



# SUBJECT OUTLINE

Subject Name:

Subject Code:

**Accidental Counselling in Practice**

**SOCA221**

## SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Bachelor of Health Science (Chinese Medicine)	128	2 <sup>nd</sup> Year
Bachelor of Health Science (Acupuncture Therapies)	96	2 <sup>nd</sup> Year
<b>Duration:</b> 1 Semester		
<b>Subject is:</b> Core	<b>Subject Credit Points:</b> 4	

### Student Workload:

<b>No. timetabled hours per week:</b> 6	<b>No. personal study hours per week:</b> 4	<b>Total hours per week:</b> 10
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### Delivery Mode\*:

☐ On campus ☐ Online / Digital ☒ Blended ☐ Intensive

### Weekly Session^ Format/s - 2 sessions per week:

<input checked="" type="checkbox"/> On campus lectures:	<input checked="" type="checkbox"/> 2 hours <input type="checkbox"/> 3 hours	2 x 2 hour lectures per week
<input checked="" type="checkbox"/> eLearning tutorials:	Tutorials: 2 x 1 hour online learning modules that include learning journal activities, interactive case studies or other web-based resources	

\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings, and assessment guides.

^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.

**Study Pattern:** ☒ Full Time ☒ Part Time

**Pre-requisites:** SOCC111

**Co-requisites:** Nil

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

In this subject, students will learn the theory and practice of person-centred Accidental Counselling Interventions. Students will further develop their active listening, communication, engagement, and feedback skills. The aim is to provide a formal accidental counselling workshop environment for students who are not trained to be counsellors



with the opportunity for the students to: reflect on their own conditioned responses and further develop healthy professional and personal boundaries and a variety of self-care strategies while demonstrating compassionate, effective accidental counselling techniques.

## Learning Outcomes

1. Evaluate culturally safe client centred communication skills, while maintaining professional and personal boundaries.
2. Apply various counselling techniques relevant to a range of helping scenarios including support of distressed clients and crisis situations.
3. Explain the importance of professional standards, ethical practice, self-awareness, and reflective practice.
4. Prepare for giving and receiving of constructive feedback.
5. Create referrals for clients whose care is beyond the scope of the practitioner to appropriate referral networks.

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Attendance</b> (80% required)	N/A	N/A	Sessions 1-26	Pass/Fail
<b>Referral letter and Internal Notes</b> (1000 words)	1, 3 & 5	1-9	Week 5	30%
<b>Role Play</b> (10 minutes; In class) <i>Can only be attempted if attendance requirements have been met</i>	1-4	1-22	Session 23	35%
<b>Reflection</b> (1500 words)	1-5	1-26	Week 13	35%

All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS.

Students are required to submit all assessment items with a value of greater than 15% to be eligible to receive a passing grade.



### Prescribed Readings:

McLeod, J., & McLeod, J. (2022). *Embedded counselling in the helping professions: A practical guide*. Open International Publishing. [\[ebook available\]](#)

### Recommended Readings:

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning. [\[ebook available\]](#)

Freegard, H., & Isted, L. (Eds.) (2012). *Ethical practice for health professionals* (2nd ed.). Cengage Learning Australia. [\[ebook available\]](#)

Harris, D. L., & Winokuer, H. R. (2016). *Principles and practice of grief counseling* (3rd ed.). Springer Publishing Company. [\[ebook available\]](#)

Hungerford, C., Hodgson, D., Bostwick, R., Clancy, R., Murphy, G., de Jong, G., & Ngune, I. (2018). *Mental health care: An introduction for health professionals* (4th ed.). John Wiley & Sons Australia. [\[ebook available\]](#)

Soutphommasane, T. (2012). *Don't go back to where you came from: Why multiculturalism works*. NewSouth Publishing; University of New South Wales Press. [\[ebook available\]](#)

Stevens, P., & Smith, R. L. (2014). *Substance abuse counseling: Theory and practice* (New International 5th ed.). Pearson Education. [\[ebook available\]](#)

Tamparo, C. D., & Lindh, W. Q. (2017). *Therapeutic communication for health care professionals* (4th ed.). Cengage Learning. [\[ebook available\]](#)

## Subject Content

Week	Lectures	Tutorials / Practicals
1.	<p>Session 1</p> <p><b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p><b>Introduction to Accidental Counselling</b></p> <ul style="list-style-type: none"> <li>➤ The role and responsibility of Accidental Counsellors</li> <li>➤ What might make someone perceive an event as traumatic?</li> <li>➤ Understanding code of conduct, ethics and values, personal biases, and confidentiality</li> </ul>	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback on accidental counselling skills.</p> <ul style="list-style-type: none"> <li>➤ Agree on ground rules for subject participation</li> <li>➤ Participants introduction exercise</li> <li>➤ Group activity: Who are the people we help?</li> <li>➤ Write your own Code of Conduct</li> </ul>
	<p>Session 2</p> <p><b>Practitioner Self-Reflection, Self-Awareness, and Self-Care</b></p> <ul style="list-style-type: none"> <li>➤ Reflection in action</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group discussion on how using self-reflection may assist practitioners in clinical practice self-care assessment and self-care plan</li> <li>➤ Introduction to self-care strategies and practices</li> </ul>



	<ul style="list-style-type: none"> <li>Models of Reflection</li> </ul>	
2.	<p>Session 3</p> <p><b>Referrals and reporting</b></p> <ul style="list-style-type: none"> <li>Limits of the role of accidental counsellor</li> <li>When to refer</li> <li>Challenges to referral</li> <li>Referral and reporting guidelines</li> <li>Ethical considerations</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Case scenarios</li> <li>How to make a referral - group discussion</li> </ul>
	<p>Session 4</p> <p><b>Multicultural and Indigenous Therapeutic Communication</b></p> <ul style="list-style-type: none"> <li>Types of difference &amp; Cultural Safety</li> <li>Working with culturally diverse clients including Aboriginal and Torres Strait Islander Peoples Recognizing the role of history and relationships between Indigenous Australians and white Australian society</li> <li>Race, Ethnicity &amp; Identity</li> <li>Skills and resources for effective cross-cultural interviewing and health care interpreter support</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and explore in skills-based activities the microskills necessary for conducting effective communication</li> <li>Explore and analyse the notion of cultural safety</li> <li>Discuss and explore the concept of identity and othering, historical, biological, psychological, and social theories about race and ethnicity and the assumptions that accompany them.</li> </ul>
3.	<p>Session 5</p> <p><b>Communication Skills 1 - Non-verbal communication</b></p> <ul style="list-style-type: none"> <li>Counselling microskills</li> <li>Interviewing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Explore and practice counselling microskills and interviewing techniques in class</li> <li>Group discussion to increase awareness of own strengths and areas to develop when communicating with clients</li> <li>Case scenarios</li> </ul>
	<p>Session 6</p> <p><b>Communication Skills 2 - Verbal communication</b></p> <ul style="list-style-type: none"> <li>Counselling microskills</li> <li>Interviewing techniques</li> </ul>	<ul style="list-style-type: none"> <li>Explore and practice counselling microskills and interviewing techniques in class</li> <li>Group discussion to increase awareness of own strengths and areas to develop when communicating with client</li> <li>Case scenarios</li> </ul>
4.	<p>Session 7</p> <p><b>Communication Skills 3 - The Client Centred Approach</b></p> <ul style="list-style-type: none"> <li>The importance of the therapeutic alliance</li> <li>Ethical considerations in the therapeutic alliance</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of factors which may contribute to or detract from the therapeutic relationship</li> <li>Discussion: how is the therapeutic relationship different to other relationships?</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Taking responsibility for personal skill development</li> </ul>	
	<p>Session 8</p> <p><b>Communication Skills 4</b></p> <ul style="list-style-type: none"> <li>➤ Values, beliefs and attitudes, and their impact on practitioners and clients</li> <li>➤ Expectations of client and society</li> <li>➤ Giving and receiving constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifying personal values and beliefs</li> <li>➤ Group discussion to increase awareness of own strengths and areas to develop when communicating with client</li> <li>➤ Case scenarios</li> <li>➤ Explore and practice counselling microskills and interviewing techniques in class</li> <li>➤ Peer feedback</li> </ul>
5.	<p>Session 9</p> <p><b>Professional and Personal Boundaries</b></p> <ul style="list-style-type: none"> <li>➤ Recognise resources and strengths</li> <li>➤ Understand and develop emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group work to discuss strategies to improve practitioner wellbeing</li> <li>➤ Stress is both positive and negative. In a paired discussion share an experience you have had with stress</li> <li>➤ Discuss possible stress management strategies you might use</li> <li>➤ Mindfulness</li> </ul>
	<p>Session 10</p> <p><b>Accidental Counselling Skills 1 - Structuring an accidental counselling conversation</b></p> <ul style="list-style-type: none"> <li>➤ Accidental counselling interviewing techniques</li> <li>➤ How to end an accidental counselling session</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore and practice counselling microskills and interviewing techniques in class</li> <li>➤ Group discussion to increase awareness of own strengths and areas to develop when communicating with clients in crisis</li> <li>➤ Case scenario</li> <li>➤ Peer feedback</li> </ul>
6.	<p>Session 11</p> <p><b>Accidental Counselling Skills 2 - Structuring an accidental counselling conversation</b></p> <ul style="list-style-type: none"> <li>➤ Accidental counselling interviewing techniques</li> <li>➤ Solution focused techniques</li> <li>➤ Rapport and connection</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore and practice counselling microskills and interviewing techniques in class</li> <li>➤ Case scenario</li> <li>➤ Peer feedback</li> </ul>
	<p>Session 12</p> <p><b>Accidental Counselling Skills 3</b></p> <ul style="list-style-type: none"> <li>➤ Meta questioning: deep and surface structure communication</li> <li>➤ How to end an accidental counselling session</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise how to end an accidental counselling session</li> <li>➤ Group discussion to increase awareness of own strengths and areas to develop when communicating with clients in crisis</li> <li>➤ Peer feedback</li> </ul>



7.	<p>Session 13</p> <p><b>Life events - Mental Illness, Alcohol, and other Drugs</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to Comorbidity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and explore the implications of mental health, alcohol, and other drug issues, with respect to brief intervention and its application to professional practice.</li> <li>➤ Peer feedback</li> </ul>
	<p>Session 14</p> <p><b>Life events - Domestic Violence and Sexual Assault</b></p> <ul style="list-style-type: none"> <li>➤ Recognise and respond appropriately to domestic and family violence and sexual assault</li> <li>➤ Child abuse and mandatory reporting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss issues specific to domestic violence and child abuse (including mandatory reporting)</li> <li>➤ Discuss issues specific to sexual assault</li> <li>➤ Peer feedback</li> </ul>
<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)</p> <p><b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p><b>Semester 2 &amp; Online students</b> – The non-teaching week falls between Weeks 7 and 8</p>		
8.	<p>Session 15</p> <p><b>Life events: Grief and suicidality</b></p> <ul style="list-style-type: none"> <li>➤ Common reactions to grief</li> <li>➤ Supporting a grieving person</li> <li>➤ Warning signs of suicide</li> <li>➤ Assessment and referral - legal requirements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and explore issues of suicide, self-harm, grief and loss, including scope of practice and referral sources</li> <li>➤ Role play</li> <li>➤ Peer feedback</li> </ul>
	<p>Session 16</p> <p><b>Self-Conscious Emotions</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to the most fundamental self-conscious emotions:</li> <li>➤ Guilt and pride</li> <li>➤ Humiliation and shame</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss and explore issues of self-conscious Emotions, including cultural safety, scope of practice and referral sources</li> <li>➤ Role play</li> <li>➤ Peer feedback</li> </ul>
9.	<p>Session 17</p> <p><b>Psychological First Aid – PFA 1</b></p> <ul style="list-style-type: none"> <li>➤ What is PFA?</li> <li>➤ When to use PFA</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise: What PFA is NOT</li> </ul>
	<p>Session 18</p> <p><b>Psychological First Aid - PFA 2</b></p> <ul style="list-style-type: none"> <li>➤ Five elements of PFA</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise: PFA action principles</li> </ul>
10.	<p>Session 19</p>	<ul style="list-style-type: none"> <li>➤ Class exercise PFA</li> </ul>



	<b>Psychological First Aid - PFA 3</b> <ul style="list-style-type: none"> <li>➤ For people with health conditions or physical or mental disabilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role play</li> </ul>
	Session 20 <b>Adapting psychological first aid - PFA</b> <ul style="list-style-type: none"> <li>➤ Culture</li> <li>➤ Beliefs and religion</li> <li>➤ Gender, age and power</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise PFA</li> <li>➤ Assisting people who may have health conditions or physical or mental disabilities</li> </ul>
11.	Session 21 <b>Trust, mistrust, disclosures and aggression</b> <ul style="list-style-type: none"> <li>➤ Unexpected disclosures, surprising or shocking stories and complexity</li> <li>➤ Dealing with unexpected stories.</li> <li>➤ Dealing with client aggression and how to de-escalate as well as practicing assertive responses to boundary violations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will participate in Accidental Counselling Workshop with role plays and opportunities to explore new Accidental Counselling techniques under supervision.</li> </ul>
	Session 22 <b>Adaptive and maladaptive coping strategies</b> <ul style="list-style-type: none"> <li>➤ Understanding adaptive and maladaptive coping</li> <li>➤ Understand the types of significant and traumatic life events that may lead to crises</li> <li>➤ Stress, distress, cumulative stress, traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group work identifying individual and peer responses to stress</li> <li>➤ Group work / activity identifying resilience in others</li> </ul>
12.	Session 23 <b>Role Play Assessment in Class</b> <ul style="list-style-type: none"> <li>➤ In-class, skills-based assessment - demonstration of counselling microskills and psychological first aid skills in the role of the accidental counsellor</li> </ul>	
	Session 24 <b>Facilitating Reflection</b> <ul style="list-style-type: none"> <li>➤ Reflection Starters: Basic Strategies</li> <li>➤ Learning Through Reflection</li> <li>➤ Team Building and Group Reflection</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise: supporting students to reflect on their work</li> </ul>
13.	Session 25 <b>Self-care and Resilience Development 1</b> <ul style="list-style-type: none"> <li>➤ The importance of psychological debriefing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise: debriefing techniques under supervision</li> <li>➤ Discussion and evaluation</li> </ul>





	<ul style="list-style-type: none"> <li>➤ Difference between counselling and debriefing</li> <li>➤ Debriefing after a crisis</li> </ul>	
	<p>Session 26</p> <p><b>Self-care and Resilience Development 2</b></p> <ul style="list-style-type: none"> <li>➤ Recognise resources, strengths and potential sources of stress</li> <li>➤ Self-compassion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class exercise: critical incident stress management</li> <li>➤ Self-compassion exercise</li> </ul>
<b>14-15.</b>	<p><b>Non-Teaching Weeks / Practical Examination Weeks 1 &amp; 2</b></p> <p>Note that make-up classes may be scheduled in this week</p>	
<b>16-17.</b>	<p><b>Final Examination Weeks 1 &amp; 2</b></p> <p>There is no final exam for this subject</p>	