives	4
PSYS834	Counselling & Professional Practice	4
PSYS805	Narrative Approaches	4
PSYS841	Contemporary Issues	4

##### **Semester 2**

PSYS824	Drugs and Social Health 1	4
PSYS825	Drugs and Social Health 2	4
PSYS812	Cognitive Behavioural Therapy	4
PSYS831	Advanced Counselling	4

#### **MASTER OF SOCIAL HEALTH & COUNSELLING**

Two years full-time or half program each year for 4 years part-time

##### **Year 1 Semester 1**

PSYS833	Social Health Perspectives	4
PSYS834	Counselling & Professional Practice	4
PSYS805	Narrative Approaches	4
PSYS841	Contemporary Issues	4

##### **Year 1 Semester 2**

PSYS824	Drugs and Social Health 1	4
PSYS825	Drugs and Social Health 2	4
PSYS812	Cognitive Behavioural Therapy	4
PSYS831	Advanced Counselling	4

##### **Year 2 Semester 1**

PSYS832	Invitations to Responsibility	4
PSYS803	Working with Groups	4
PSYS837	Research Project 1	8

##### **Year 2 Semester 2**

PSYS830	Trauma: Legacies and Interventions	4
PSYS829	Narrative and Community Interventions	4
PSYS838	Research Project 2	8

## **CHILD & FAMILY STRAND**

### **POSTGRADUATE CERTIFICATE IN SOCIAL HEALTH & COUNSELLING**

One year part time program	Credit Points
<b>Semester 1</b>	
PSYS833 Social Health Perspectives	4
PSYS834 Counselling & Professional Practice	4
<b>Semester 2</b>	
PSYS813 Child Abuse & Neglect	4
PSYS823 Working with Children	4

### **POSTGRADUATE DIPLOMA IN SOCIAL HEALTH & COUNSELLING**

- One year full-time or half program each year for 2 years part-time

<b>Semester 1</b>	
PSYS833 Social Health Perspectives	4
PSYS834 Counselling & Professional Practice	4
PSYS805 Narrative Approaches	4
PSYS841 Contemporary Issues	4
<b>Semester 2</b>	
PSYS813 Child Abuse & Neglect	4
PSYS823 Working with Children & Families	4
PSYS812 Cognitive Behavioural Therapy	4
PSYS831 Advanced Counselling	4

### **MASTER OF SOCIAL HEALTH & COUNSELLING**

- Two years full-time or half program each year for 4 years part-time

<b>Year 1 Semester 1</b>	
PSYS833 Social Health Perspectives	4
PSYS834 Counselling & Professional Practice	4
PSYS805 Narrative Approaches	4
PSYS841 Contemporary Issues	4
<b>Year 1 Semester 2</b>	
PSYS813 Child Abuse & Neglect	4
PSYS823 Working with Children	4
PSYS812 Cognitive Behavioural Therapy	4
PSYS831 Advanced Counselling	4
<b>Year 2 Semester 1</b>	
PSYS832 Invitations to Responsibility	4
PSYS803 Working with Groups	4
PSYS837 Research Project 1	8
<b>Year 2 Semester 2</b>	
PSYS830 Trauma: Legacies and Interventions	4
PSYS829 Narrative and Community Interventions	4
PSYS838 Research Project 2	8

## INDIGENOUS HEALTHWORKERS STRAND

### **POSTGRADUATE CERTIFICATE IN SOCIAL HEALTH & COUNSELLING**

- Available only as a one year part time program Credit Points

#### **Semester 1**

PSYS833	Social Health Perspectives	4
PSYS834	Counselling & Professional Practice	4

#### **Semester 2**

ABST801	Indigenous Health Workers	4
PSYS824	Drugs and Social Health	4

### **POSTGRADUATE DIPLOMA IN SOCIAL HEALTH & COUNSELLING**

- One year full-time or half program each year for 2 years part-time

#### **Semester 1**

PSYS833	Social Health Perspectives	4
PSYS834	Counselling & Professional Practice	4
PSYS805	Narrative Approaches	4
PSYS841	Contemporary Issues	4

#### **Semester 2**

ABST801	Indigenous Health Workers	4
PSYS824	Drugs and Social Health	4
PSYS812	Cognitive Behavioural Therapy	4
PSYS831	Advanced Counselling (IHW)	4

### **MASTER OF SOCIAL HEALTH & COUNSELLING**

- Two years full-time or half program each year for 4 years part-time

#### **Year 1 Semester 1**

PSYS833	Social Health Perspectives	4
PSYS834	Counselling & Professional Practice	4
PSYS805	Narrative Approaches	4
PSYS841	Contemporary Issues	4

#### **Year 1 Semester 2**

ABST801	Indigenous Health Workers	4
PSYS824	Drugs and Social Health	4
PSYS812	Cognitive Behavioural Therapy	4
PSYS831	Advanced Counselling (IHW)	4

#### **Year 2 Semester 1**

PSYS832	Invitations to Responsibility	4
PSYS803	Working with Groups	4
PSYS837	Research Project 1	8

#### **Year 2 Semester 2**

PSYS830	Trauma: Legacies and Interventions	4
PSYS829	Narrative and Community Interventions	4
PSYS838	Research Project 2	8

# NARRATIVE STRAND

## **POSTGRADUATE CERTIFICATE IN SOCIAL HEALTH & COUNSELLING**

Full-time program available in Semester 1 only

Credit Points

### **Semester 1**

PSYS833 Social Health Perspectives	4
PSYS834 Counselling & Professional Practice	4
PSYS832 Invitations to Responsibility	4
PSYS805 Narrative Approaches	4

One year part time program

### **Semester 1**

PSYS805 Narrative Approaches	4
PSYS834 Counselling & Professional Practice	
Or PSYS832 Invitations to Responsibility	4

### **Semester 2**

PSYS829 Narrative and Community Interventions	4
PSYS831 Advanced Counselling	4
PSYS830 Trauma: Legacies and Interventions	4

## **POSTGRADUATE DIPLOMA IN SOCIAL HEALTH & COUNSELLING**

One year full-time or half program each year for 2 years part-time

### **Semester 1**

PSYS833 Social Health Perspectives	4
PSYS834 Counselling & Professional Practice	
Or PSYS832 Invitations to Responsibility	4
PSYS805 Narrative Approaches	4
PSYS841 Contemporary Issues	4

### **Semester 2**

PSYS830 Trauma: Legacies and Interventions	4
PSYS829 Narrative and Community Interventions	4
PSYS842 Professional Placement I	4
PSYS831 Advanced Counselling	4

## **MASTER OF SOCIAL HEALTH & COUNSELLING**

- Two years full-time or half program each year for 4 years part-time

### **Semester 1**

PSYS833 Social Health Perspectives	4
PSYS834 Counselling & Professional Practice	4
PSYS805 Narrative Approaches	4
PSYS841 Contemporary Issues	4

### **Semester 2**

PSYS830 Trauma: Legacies and Interventions	4
PSYS829 Narrative and Community Interventions	4
PSYS842 Professional Placement I	4
PSYS831 Advanced Counselling	4

### **Year 2 Semester 1**

PSYS832 Invitations to Responsibility	4
PSYS803 Working with Groups	4
PSYS837 Research Project 1	8

### **Year 2 Semester 2**

PSYS843 Professional Placement II	4
ABST801 Indigenous Narrative project	4
PSYS838 Research Project 2	8

---

# ENTRY REQUIREMENTS

---

## **What are the entry requirements?**

1. An undergraduate degree in a relevant discipline (e.g., Psychology, Social Work, Occupational Therapy, Physiotherapy, Nursing, Aboriginal Studies)

**OR**

2. Qualifications and experience deemed to be equivalent to an undergraduate degree (see next question).

**AND**

3. Personal suitability to complete postgraduate studies and for training as a counsellor.

All prospective students undertake a selection interview to assess suitability and to determine the program that will best suit their needs. Referees' reports may also be sought to assess suitability.

## **Will I be considered for these courses if I don't have an undergraduate degree?**

**Yes.** Applications are considered from those who do not have a degree but have significant relevant experience and training. Examples of applicants who have been accepted are:

- An AOD worker who has successfully completed Certificate IV in Alcohol and Other Drugs work through NSW TAFE.
- A youth support worker who has been working in the field for 5 years and has considerable workplace training.

Applicants who are considered to be suitable to undertake the Social Health programs but who do not have an undergraduate degree will be offered places in the PG Certificate in Social Health & Counselling. Articulation to the PG Diploma, with full credit for Certificate studies, will be available for students who have demonstrated satisfactory performance in the PG Certificate program and are deemed suitable to articulate to further studies. Selection for the Diploma is done on a competitive basis and places are limited.

## **Can I apply for direct entry into the Master in Social Health & Counselling?**

Direct entry into the Master of Social Health & Counselling program requires:

- a degree in a relevant discipline and
- evidence of previous research training (e.g., completion of a research thesis or publication of a research paper).

Otherwise, entry to the Master of Social Health & Counselling is available only via completion of the PG Diploma in Social Health & Counselling. Students will be transferred to Master of Social Health & Counselling candidature after satisfactory performance (credit level and above) in Postgraduate Diploma in Social Health & Counselling units and an interview to assess their suitability to undertake further studies at Masters level. Selection for the Masters is done on a competitive basis and the number of places we can offer each year is very limited.

## **What are the priorities of the selection panel?**

All applicants who hold an undergraduate degree or who provide evidence on their application that they have relevant experience/training will be invited to an interview. Come along to the interview prepared to talk about the ways that you believe that this course will contribute to your professional development, and/or support your professional practice.

Applicants are ranked in terms of:

- personal suitability (such as maturity and interpersonal style) to train as a counsellor
- professionalism, including understanding of the program and how it will fit with their vision for their work
- current work (paid or voluntary) in an area relevant to their chosen strand or evidence of actively seeking such experience

Grades in previous university degrees are not given priority, except that a history of fails or conceded passes will be queried (but we understand that some people are late bloomers).

## **How do I apply?**

Fill out the *Postgraduate Coursework Application Form*. It is available on the University website <http://www.postgrad.mq.edu.au/forms.html> or from University's Postgraduate Studies Section (9850 7488) or the program Administrator ([psychology.health@mq.edu.au](mailto:psychology.health@mq.edu.au))

Intending students are welcome to consult Adriana Glusman, the Course Director ([Adriana.Glusman@mq.edu.au](mailto:Adriana.Glusman@mq.edu.au)) before making an application. Please apply to the highest award you hope to enrol in (i.e. don't apply for both Diploma and Certificate).

## **When do applications close?**

All programs have an intake of new students in first semester. The main closing date for applications for Semester 1 is 31st October, applications will be accepted until the end of the year if places are available. There is a further intake in second semester with a closing date for Semester 2 applications in late May.

## **Do I need a criminal record check?**

If you enrol in a Placement Unit (PSYS842 or PSYS843) you must either have a job in your area of study or find a voluntary placement. Many government and non-government organisations require that workers and volunteers have cleared a Criminal Record Check. Some also require a Working with Children Check. These checks are arranged by the University for all students who are not completing their "placement" requirements within their paid employment. Only major criminal offences are checked for, not parking fines. The University receives only a Cleared or Not Cleared report without details of offences. It is the student's responsibility to follow-up on their checks and obtain documentation from the University's Student Office.

## **Can I get credit for previous study and/or field experience?**

Credit (advanced standing) means that you have completed the equivalent of a whole unit, and are therefore not required to complete or to pay for that unit. Advanced standing is only approved on the basis of previous postgraduate study. Applications for credit should be made on Section 11 of the PG Coursework Application form (please attach all relevant documentation). Information concerning Academic Senate Rules for advanced standing can be found on page 4 of the application form. Do not assume that advanced standing will be granted.

For those applicants who are applying for entry to these programs on the grounds of significant field experience and training, this previous experience is deemed to be equivalent to the requirement of an undergraduate degree. Additional advanced standing based on field experience and other training is not available (note that the University only approves advanced standing on the basis of previous postgraduate study following an undergraduate degree).

## **How do I choose a strand?**

### **The Indigenous Health Work Strand**

The Indigenous Health Workers strand is designed to address the needs of Indigenous or non-Indigenous students whose work is predominantly with Indigenous clients. For all other students, cultural sensitivity and approaches to working with Indigenous clients and those from other cultures are included in the Social Health Perspectives unit.

### **The Narrative Strand**

The Narrative strand is designed for experienced counsellors who wish to develop skills in narrative theory and practice or for new counsellors who are/will be working in a narrative oriented context (e.g. women's refuges). The Narrative strand is not suitable for new counsellors who want to be qualified to work in a broad range of settings.

### **The Alcohol and Other Drugs (AOD) and Child and Family Strands**

The Alcohol and Other Drugs (AOD) and Child and Family strands are identical except for two focused units (Drugs and Social Health I and II or Working with Children & Families and Child Abuse and Neglect). Both strands include aspects of the other strand in some units (e.g. AOD is included in the Social Health Perspectives unit and Child and Family counselling is included in the Advanced Counselling unit) so that all graduates of these strands will have some basic theory and skills to work in a wide range of positions. It is recommended that you choose the strand that parallels your placement or employment (or the area in which you hope to gain employment). For example, if you work in the AOD field or work primarily with adult clients, then choose the AOD strand. If you work in the child protection field or work primarily with children or families, then choose the Child and Family strand.

## **What are the course fees?**

Please note two important points regarding fees:

- All of the fees estimated below are for 2012. Students whose programs run into 2013 should expect a 5% or more increase in the 2013 component of their program.
- At the time of enrolment it is important that you either pay the fee up-front or submit the form applying for HECS-HELP. The University imposes a fine on students who do not either pay or file a HECS-HELP or HELP form by the required date.

## **Social Health & Counselling Program Fees – Australian Students**

The units of study in the Social Health & Counselling program are Commonwealth Supported Places (CSP). This means that the Commonwealth makes a contribution towards the cost of a student's education resulting in reduced costs to the student. For 2012, these costs are expected to be approximately \$2700 for Postgraduate Certificate in Social Health & Counselling and \$5400 for Postgraduate Diploma in Social Health & Counselling. A 20% discount is given when fees are paid at time of enrolment (only applies to Australian citizens or holders of an Australian Humanitarian Visa, not residents)

Instead of paying the fees up-front, you can apply for HECS-HELP. This is a loan available to eligible students (i.e., Australian citizens or holders of an Australian Humanitarian Visa) enrolled in Commonwealth Supported Places that covers all or part of the fee. If you receive a HECS-HELP loan, the Australian Government pays the loan amount directly to the University on your behalf. A HECS-HELP debt is recorded for you with the Tax Office against your Tax File Number and repaid through the taxation system when your income reaches the minimum threshold for repayment. For further information on HECS-HELP, application procedures and cut-off dates please go to <http://www.goingtouni.gov.au>.

## **International Student Fees**

To be eligible for study as an international student at Macquarie University, you must be enrolled as a full time student for a course that is a minimum of one year (but it is likely that enrolments will only be approved for Masters degree). For further information on eligibility for degrees in the Social Health & Counselling Program, applicants are advised to contact the International Student Office ([www.international.mq.edu.au](http://www.international.mq.edu.au)) for information on the conditions. The fees in 2012 are estimated to be \$29,000 for Postgraduate Diploma in Social Health & Counselling and \$58,000 for Master of Social Health & Counselling. International applicants may also apply to enrol in Statements of Attainment (see p.15).

## **Are there any other fees?**

### **Parking Fees**

There are three ways you can pay for University parking. One is to get a ticket (\$19 for 4 or more hours) every time you enter the University and display it on your car (that's \$600+ for full time attendance). A second "option" is to pay the parking fine every time you are caught parking without a ticket or sticker (at least \$75 each time). The recommended option is to purchase an annual permit (\$200 for students) and leave it attached to your windscreen. Please note that casual parking is limited to only a few open air car parks on campus and multi story car parks are for annual sticker holders only.

---

## STATEMENT OF ATTENDANCE

## STATEMENT OF ATTAINMENT

---

### **Can I enrol in single units or individual workshops?**

Yes, many of the one day workshops and full units are available for professional development. Acceptance for Statement of Attendance or Statement of Attainment is dependent on the availability of places in these workshops after all PG Certificate, Diploma and Masters students have been accommodated.

All participants are required to complete the pre-reading for each day of attendance.

A **Statement of Attendance** will be issued to participants who attend a workshop or series of workshops without participating in any assessments.

A **Statement of Attainment** in specific units will be issued to participants who participate in assessment tasks and gain a Pass grade or better on each task. For a unit, the assessment tasks are two assignments (one written, one skill based). A Statement of Attainment for a full unit could be used at a later date for advanced standing in the Social Health & Counselling program and *might* be accepted by other postgraduate courses.

An **application form** can be downloaded from the Social Health & Counselling webpage or obtained from the Course Administrator (9850 7738; [psychology.health@mq.edu.au](mailto:psychology.health@mq.edu.au)). It is advisable to book early, but applications are accepted until one week before the workshop or start of a unit, subject to availability of a place.

For details of the workshops currently available please contact the program administrator: [psychology.health@mq.edu.au](mailto:psychology.health@mq.edu.au)

### **What are the fees for Statements of Attendance and Attainment?**

\$250 + GST per workshop. For example, PSYS834 (Counselling) comprises 5 workshops: the fee is \$1375 for the 5 days. Applicants interested in participating in a number of units are advised to consider the cost saving option of completing four units in the Postgraduate Certificate of Social Health & Counselling.

---

## Course Requirements/Assessment

---

### Attendance.

We provide a rich range of workshops, small group supervision, readings and tasks to optimise your learning opportunities. We encourage you to commit yourself wholeheartedly to the program. The list of “rules” below is designed to ensure that you get the most from your studies.

The basic rule is – **Attend all Classes and do all assignments on time.** The extra rules apply only to students who can't keep to the basic rule!

Except under special circumstances, failure to meet the minimum requirements as set out below on attendance, readings and workshop tasks, and assignments will result in a Fail grade.

### **You can only miss one workshop day per unit. Missing more than one workshop day per unit will result in a Fail grade.**

Missing more than one unit means missing more than 25% of the course content and Macquarie University has a 75% attendance rule for internal students.

### Readings

There are lists of Required, Recommended and Extra readings for each workshop. The readings relate to the workshop tasks, the workshop content, and often to the set assignments. To fully engage with the contents of the workshop it is strongly recommended that you complete the readings before attending each workshop. You are **required to read at least the essential reading** for each workshop. Please do not disrupt the classes by not having done the required reading.

### Grading

Grades for each unit are based on marks of the 2 or 3 assignments set for each unit. The assignments and overall units are graded:

High Distinction	(HD)	(85-100)
Distinction	(D)	(75-84)
Credit	(CR)	(65-74)
Pass	(P)	(50-64)
Fail	(F)	(0-49)

There is no forced distribution for grades (i.e., if all students work to a high standard, all students will get a high grade). A minimum of P grade is required on each assignment. Students who receive F grade on assignments will be provided with support to bring performance up to a Pass standard. If performance is not adequate after one resubmission, then a Fail grade will be given for the unit.

### Retaining Your Enrolment

**\*\*\* A Pass grade on each unit is required to proceed to further units \*\*\***

Except under special circumstances, students are not permitted to repeat failed units. Students who fail a unit will be asked to show cause why they should be permitted to retain their enrolment in the course.

Generally, students must achieve a Credit grade or better on all units in the PG Diploma course to be transferred into the Master of Social Health & Counselling program. Students enrolled in the Master of Social Health & Counselling program who are not achieving grades of Credit or better will be asked to show cause why they should not be transferred to the PG Certificate or PG Diploma.

---

## Submitting your tasks and assignments

---

- Only **hard-copy** of assignments will be accepted.
- All assignments must be **typed**. Computers are available in C3A and in the library if you don't have access to one at home.
- **No plastic** covers on assignments (they slip and slide).
- Attach a **cover sheet** to the assignments.
- **Please do not hand essays in to individual lecturers or to other staff**. It's hard to keep track of assignments when some are given to lecturers, some pushed under office doors and others handed to staff in the corridor. We need to ensure confidentiality and security of your hard work.
- **Assignments** are to be put in the Social Health & Counselling assignment box on the 4<sup>th</sup> floor of building C3A (near the lifts).
- If you use the **external box** (at doors of C3A for submission outside of university hours – i.e. between 6pm and 7 am) please put your work in an envelope and clearly label it for Social Health & Counselling.

### **SUBMISSION DEADLINES AND REQUESTS FOR EXTENSIONS**

- All work must be submitted by the due date unless an extension has been given. Workshop presenters do not have authority to give extensions. All requests for extensions should be made by email to Carmela Paredes: [carmela.paredes@mq.edu.au](mailto:carmela.paredes@mq.edu.au) who will consult the Course Director. **Due to students abusing the system in the past, extensions without penalty will now only be given if students can present medical certificates or evidence of other extenuating circumstances. Work commitments, disorganization and lack of advance planning are not considered valid reasons.**
- If work is not submitted by the due date (or the approved extension date) without reasonable explanation, one mark will be deducted for each late day.
- Assignments that are more than two weeks late will only get a maximum of a Pass grade.
- A "Fail" grade will be given for very late work.
- Extensions are not automatic. Please do not assume you will be given an extension, and do not just give yourself one.

Ordinarily, extensions will not be given later than the end June (for first semester units) or the end November (for second semester units).

### **Why should I try to get my work in on time?**

1. Optimise learning
2. Fairness to other students
3. Late assignments create a huge workload for staff (approving and noting extensions, chasing late work, liaising with external markers)
4. Marking in "drips and drabs" is inconvenient and not optimal for markers. Better to have the full pile of assignments to mark them at the same time in the same frame of mind
5. Prevent "lateness" stress
6. Maintain a positive reputation for you with staff (for when you "really" need an extension)
7. Avoid penalties (1 mark per day; failure for very late assignments)

## **Resubmits of Assignments**

- Only one Resubmission is permitted per unit;
- 2 weeks (14 days) to Resubmit;
- Must be submitted with the original work
- Highest mark for a Resubmit is PASS
- If a Resubmitted task does not meet the requirements for a Pass, then a Fail grade is given for the unit.

## **Where do I find information on timetable, workshop tasks and readings?**

A copy of the semester assessment handbook is provided on enrolment and at the start of each semester. This includes the timetable, workshop tasks, supervision guidelines summary and assignments for each unit.

Recommended and required readings for workshop tasks and workshops are available to download from e-Reserve in the library website: <http://www.lib.mq.edu.au/>. A username and password will be provided to students at the orientation session (about a week before enrolment day). You will be able to click on links to e-reserve to access your class readings.

## **Why are “incomplete grades” sometimes given?**

A grade of “I” (Incomplete) is given when the work has not been marked yet **or** a workshop task or assignment has not been submitted. The University will change the “I” grade to a “Fail” grade soon after the re-enrolment day for the following semester unless the missing work has been submitted or a special approval for an extension has been given by the University. The Course Director cannot give such approval. A letter giving reasons for an extension beyond re-enrolment day must be submitted by the student to the University.

## **What are the times for workshops?**

For most workshops the times are 9am to 5pm:

9.00	to	10.30	workshop
10.45	to	11.00	tea break
11.00	to	12.30	workshop
12.30	to	1.30	lunch break
1.30	to	3.00	workshop
3.00	to	3.15	tea break
3.15	to	5.00	workshop

## **Ethical professional behaviour**

Developing ethical professional behaviour is one of the core components of the training program. Late arrivals and early exits disrupt the class and are disrespectful to the other students and the lecturers (many of whom are from the field, visiting lecturers to Macquarie University). It is expected that students will behave professionally by arriving on time and attending for the full day. To address unprofessional disruptions:

- Lecturers will refuse entry to people who arrive late without good reason.
- Records will be kept of attendance (including lateness and early exits) at each of the four sessions across the day. Students who are very late or leave early will be deemed not to have attended the workshop.

---

# UNITS

---

## **PSYS834 COUNSELLING AND PROFESSIONAL PRACTICE**

<b>Workshops</b>	<ol style="list-style-type: none"><li>1. Counselling 1 / Small group practice</li><li>2. Counselling 2/ Small group practice</li><li>3. Counselling 3/ Counselling Youth</li><li>4. Ethics/ Mandatory Reporting/ Multicultural Counselling</li><li>5. Suicide Assessment</li></ol>
<b>Unit Chair</b>	Adriana Glusman

This highly interactive unit will concentrate on providing practical training in basic counselling skills such as reflective listening and empathic responding. The development of these skills to more advanced counselling techniques for “what to do next” will also be covered. In particular, theories about how empathy works and the role of empathic counselling skills in boosting effectiveness for almost all kinds of therapeutic approaches will be discussed and practiced.

### **Outcomes**

On successful completion of the counselling unit students will have:

- A solid understanding of basic counselling theory and theories of change
- Developed skills in interviewing and counselling
- Knowledge of the codes of practice for counsellors and how these are applied in practice.
- Understanding of the legal and ethical boundaries for counselling practice.
- Skills in the assessment and management of suicidal clients including reporting of suicide risk
- Understanding of the role of supervision for professional development and skills for establishing a supervisory alliance.
- Understanding of responsibilities and ethics in a supervisory alliance

### **Competencies**

On successful completion of the counselling unit, students will have the theory, knowledge and skills practice to:

- Demonstrate the key counselling skills
- Obtain information, develop relationships, explore the nature of services required, and investigate issues in a counselling relationship
- Establish good rapport with clients
- Conduct interviews with clients to establish goals for the therapeutic intervention.
- Identify clients at risk of suicide and implement interventions for suicide prevention.
- Seek out and develop a supervisory alliance and establish a supervision contract.

## **PSYS833 SOCIAL HEALTH PERSPECTIVES**

<b>Workshops</b>	<ol style="list-style-type: none"><li>1. Writing and Library Skills</li><li>2. Indigenous Sensitivity/Indigenous Counselling</li><li>3. DSM and Critical Thinking</li><li>4. Motivational Interviewing 1</li><li>5. Motivational Interviewing 2</li></ol>
<b>Unit Chair</b>	Adriana Glusman

An exploration of various approaches to the construction of health, wellness, illness, abnormality and deviancy with a focus on socio-cultural perspectives. Issues covered include:

- Indigenous sensitivity training
- Indigenous counselling
- Critical thinking
- Systemic/political/socio-cultural Issues
- Motivational Interviewing
- Working with interpreters
- Culturally sensitive case conceptualisation

### **Outcomes**

On successful completion of the Social Health Perspectives unit students will have:

- Developed an understanding of the impact of colonisation on Indigenous people and how this may affect their identity, health and well being.
- Developed sensitivity to different cultural and Indigenous values
- Developed knowledge and skills in culturally appropriate practice with Indigenous and CALD clients.
- Knowledge and skills for working with interpreters.
- Developed critical thinking skills for reflecting on social and cultural values and the impact of these on clients and work practices.
- Developed skills and knowledge in motivational interviewing and the application of this model in their work with clients.

### **Competencies**

On successful completion of the Social Health Perspectives unit, students will have the theory, knowledge and skills practice to:

- Work with clients in an ethically and culturally sensitive manner
- Employ critical thinking skills in assessing the impact of systemic political and socio-cultural factors on client well being.
- Employ a variety of skills and techniques for engaging and working with Indigenous and CALD clients
- Assess the need for cultural consultation and seek out appropriate services
- Demonstrate techniques and strategies for working with clients to increase the possibility of change (applying skills in motivational interviewing).

## **PSYS805 NARRATIVE APPROACHES**

<b>Workshops</b>	1. Narrative 1 2. Narrative 2 ( <i>3hrs small group supervision</i> ) 3. Narrative 3 ( <i>3 hrs small group supervision</i> ) 4. Narrative 4
<b>Unit Chair</b>	Adriana Glusman

Introduction to the theory and practice of narrative approaches which involves a socio-cultural and social justice perspective. This is an interactive unit, with considerable emphasis on skills practice and development in workshops and in small group supervision sessions.

### **Outcomes**

On successful completion of the Narrative unit, students will have:

- A solid theoretical foundation in Narrative theory
- An awareness of the impact of the social discourses that frame the individual, social and cultural worlds of clients.
- Understanding of deconstruction and how this may be applied in a counselling context.
- Understanding and knowledge of skills for narrative interventions and how these may be applied across different situations.

### **Competencies**

On successful completion of the Narrative Approaches unit, students will have the theory, knowledge and skills practice to:

- Interview clients and construct a narrative “assessment” and formulation of the presenting issue.
- Develop an intervention plan
- Demonstrate narrative counselling skills including:
  - externalising conversations
  - deconstruction
  - re-authoring
  - re-membering
  - reflecting teams
  - witnessing
  - narrative letter writing

<b>Workshops</b>	1. Domestic Violence 2. Trauma 3. Grief 4. Mediation
<b>Unit Chair</b>	Adriana Glusman

This unit provides theory and skills training in many different approaches for psychological interventions in areas that are frequently encountered in psychological practice such as domestic violence, trauma, grief and loss, and narrative mediation.

**Outcomes**

On successful completion of the Contemporary Issues unit students will have:

- Knowledge and understanding of the short and long term impact of trauma
- Knowledge of theories of trauma, PTSD and other dissociative disorders.
- Knowledge and practice in interventions with clients who have experienced trauma
- Theory and interventions for working with clients experiencing grief and loss
- Understanding of the impact of DV on women and children
- Theory and interventions for working with clients experiencing domestic violence
- Theory and understanding of adolescent development and issues relevant to youth
- Knowledge and skills in narrative mediation
- Skills training in relaxation strategies for the management of trauma symptoms
- Knowledge and understanding of resilience theory

**Competencies**

On successful completion of the Contemporary Issues unit, students will have the theory, knowledge and skills practice to:

- Demonstrate the application of general counselling and narrative counselling skills in working with clients and families experiencing specific issues relating to trauma, grief and loss.
- Work therapeutically with women and children experiencing domestic violence
- Develop and conduct a narrative mediation plan with clients demonstrating skills in:
  - Engagement
  - Externalising conversations
  - Naming the conflict
  - Historicising and exploring the effects of the conflict
  - Relative influence questioning
  - Deconstructing dominant discourses
  - Identify opening to alternate story and develop preferred story
  - Re-authoring of relationship story
- Develop interventions to address the legacies of trauma

## **PSYS812 COGNITIVE BEHAVIOURAL THERAPY**

<b>Workshops</b>	1. CBT 1 2. CBT 2 3. CBT 3 (including half day of small group Supervision) 4. CBT 4
<b>Unit Chair</b>	Katie Seidler

This unit provides theory and skills training in CBT. A particular focus on practice ensures that participants have opportunities for supervision in these skills and to develop confidence to employ CBT across many different treatment areas. Mindfulness based interventions are introduced and skills training in a range of relaxation strategies is provided.

### **Outcomes**

On successful completion of the Cognitive Behavioural Therapy (CBT) unit students will have:

- A solid theoretical background in CBT
- Theory and skills development in the identification, assessment and treatment of anxiety and depression
- Knowledge and understanding of the application of the CBT methods in counselling to variety of presenting problems such as anxiety, depression and phobias.
- Knowledge and skills in CBT interventions including key techniques of:
  - Psycho education
  - Problem formulation
  - Treatment plans
  - Self monitoring and journaling
  - Identifying automatic thoughts
  - Identifying cognitive distortions
  - Cognitive restructuring
  - Behavioural experimentation
  - Exposure hierarchies
- An introduction to mindfulness based interventions
- An introduction to Acceptance and Commitment Therapy (ACT)
- Theory and skills training in relaxation techniques including progressive muscle relaxation, controlled breathing, guided imagery and mindfulness techniques

### **Competencies**

On successful completion of the Cognitive Behavioural Therapy (CBT) unit, students will have the theory, knowledge and skills practice to:

- Demonstrate a collaborative approach to engaging with clients and educating clients in the CBT model.
- Conduct a cognitive behavioural assessment
- Develop a cognitive behavioural intervention plan that incorporates the key elements of CBT model.
- Evaluate the impact of interventions
- Develop and implement a treatment plan to address relapse prevention

Workshops	<ol style="list-style-type: none"><li>1. Couples and Family Therapy</li><li>2. ACT/Mindfulness</li><li>3. Narrative Therapy with AOD clients/Health Promotion</li><li>4. Working with youth – depression/ eating disorders/risky behaviours</li><li>5. Dialectic Behavioural Therapy</li></ol>
Unit Chair	Adriana Glusman

This unit provides theory and skills training in many different approaches for working with adults, children and families that are experiencing difficulties. Particular emphasis is given to multidisciplinary approaches to family problems and working with issues such as mental health problems and AOD misuse. This unit provides an exploration of different therapeutic approaches for working with adults, children and families.

### **Outcomes**

On successful completion of the Advanced Counselling & Placement unit, students will have:

- Theory and understanding of family therapy
- Skills in developing collaborative goals with children and families
- Skills in assessment and identification of child and family problems
- Skills for working with working with families to address mental health and AOD issues.
- Theory and knowledge of health promotion and application for drug related issues
- Further developed narrative skills for working with clients presenting with AOD issues
- Knowledge of creative therapeutic approaches for developing narratives of preferred identity
- Developed skills in using different therapeutic approaches with adults and adolescents

### **Competencies**

On successful completion of the Advanced Counselling unit, students will have the theory, knowledge and skills practice to:

- Counsel children and their parents/caregivers employing a range of developmentally and culturally appropriate methods
- Develop case plans with other service providers for families with complex and multiple needs.
- Provide counselling services to clients with AOD issues, employing a range of methods.
- Work in a variety of therapeutic settings, having foundational knowledge of the theory underpinning various approaches and the merits of these interventions
- Provide assessment and counselling services that address multiple client issues such as mental health, family functioning, child protection, legal issues, health, and identity.
- Develop community programs to address drug issues such as early intervention programs, drug awareness, health promotion and harm minimisation.

### **Supervision/Placement**

Students who are not working (salaried or voluntary) in the field should find a placement relevant to their interests that involves at least 40 hours of client contact. Ten hours of small group supervision are available for students who do not currently have supervision at work in order to fulfill new requirements set out by the Counsellors and Psychotherapists Association of NSW (CAPA)

---

## SPECIALIST STRANDS

---

### **CHILD AND FAMILY STRAND**

The Child and Family strand aims to provide frontline workers with a solid grounding in current theory and research regarding working with children and child abuse and neglect. Students will develop competence in best practice, counselling and intervention skills for working with children. Intervention skills include strengths based practice, developmentally appropriate counselling techniques, CBT, narrative, play and creative therapies and group work.

### **PSYS823 WORKING WITH CHILDREN AND FAMILIES**

Workshops	<ol style="list-style-type: none"><li>1. A Framework for Child and Family Work</li><li>2. Engagement /Group work with Children</li><li>3. Working with Youth – Basic Skills and Risky Behaviours</li><li>4. Purposeful Play</li><li>5. Strengths Based Interventions / ADHD</li></ol>
Unit Chair	Alison Saxton

The focus of this unit is on the emotional, cognitive and behavioural development of children. Theory and skills training is provided on assessing and working with children and their family. This unit provides students with different therapeutic approaches to family problems, including strengths based approaches.

Topics include:

- Developmental psychology
- Play therapy
- Engaging with children and families
- Developmental problems & interventions
- Socio-cultural, ethical, legal and family contexts
- Engaging and treating adolescents
- Strengths based approaches for working with children and families

### **Outcomes**

On successful completion of the Working with Children unit, students will have:

- A solid understanding of child development
- Theory and skills for using play as a therapeutic intervention
- Knowledge and theory of developmental disability
- Knowledge and skills for working with children with developmental disability
- Theoretical background and skills for working with families where a child has been abused
- Knowledge and skills for strengths based interventions with children and families
- Knowledge and skills for working with adolescents

### **Competencies**

On successful completion of the Working with Children unit, students will have the theory, knowledge and skills practice to:

- Employ a variety of approaches for engaging with families, children and young people.
- Assess the global functioning of families and identify areas that may be impacting on family functioning and parenting capacity.
- Counsel children and their parents/caregivers employing a range of developmentally and culturally appropriate methods

## **PSYS813 CHILD ABUSE & NEGLECT (CAN)**

Workshops	<ol style="list-style-type: none"><li>1. Abuse and Neglect</li><li>2. Trauma and Attachment</li><li>3. Working with Children affected by Sexual Violence</li><li>4. Drugs / Mental Health for child and family workers</li><li>5. Therapeutic Interventions</li></ol>
Unit Chair	Mary Jo McVeigh

This unit examines the social, economic and psychological factors associated with child abuse and neglect and the interventions used in assessment and treatment of families with multiple needs.

Topics include:

- Child abuse and neglect perspectives
- Legal issues
- Frontline workers experience
- Drugs/mental health issues and their effects on families and children
- Interventions with families to address CAN issues
- Early intervention strategies

### **Outcomes**

On successful completion of the Child Abuse and Neglect Unit, students will have:

- Theoretical background of child abuse and neglect.
- Knowledge and understanding of the impact of child abuse and neglect on child development and wellbeing
- Knowledge and understanding of child protection legislation in Australia and their responsibilities in relation to the NSW Children and Young Persons Act 1998.
- Theory and skills for the assessment of the impact of CAN
- Knowledge and understanding of the importance of interagency collaboration for children at risk of harm.
- Developed strategies for working with families who are reluctant to engage with service providers
- Skills in developing collaborative goals with children and families
- Skills in assessment and identification of child and family problems
- Skills in identification of AOD and mental health problems and their impact on children.

### **Competencies**

On successful completion of the Child Abuse and Neglect unit, students will have the theory, knowledge and skills practice to:

- Identify the different forms of child abuse.
- Demonstrate a collaborative approach to engaging with clients
- Develop interventions for working with families to address risk of harm issues
- Understanding of the impact of mental health issues and AOD issues on children families
- Provide counselling services to parents to address the impact of drug use and mental health issues on parenting capacity
- Develop case plans with other service providers for families with complex and multiple needs.
- Provide counselling services to children and families to address the impact of CAN

## **ALCOHOL & OTHER DRUGS (AOD) STRAND**

The Alcohol and Other Drugs (AOD) strand aims to provide frontline workers with a solid grounding in current theory and research regarding drug and alcohol abuse and to develop competence in best practice counselling and intervention skills for adult clients, particularly drug and alcohol clients. Intervention skills include motivational interviewing, basic counselling, CBT, narrative, exemplary community programs and group work.

## **PSYS824 DRUGS & SOCIAL HEALTH I**

Workshops	1. History/Harm Minimization 2. Pharmacology/Pharmacotherapy 3. Assessment/Case Management 4. Psycho-stimulants
Unit Chair	Rod Lander

This unit will provide training in the pharmacological, social, political, economic and historical contexts of drug use and abuse. Drugs covered in the training include ecstasy (MDMA) and related drugs, ice, cocaine, GHB and ketamine. Topics will include history and description of the various drugs, their effects and patterns of use in Australia. Current treatment trends will be explored through training by experienced AOD workers from residential, community and diversion programs.

Topics include:

- History & Context/ Front line workers
- Pharmacology
- Assessment
- Current trends

### **Outcomes**

On successful completion of the Drugs and Social Health I Unit, students will have:

- Knowledge and understanding of legal issues related to working in the AOD field.
- Knowledge of the pharmacological interventions
- Knowledge and understanding of the physiological and psychological effects of different drugs
- Knowledge and skills for assessment of clients with AOD issues

### **Competencies**

On successful completion of the Drugs & Social Health I unit, students will have the theory, knowledge and skills practice to:

- Provide counselling services to clients with drug use/abuse issues
- Assess the impact of drug use on client functioning
- Plan and implement collaborative intervention strategies with clients
- Develop case plans with clients and other service providers to meet the needs of clients with complex and multiple needs.

## **PSYS825 DRUGS & SOCIAL HEALTH II**

WORKSHOPS	<ol style="list-style-type: none"><li>1. Corrections / Drug Crime Diversion/Merit</li><li>2. Interventions</li><li>3. Relapse Prevention/ Small Groups Practice</li><li>4. Mental Health / DSM for AOD workers</li><li>5. Dual Diagnosis</li></ol>
Unit Chair	Rod Lander

This unit further develops theory and practice skills for working AOD issues by providing skills training in a variety of intervention strategies with an emphasis on appropriate harm reduction strategies and information. An introduction to dual diagnosis and integrated treatment approaches that address both mental illness and substance abuse is provided in this unit.

Topics include

- Interventions
- Relapse prevention
- Dual Diagnoses
- Working with complex clients

### **Outcomes**

On successful completion of the Drugs and Social Health II Unit, students will have:

- Theoretical background to harm minimisation strategies
- Knowledge of HIV issues and risks associated with drug use/abuse
- Knowledge of a variety of AOD intervention strategies including diversionary programs, residential programs, support groups and individual interventions.
- Knowledge and theory of dual diagnosis
- Case planning and case management skills
- Developed counselling skills to address specific drug related issues

### **Competencies**

On successful completion of the Drugs & Social Health II unit, students will have the theory, knowledge and skills practice to:

- Counsel clients presenting with drug related issues, employing methods from a variety of theoretical approaches including cognitive behavioral therapy (CBT), narrative therapy, motivational interviewing.
- Assess relapse risk and develop collaborative prevention plans to address these risks.
- Assess suitability for a variety of intervention programs and refer as required.
- Develop and manage case plans to address client needs and work collaboratively with other agencies to ensure these needs are being met.
- Develop intervention plans with clients to address the health and lifestyle issues that may be associated with drug use.

## **INDIGENOUS HEALTH WORKER STRAND**

Please refer to the separate handbook for details of these courses. The handbook is available from the Social Health & Counselling Administrator. Please phone 9850 7738 or email [Psychology.health@mq.edu.au](mailto:Psychology.health@mq.edu.au) to request a copy.

## **NARRATIVE STRAND**

This strand is available for experienced practitioners who wish to develop their narrative skills or for new counsellors who work in a specialised narrative context. An outline of the units for this strand may be found on page 11 of this handbook. Please refer to the relevant unit descriptions on pages 17 to 30.

---

# MASTER OF SOCIAL HEALTH & COUNSELLING UNITS

---

## **PSYS803 WORKING WITH GROUPS /SUPERVISED PLACEMENT**

<b>Workshops</b>	<ol style="list-style-type: none"><li>1. Groups 1 : Group Process</li><li>2. Groups 2 : Planning a Group</li><li>3. Groups 3 : Group Leadership</li><li>4. Presentations by Group Members</li></ol>
<b>Unit Chair</b>	Michael Romeo

This unit provides theory of group processes and skills training in group leadership. This is an experiential training group in which students analyse the group processes of both an external group they lead or attend and of the class group in which are participating.

### **Outcomes**

On successful completion of the Groups unit, students will have:

- Theory and skills training in planning and leading group programs
- Understanding of group process and its effect on therapeutic goals
- Skills for the evaluation of group programs
- Theory and knowledge of group process
- Theory and practice of group leadership and experiential group training

### **Competencies**

On successful completion of the Groups unit, students will have the theory, knowledge and skills practice to:

- Plan a group to meet specific therapeutic goals
- Conduct group programs, and manage group process in ways that address goals and optimises group productivity
- Evaluate group programs
- Manage critical incidents in groups

### **Supervision/Placement**

Students who are not working (salaried or voluntary) in the field should find a placement relevant to their interests that involves at least 40 hours of client contact. Ten hours of small group supervision are available for students who do not currently have supervision at work in order to fulfill new requirements set out by the Counsellors and Psychotherapists Association of NSW (CAPA)

## **PSYS832 INVITATIONS TO RESPONSIBILITY**

<b>Workshops</b>	<ol style="list-style-type: none"><li>1. Introduction to invitations to responsibility</li><li>2. Model and interventions</li><li>3. Working with families and couples</li><li>4. Working with youth</li></ol>
<b>Unit Chair</b>	Jamie Calder

Theory and skills training in inviting individuals to take responsibility for their actions based on the approach introduced by Alan Jenkins.

Topics include:

- Invitations to responsibility
- Working with youth
- Front line workers experience

### **Outcomes**

On successful completion of the Invitations to Responsibility unit, students will have:

- Theory and knowledge of the “invitations” approach and its application across a broad range of areas including working with abusive behaviour, working with youth, and drug related issues.
- Developed skills and knowledge for working with clients who have abused others
- Developed strategies for inviting young people to adopt a responsible life style.
- Developed strategies for engaging with involuntary clients.

### **Competencies**

On successful completion of the Invitations to Responsibility unit, students will have the theory, knowledge and skills practice to:

- Employ the Invitations approach in therapeutic interventions.
- Engage involuntary clients in interventions

<b>WORKSHOPS</b>	1. Concepts 2. Interventions I 3. Interventions II 3. Working with Children 4. Refugees
<b>Unit Chair</b>	Adriana Glusman

This unit provides theory and skills training in many different approaches for therapeutic interventions in the areas of trauma, grief and loss, refugee experience and critical incidents with theory and interventions on the legacies of childhood trauma (physical, sexual and emotional abuse and neglect) and adult trauma (dispossession, disaster, violence, torture, refugees).

Topics include:

- Impact of Trauma (PTSD)
- Legacies of trauma (complex PTSD)
- Recovered memories, dissociation, DV
- Interventions (CBT, Self-trauma, Narrative, EMDR)
- Responding to critical incidents
- Refugees

**Outcomes**

On successful completion of the Trauma Legacies and Interventions unit, students will have:

- Knowledge and understanding of the short and long term impact of trauma
- Understanding of the etiology and symptoms of PTSD and other dissociative disorders.
- Knowledge and practice in interventions for clients who have experienced trauma
- Skills training in relaxation strategies for the management of trauma symptoms
- Understanding of trauma issues related to refugee populations

**Competencies**

On successful completion of the Trauma Legacies and Interventions unit, students will have the theory, knowledge and skills practice to:

- Demonstrate the application of general counselling skills in working with clients experiencing specific issues relating to trauma and complex trauma.

## **PSYS829 NARRATIVE AND COMMUNITY INTERVENTIONS**

<b>WORKSHOPS</b>	1. Resilience Based Practice/ Narrative community work with at risk populations 2. Resilience Based Practice/ Hearts on the wall 3. Resilience Based Practice 4. Resilience Based Practice/ Narrative art and other community interventions 5. Resilience Based Practice
<b>Unit Chair</b>	Mary Jo McVeigh

Exploration of theory and practice of creative and narrative approaches for working with individuals, groups and in community settings. The focus of this unit is on creative approaches to therapeutic interventions and a significant component is the students' engagement and experience of the different approaches presented in these workshops.

### **Outcomes**

On successful completion of the Narrative and Community Interventions unit, students will have:

- Understanding and skills practice in a variety of creative and narrative approaches for therapeutic work including.
  - Blanket group- exploration of identity, meaning and belonging through the use of symbols, metaphors, sensory connection and images.
  - Creative ways of working with adolescents and men.
  - Strengths cards
  - Narrative art

### **Competencies**

On successful completion of the Narrative and Community Interventions unit, students will have the theory, knowledge and skills practice to:

- Facilitate group interventions employing a range of creative therapeutic strategies.
- Extend therapeutic interventions beyond traditional counselling practices.
- Adopt a range of creative strategies to address therapeutic goals

## **PSYS837 RESEARCH PROJECT I (8 credit points)**

## **PSYS838 RESEARCH PROJECT II (8 credit points)**

PSYS837 and PSYS838 are each one semester units in 1<sup>st</sup> and 2<sup>nd</sup> semester respectively. Students are required to demonstrate the ability to design, conduct and report on a piece of research that is relevant to the area of social health. The project can employ qualitative, program evaluation, survey, case study or experimental methodology. Appropriate archival data can be used.

PSYS837 involves research methodology, planning the research project, gaining ethics approval and collecting the data. Students are organised into small groups of 2 to 4 and meet regularly with a supervisor who addresses the topics listed below and guides individual students in their research planning.

- Theories & concepts.
- Questionnaires
- Qualitative research
- Ethics
- Interviewing
- Web search
- Research proposal and ethics
- Program evaluation

PSYS838 involves analysis of the data and write-up of the project report ready for examination. Students meet regularly for individual supervision with supervisors

## **GENERAL INFORMATION**

### **How do I keep in contact with the University and the Social Health & Counselling office?**

**Communication from the University to you** - The University will communicate with you (e.g., fees statement, grades) via mail to your postal address. If you change your address please ensure that you notify **BOTH** Postgraduate Studies (to update the University system) and the SOCIAL HEALTH & COUNSELLING Administrator (to update the Department system). Other communications from the University are sent to your student email address (issued on enrolment). It is your responsibility to check it regularly (even if you also have a personal and/or work email address).

**Communication from Social Health & Counselling office to you** - We communicate with you via Blackboard, email and Notice Board.

**Blackboard** – [learn.mq.edu.au](http://learn.mq.edu.au) (without www.) Always check it a day or so before a scheduled workshop in case there are extra readings or changes to times or venue. NOTE: The excuse that a student couldn't or didn't read information/advice on the Bulletin Board will not be accepted to avoid the consequences of not following advice posted on the Board.

**Email** - Social Health & Counselling staff will communicate with you using your student email address unless you notify of a preferred email address. Please check your email regularly to ensure you don't miss any important messages.

**Notice Board** - Notices regarding information of general interest (e.g., workshops and conferences) will be placed on the notice board outside C3A 427 (the Social Health & Counselling/Psychology Registration office). Confirmation of the venue of each workshop is posted on the door of C3A427 on the day of the workshop. If you can't find your class, go to C3A427 to check.

### **Communication from you to the Social Health & Counselling office**

Please use email, rather than phone calls, to communicate with us. We give priority to responding to emails; phone calls are returned only if they are urgent or we have time at the end of the day.

**IMPORTANT** If you change your contact details, that is your email address, mail address or telephone number, please notify both the University AND the Social Health & Counselling Course Administrator. You'd be surprised how many students complain that they didn't receive information we sent out and then tell us we sent it to their old email/postal address.

### **What if I'm experiencing any difficulties?**

If you are experiencing difficulty with any aspects of your studies, please let us know. The person to see (or to start with) varies for different difficulties:

Specific unit:	Unit Chair or lecturer
Social Health program:	Course Director (9850 8714)
Administrative issue:	Social Health & Counselling Administrator (9850 7738)
University regulations:	Registrar's Office or Postgraduate Studies Section
Personal problems:	Student Counsellor (Counselling and Health Services, 9850 7497)
Grievances:	Psychology Grievance Officer (Dr Jenny Batchelor, 9850 8012)
Disability:	Psychology Disability Officer (Ms Radha Pathy 9850-8048)

Dissatisfaction with, or unsuitability of, any of the above, or for wider issues:  
Head of Psychology (Professor Bill Thompson 9850 9949 for an appointment) or  
Dean of Students ([deanofstudents@mq.edu.au](mailto:deanofstudents@mq.edu.au) for appointment).

## **What facilities are available to students?**

### **Computing Facilities**

Computer System Officer  
Computer Support

Tony Lah  
Leigh Stanger

(9850 8054)  
(9850 8090)

You have access to networked PC and Macintosh computers and some associated printers in the Psychology Resources Room (C3A418). You can use these computers for the internet, emails, library searches and word processing. Use your student login password.

### **Resources**

Additional texts are available for short-term loan from the Social Health & Counselling office. Contact Social Health & Counselling Administrator for access (C3A427).

### **Photocopying**

There are photocopying machines available for student use in C3A419. Please see Chandera Rajah (C3A515, 9850 8064) to arrange a private number which provides 1000 copies for \$110 (including GST). The cost per copy is the same as Library photocopying costs. Some students form groups and share the cost. Any unused credit can be refunded.

### **University Library**

John Elias and Andrew Spencer are the Liaison Librarians responsible for the Department of Psychology. They can provide advice and assistance relating to literature searches and any other information related to your studies at Macquarie. They can also provide you with any passwords you may need to access Library databases. (John, 9850 1090, [john.elias@mq.edu.au](mailto:john.elias@mq.edu.au) and Andrew, 9850 7535, [andrew.spencer@mq.edu.au](mailto:andrew.spencer@mq.edu.au))

The most useful databases and full-text electronic journals are accessible from the Library's Homepage (<http://www.lib.mq.edu.au>).

For more details on Library Services to postgraduate students see the booklet, *Postgraduate Students: Library Resources and Services* (available from Library).

Macquarie University alumni are eligible for a limited range of library services free of charge. For information see <http://www.lib.mq.edu.au/borrowing/alumni/index.html>

Graduates of other universities undertaking units or courses for professional development who would like access to library services can apply for an associate membership to the Macquarie University Library. See <http://www.lib.mq.edu.au/borrowing/associates.html> for eligibility, application form and fees.

### **Video Library**

The Department has started to develop a library of professional videotapes and we will add to the collection annually. Please suggest videos that we should consider purchasing. The University Library also has a good collection of professional audio/video tapes either for loan or for viewing in the library.