**THE UNIVERSITY OF THE WEST INDIES**

**ST AUGUSTINE**

**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF BEHAVIOURAL SCIENCES**

**(SOCIAL WORK UNIT)**

**Semester 1**

**Academic Year 2017/2018**

**COURSE CODE: SOWK 3012**

**COURSE TITLE: GROUP AND INDIVIDUAL COUNSELLING**

**NO. OF CREDITS: 3**

**LEVEL: 3**

**INSTRUCTOR INFORMATION:**

**Lecturer: Camille Huggins, PhD**

**Contact: 1-868-662-2002 Ext. 85284**

**E-mail Address: camille.huggins@sta.uwi.edu**

**Room Number: DOBS/Carmody Road**

**Office Hours: Tuesdays 10:00 a.m.– 1:00 p.m.**

**And By Appointment**

**PREREQUISITES:**

PSYC 2012 - Developmental Psychology

PSYC 2002 - Abnormal and Clinical Psychology

**COURSE DESCRIPTION:**

Group and individual counselling the course description is as follows:

This course deals with the theory and practice of individual and group counseling. It discusses the  personal characteristics and values of the effective counsellor in addition to the professional and ethical demands for practice.  Selected counselling theories such as, Cognitive Behavioural Therapy, Trauma-focused CBT, Solution Focused Therapy, Strengths-Based perspective, group work and family therapy theories is also taught and applied in role play scenarios. Aspects of counselling and counselling techniques are taught for a spectrum of social problems with a wide array of clients in a variety of settings.

This course is designed for learners in the social work programme and builds incrementally on the core theory and practice courses. It provides a forum for deeper interrogation of the role of counselling in social work practice and for developing a critical set of competencies and knowledge for practice.

**RATIONALE:**

The purpose of SOWK 3012 is to identify and examine the distinctive goals of counselling and the ideal qualities of a counsellor. It is a foundation course to help student identify, describe and apply theory specific counselling skills. The student will analyze the relevance of counselling within the context of contemporary social phenomena and experiences of specific client populations. The student will identify stages of the counselling process for both individuals and groups. The ethical, practice and professional issues in counselling will be identified and examined.

**COURSE AIMS**

SOWK 3012 aim is to provide theoretical and practice knowledge and insight about the profession of counselling and its role in clinical practice in the Caribbean region. The influence of human rights, culture and diversity should guide the learning and the acquisition of appropriate skill sets.

* Examine therapeutic theories used in counselling.
* Apply therapeutic theories of counselling in case scenarios.
* Demonstrate competence in counselling via case scenarios.
* Assess case scenarios to better evaluate clients and social problems.

**UWI GRADUATE OUTCOMES**

This course concentrates on the following qualities of the distinctive UWI graduate:

1. A critical and creative thinker
2. An effective communicator with good interpersonal skills

**COURSE LEARNING OUTCOMES:**

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

1. Identify and recognize characteristics of a skilled counselor.
   1. Create a positive therapeutic learning environment.
   2. Develop a positive therapeutic demeanor.
2. Explore theoretical approaches to counseling.
   1. Identify theoretical approaches to counseling.
   2. Demonstrate skills for effective counseling.
   3. Identify the range and applicability of counseling skills
3. Distinguish situations for which different types of theoretical counseling theories are applicable.
   1. Critically assess clients and their environment in order to use the appropriate counseling theory.
   2. Demonstrate appropriate counseling interventions for clients.

# **THE PROGRAM’S OBJECTIVES:**

1. To prepare graduates for generalist, professional Social Work practice with individuals, families, groups, organizations, and communities.
2. To ensure that graduates acquire professional competencies for functioning effectively in and across the Public, NGO and private sectors.
3. To develop the conceptual capacities, the practical, applied skills and a broad knowledge base, which includes national, Caribbean and international perspectives that would enable graduates to identify and engage with the institutional and structural causes of problems.
4. To equip the learners with the relevant expertise, ethical grounding and human relations skills to work with diverse client systems in the promotion of individual and community well-being and social justice.
5. Through the integration of human development issues into the curriculum, to provide the student with a foundation in developmental Social Work, i.e., Social Work that is concerned with appreciation of the relationship between individuals and the transitional nature of the environment in developing countries.
6. To prepare academically qualified students for advanced Social Work education.
7. Through teaching, research and outreach, to develop the knowledge base that must underpin Social Work education, practice and social policy in the Caribbean region.
8. To develop the capacity to engage with and contribute to the body of scientific knowledge in the field, through research and ongoing learning.

**Course Learning Outcomes Matrix**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program level learning outcomes** | **Course Learning Outcomes** | | |
|  | **1** | **2** | **3** |
| To prepare graduates for generalist, professional Social Work practice with individuals, families, groups, organizations, and communities. | **X** | **X** | **X** |
| To ensure that graduates acquire professional competencies for functioning effectively in and across the Public, NGO and private sectors. | **X** | **X** | **X** |
| To develop the conceptual capacities, the practical, applied skills and a broad knowledge base, which includes national, Caribbean and international perspectives that would enable graduates to identify and engage with the institutional and structural causes of problems. | **X** | **X** | **X** |
| To equip the learners with the relevant expertise, ethical grounding and human relations skills to work with diverse client systems in the promotion of individual and community well-being and social justice. |  |  | **X** |
| Through the integration of human development issues into the curriculum, to provide the student with a foundation in developmental Social Work, | **x** | **x** | **x** |
| To prepare academically qualified students for advanced Social Work education. | **x** | **x** | **x** |
| Through teaching, research and outreach, to develop the knowledge base that must underpin Social Work education, practice and social policy in the Caribbean region. |  | **x** |  |
| To develop the capacity to engage with and contribute to the body of scientific knowledge in the field, through research and on-going learning. |  | **x** |  |

**COURSE ASSESSMENTS DESCRIPTIONS:**

Students will be required to complete:

MIDTERM EXAMINATION: 40% of the final mark

FINAL EXAMINATION: 60% of the final mark

**UNIVERSITY GRADING SCHEME**

*A-to A+ (A- 75-79; A 80-89; A+ -90-100)*

*B-to B+ (B- 60-64; B 65-69; B+ 70-74)*

*C-to C+ (C - 50-54; C+ 55-59)*

*F1: 40 to 49*

*F2: 30 to 39*

*F3: 0-29*

**COURSE ASSESSMENT TYPE AND COURSE LEARNING OUTCOME MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Type** | **Course Learning outcomes** | | | **Weighting % Assessment Description** | |
| **1** | **2** | **3** |
| **Midterm Examination** |  | **X** | **X** | **40%** | **Examination** |
| **Final Examination** | **X** | **X** | **X** | **60%** | **Examination** |

**TEACHING STRATEGIES:**

|  |  |
| --- | --- |
| **Method** | **Description** |
| Lecture | Educational talk to students |
| Problem-based teaching | Students learn about a subject through the experience of solving an open-ended problem found in trigger material |
| Multimedia | Technology to help students learn more deeply from words and pictures than from words alone |

**LEARNING RESOURCES:**

**Required Texts:**

Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave

[Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.

**Course Calendar A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Required Readings** | **Learning Activities** |
| 1. | Orientation to Course;  Introduction – Counselling defined; Role of Self-Awareness; Clients’ Rights, Engagement, Assessment and Intervention | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Powerpoint presentation | Demonstration  Interactive classroom activities. |
| 2. | Approaches to individual  counselling | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Powerpoint presentation | Demonstration  Case studies |
| 3. | Cognitive Behavioural Therapy- Beck | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Powerpoint presentation | Demonstration  Roles play scenarios |
| 4. | Trauma-focused CBT | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Powerpoint presentation | Flipped classroom  Demonstration |
| 5. | Strengths-based perspective | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Powerpoint presentation | Role plays  Framing for feedback |
| 6. | Solution Focused Brief Therapy | Healy, Karen (2012). Social Work Methods and Skills. United Kingdom: Palgrave  Powerpoint presentation | Flipped classroom  Demonstration |
| 7. | **Midterm Examination (40%)** |  |  |
| 8. | Working with Families  Theories and Intervention | [Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.  Powerpoint presentation | Demonstration  Case studies |
| 9. | Working with Groups | [Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.  Powerpoint presentation | Demonstration  Interactive classroom activities. |
| 10. | Group Formation, Stages and Processes Skills and Techniques | [Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.  Powerpoint presentation | Demonstration  Case studies |
| 11. | Specialized groups | [Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.  Powerpoint presentation | Demonstration  Interactive classroom activities |
| 12. | Ethical and Professional Issues in Counselling | [Kirst-Ashman](https://www.google.tt/search?tbo=p&tbm=bks&q=inauthor:%22Karen+Kirst-Ashman%22) & Hull (2006). *Understanding for Generalist Practice*. Cengage Learning.  Powerpoint presentation | Lecture  Demonstration |

**University Policies and Expectations**

* 1. **Academic Integrity**

*You should be explicit with students about your expectations for citation of outside sources in written work, bearing in mind that different disciplines follow different conventions for scholarly citation. You should include a clear statement about the academic integrity standards for your field.*

* 1. **Accommodations for students with disabilities**

Students should refer to the University of the West Indies St Augustine Campus, Student Disability policy <https://sta.uwi.edu/resources/policies/Student_Disability.pdf>