



# PSYC20047 Counselling for Stress and Trauma Management

## Term 1 - 2020

Profile information current as at 02/05/2024 09:52 pm

All details in this unit profile for PSYC20047 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit will equip you with a basic conceptual framework and skills for working with individuals who are suffering from trauma related stress. On completion of this unit, you will have the skills to counsel individuals who exhibit straightforward and short-term reactions to trauma. You will also have the skills to recognise the limits of your experience and to make an appropriate referral in the case of more complex presentations. You will NOT be qualified to provide specialist counselling for trauma, but you will be able to identify the particular demands of traumatised clients and/or colleagues, and identify appropriate referral resources and pathways.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Co-requisite - PSYC20046 Physiology and Psychology of Stress and Trauma

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2020

- Mixed Mode

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Case Study**

Weighting: Pass/Fail

#### 2. **Practical Assessment**

Weighting: Pass/Fail

#### 3. **Reflective Practice Assignment**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Identify the physical, emotional, cognitive and behavioural symptoms of chronic stress, traumatic stress and posttraumatic stress disorder
2. Apply counselling techniques to ameliorate the symptoms of short term trauma related stress
3. Reflect on and identify the limits of your expertise regarding the treatment of chronic stress, traumatic stress and posttraumatic stress disorder
4. Evaluate referral resources and pathways for clients and/or colleagues suffering from chronic stress, traumatic stress and posttraumatic stress disorder

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 0%	•			•
2 - Practical Assessment - 0%	•	•	•	•
3 - Reflective Practice Assignment - 0%			•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦	◦	◦	◦
2 - Communication		◦		◦
3 - Cognitive, technical and creative skills		◦		◦
4 - Research	◦			
5 - Self-management		◦	◦	◦
6 - Ethical and Professional Responsibility	◦	◦	◦	◦
7 - Leadership		◦		◦
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Case Study - 0%	◦	◦	◦		◦	◦		
2 - Practical Assessment - 0%	◦	◦	◦		◦	◦	◦	
3 - Reflective Practice Assignment - 0%		◦			◦		◦	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom account (Free)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sheree Wallis** Unit Coordinator

[s.wallis@cqu.edu.au](mailto:s.wallis@cqu.edu.au)

**Karena Burke** Unit Coordinator

[k.j.burke@cqu.edu.au](mailto:k.j.burke@cqu.edu.au)

**Naomi Ralph** Unit Coordinator

[n.ralph@cqu.edu.au](mailto:n.ralph@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to chronic stress, traumatic stress and post-traumatic stress disorder.	Please familiarise yourself with the unit Moodle site and read the pages indicated from the following references (available on unit Moodle site): Levers, L. (2012). An introduction to counseling survivors of trauma: Beginning to understand the context of trauma In Levers, L. (Ed.), <i>Trauma counselling: Theories and interventions</i> (pp.1-22). New York, USA: Springer Publishing. MacFarlane, A. (2019). Adult trauma and posttraumatic stress disorder - contemporary concepts In. Benjamin, B. Haliburn, J and King, S (Eds.), <i>Humanising mental health care in Australia. a guide to trauma-informed approaches</i> (pp. 69-80). New York, USA: Routledge. Additional readings will be available on the unit Moodle site.	Assessment 1 & 2 will be open for submission from 9 March. On-line reflective practice assessment questions for week 1 will be open from 9 March for submission by 23 March. Online tutorial (to be arranged).

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Theories and frameworks of counselling for working with chronic stress, traumatic stress and post-traumatic stress disorder.	<p>Please read the pages indicated from the following references (available on unit Moodle site):</p> <p>Forbes, D., Creamer, M., Phelps, A., Bryant, R., Mcfarlane, A., Devilly, G.J., Matthews, L., Raphael, B., Doran, C., Merlin, T. &amp; Newton, S. (2007). Australian Guidelines for the Treatment of Adults with Acute Stress Disorder and Post-Traumatic Stress Disorder. <i>Australian and New Zealand college of Psychiatry</i>, 41 (8) (pp.637-648).</p> <p>Walton, C. &amp; Lee, C (2019). Treating post traumatic stress disorder with evidence-based psychological treatments In R. Benjamin, J Haliburn and S. King (Eds.), <i>Humanising Mental Health Care in Australia</i> (pp. 223-232). New York, USA: Routledge.</p> <p>Sweeney, A., Filson, B., Kennedy, A., Collinson, L. &amp; Gillard, S. (2018). A paradigm shift: relationships in trauma-informed mental health services. <i>BJPsych Advances</i>, 24 (pp. 319-333). doi: 10.1192/bja.2018.29</p> <p>Additional readings will be available on the unit Moodle site.</p>	On-line reflective practice assessment questions for week 2 will be open from 16 March for submission by 30 March. Online tutorial (to be arranged).

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Counselling skills and practices for working with chronic stress, traumatic stress and post-traumatic stress disorder.	<p>Please read the pages indicated from the following references (available on unit Moodle site):</p> <p>Herman, J. (2015). A healing relationship In J. Herman (Ed.), <i>Trauma and recovery. The aftermath of violence - from domestic abuse to political terror</i> (pp. 133-154). New York: Basic Books.</p> <p>Herman, J. (2015). Safety In J. Herman (Ed.), <i>Trauma and recovery: The aftermath of violence - from domestic abuse to political terror</i> (pp. 155-174). New York: Basic Books.</p> <p>Harms, L. (2015). Understanding communication and change In L. Harms (Ed.) <i>Working with peoples. Communication skills for reflective practice</i>. (2nd ed.) (pp. 25-49). Australia: Oxford University Press.</p> <p>Additional readings will be available on the unit Moodle site.</p>	On-line reflective practice assessment questions for week 3 will be open from 30 March for submission by 6 April. Online tutorial (to be arranged).

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exploring ecological perspectives relevant to chronic stress, traumatic stress and post-traumatic stress disorder.

Please read the pages indicated from the following references (available on unit Moodle site):

Levers, L. (2012). An introduction to counselling survivors of trauma: Beginning to understand the context of trauma In L. Levers (ed.), *Trauma counselling: Theories and interventions* (pp.1-22). New York, USA: Springer Publishing.

Choate, L.H. (2012). Sexual Trauma: An Ecological Approach to Conceptualization and Treatment In L. Levers (Ed.), *Trauma counseling: Theories and interventions* (pp. 116-122). New York: Springer Publishing.

Levers, L. (2012). Conclusion: An integrative systemic approach to trauma In L. Levers (Ed.), *Trauma counselling: theories and interventions* (pp. 579-580). New York: Springer Publishing.

Bronfenbrenner, U. (1994). Ecological models of human development In *International Encyclopedia of Education (2nd ed.)*. Oxford: Elsevier. Reprinted in M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (2nd edit.) (pp. 37-43). New York: Freeman.

Additional readings will be available on the unit Moodle site.

On-line reflective practice assessment questions for week 4 will be open from 6 April for submission by 20 April. Online tutorial (to be arranged).

#### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Group work skills.	<p>Please read the pages indicated from the following references (available on unit Moodle site):</p> <p>Herman, J. (2015). Commonality In J. Herman (Ed.), <i>Trauma and recovery: The aftermath of violence - from domestic abuse to political terror</i> (pp. 214-236). New York: Basic Books.</p> <p>Additional readings will be available on the unit Moodle site.</p>	<p>On-line reflective practice assessment questions for week 5 will be open from 13 April for submission by 27 April. Online tutorial (to be arranged).</p>

#### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

#### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

<p>Knowing yourself... Self-care.</p>	<p>Please read the pages indicated from the following references (available on unit Moodle site):  Harms, L. (2015). Self-care skills In L. Harms (Ed.), <i>Working with people. Communication skills for reflective practice (2nd ed.)</i> (pp. 93-109). Australia: Oxford University Press.  Shaw, E. (2019). Working with trauma - implications for supervision and professional ethics In R. Benjamin, J Haliburn and S. King (Eds.), <i>Humanising Mental Health Care in Australia</i> (pp. 292-301). New York, USA: Routledge.  Additional readings will be available on the unit Moodle site.</p>	<p>On-line reflective practice assessment questions for week 6 will be open from 27 April for submission by 5 May.  Online tutorial (to be arranged).</p>
---------------------------------------	--	---

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Working across the lifespan - specific skills for specific Peoples, issues and contexts.</p>	<p>Please read the pages indicated from the following references (available on unit Moodle site):  Tucci, J. &amp; Mitchell, J. (2019). Therapeutic services for traumatised children and young people - healing in the everyday experience of relationships In R. Benjamin, J Haliburn and S. King (Eds.), <i>Humanising Mental Health Care in Australia</i> (pp. 319-328). New York, USA: Routledge.  McFarlane, A. (2019). Adult trauma and posttraumatic stress disorder - contemporary concepts In R. Benjamin, J Haliburn and S. King (Eds.), <i>Humanising Mental Health Care in Australia</i> (pp. 69-80). New York, USA: Routledge.  Additional readings will be available on the unit Moodle site.</p>	<p>On-line reflective practice assessment questions for week 7 will be open from 27 April for submission by 11 May.  Online tutorial (to be arranged).</p>

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Report writing, compiling resources and referral pathways.</p>	<p>Please read the pages indicated from the following references (available on unit Moodle site):  Gardner, F. (2014). Interprofessionalism and critical reflection In F. Gardner (Ed.) <i>Being critically reflective: practice theory in context.</i> (pp.160-177). England: Palgrave Macmillan.  Additional readings will be available on the unit Moodle site.</p>	<p>On-line reflective practice assessment questions for week 8 will be open from 5 May for submission by 18 May.  Online tutorial (to be arranged).</p>

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<p>Residential School.</p>	<p>Additional readings will be available on the unit Moodle site.</p>	<p>On-line reflective practice assessment questions for week 9 will be open from 11 May for submission by 25 May.</p>

### Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

'Other - ness' and how to work well with this...

Please read the pages indicated from the following reference (available on unit Moodle site):  
Atkinson, J. (2019). Aboriginal Australia: trauma stories can become healing stories if we work with therapeutic intent In R. Benjamin, J Haliburn and S. King (Eds.), *Humanising Mental Health Care in Australia* (pp. 133-140). New York, USA: Routledge.  
Additional readings will be available on the unit Moodle site.

On-line reflective practice assessment questions for week 10 will be open from 18 May for submission by 8 June. Online tutorial (to be arranged).

### Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Completion of assessments week. Review of Reflective Practice framework for health and safe practice/counsel.	Please read the pages indicated from the following references (available on unit Moodle site): Bolton, G. & Delderfield, R. (2018). <i>Reflective practice. Writing and professional development (5th ed.)</i> (pp. 1-24). London: Sage. Additional readings will be available on the unit Moodle site.	On-line reflective practice assessment questions for week 11 will be open from 25 May for submission by 15 June. Assessment 1 & 3 must be submitted by 29 May. Online tutorial (to be arranged).  <b>Written Assessment - Case Study (Pass/Fail)</b> Due: Week 11 Friday (29 May 2020) 12:00 pm AEST <b>Practical Assessment (PASS/FAIL)</b> Due: Week 11 Friday (29 May 2020) 12:00 pm AEST

### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Students choice week. Students are able to choose a topic relevant to chronic stress, traumatic stress and post-traumatic stress disorder that they wish to have discussed and presented by the unit coordinator.	Additional readings will be available on the unit Moodle site.	

### Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Feedback and assessments returned to students 15 June 2020.

## Term Specific Information

- **Sheree Wallis**
- Unit Coordinator
- Phone: (07) 4930 9536
- Email: s.wallis@cqu.edu.au
- Room: 6/2.40

## Assessment Tasks



# 1 Written Assessment - Case Study (Pass/Fail)

## Assessment Type

Case Study

## Task Description

### Objective

The first assessment for this unit consists of a case study. This first assessment is a PASS or FAIL assessment and a PASS must be attained to meet the PASS requirement.

The case study assessment will encourage you to develop an understanding of the physical, emotional, cognitive and behavioural symptoms of chronic stress, traumatic stress and post-traumatic stress disorder.

This will provide you with the opportunity to evaluate referral sources and pathways for clients and/or colleagues suffering from chronic stress, traumatic stress and post-traumatic stress.

### Case Study

You will be provided with a choice of written scenarios to choose from and to then write a case study. Further detail will be available on the unit Moodle site. You may submit this assessment at any time before the due date, however you will need the unit material up to week 8 to complete this assessment.

The case study assessment will be 'open' and made available from 9 March and will 'close' for submission on 29 May.

The expected word count is **1500 words +/- 10%**. This word count does not include references. Formatting for the assessment will be APA style and information pertaining to this is available on the unit Moodle site.

Please make sure that you read the marking criteria for this case study assessment. You are expected to demonstrate that you have read wider than the unit materials and that you cite from a range of scientific papers, books and articles.

This assessment allows you to apply knowledge and skills covered in the unit as well as display a level of insight and clarity into your own professional capabilities.

### Standard requirements

A student must obtain a pass mark for each assessment to successfully pass this unit.

Formal assessment work are considered academic pieces of work and as such should follow academic conventions with regard to presentation. The case study assessment must contain in-text citations following APA formatting style, a reference list and excellent standards of spelling and grammar.

The Academic Learning Centre (ALC) has numerous resources on its Moodle site to assist you with your study and writing skills.

### Assessment Due Date

Week 11 Friday (29 May 2020) 12:00 pm AEST

Submitted online by 29 May

### Return Date to Students

Exam Week Monday (15 June 2020)

Feedback and PASS/FAIL mark for this assessment will be provided within 2 weeks of submission via email and the unit Moodle site.

### Weighting

Pass/Fail

### Assessment Criteria

Full marking criteria is available on the unit Moodle site and includes:

- Demonstration of a comprehensive understanding of stress, trauma and post traumatic stress disorder from a physical, emotional, cognitive and behavioural perspective
- Identify a competent referral process and pathway to support a presentation of stress, trauma and post traumatic stress disorder
- Originality
- Independent reading and research
- Use of supporting evidence
- Presentation
- Standard requirements

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

A submission portal will be provided in the Assessment section of the unit Moodle site. The required formatting and file type with detailed in the Assessment 1 Guide.

### Learning Outcomes Assessed

- Identify the physical, emotional, cognitive and behavioural symptoms of chronic stress, traumatic stress and posttraumatic stress disorder
- Evaluate referral resources and pathways for clients and/or colleagues suffering from chronic stress, traumatic stress and posttraumatic stress disorder

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

## 2 Practical Assessment (PASS/FAIL)

### Assessment Type

Practical Assessment

### Task Description

#### Objective

The second assessment for this unit consists of a number of activities. You will undertake a recorded role play as a counselor/manager/colleague/team or peer support leader supporting someone who has experienced chronic stress, traumatic stress or post-traumatic stress disorder. This will be undertaken and recorded at the residential school in week 9. An actor will be following a pre-determined script in the recorded role play and you will be provided with basic information as to the presentation of the person seeking counsel/support. Following the recorded role play, you will write up supervision notes for the session, identifying the strengths and weaknesses of your role; the counselling modality and counselling principles that you applied in the role play and an explanation as to why you chose the modality, principles and skills as well as the outcome for the individual in the session. A comprehensive written referral to an appropriate referral source in a report format will be developed following on from the role play. A debrief session will be undertaken by the unit coordinator and yourself following on immediately after the session and a report document developed identifying the role, content and purpose, for you of the debrief process. Templates for the supervision notes, debrief notes and referral report will be provided in the unit Moodle site. The supervision notes and debrief and debrief notes will be completed while attending the residential school in week 9 and submitted to the unit coordinator on the last day of the residential school. The referral report will be submitted on May 29.

The second assessment for this unit consists of a practical assessment. This second assessment is a PASS or FAIL assessment and a PASS must be attained to meet the PASS requirement.

The practical assessment will be made up of the following activities:

- Completion of a recorded role play
- Completion of supervision notes
- Undertake a debrief and prepare a debrief report
- Complete a Referral report

The practical assessment activities will enhance your knowledge of identifying the physical, emotional, cognitive and behavioural symptoms of chronic stress, traumatic stress and post-traumatic stress disorder while applying counselling techniques to address and manage the presenting symptoms.

This will provide you with the additional opportunity to evaluate and write a formal referral report identifying resources and pathways for a client or colleague suffering from chronic stress, traumatic stress and post-traumatic stress and to reflect on and identify your limited skills and expertise.

The majority of this practical assessment will be undertaken while attending the residential school and will be supported with discussions, lecture material and additional resources.

The practical assessment will be 'open' and made available from 9 March and will 'close' for submission on 29 May. The expected word count is **1500 words +/- 10%**. This word count does not include references. Formatting for the assessment will be APA style and information pertaining to this is available on the unit Moodle site.

Please make sure that you read the marking criteria for this practical assessment. You are expected to demonstrate that you have read wider than the unit materials and that you cite from a range of scientific papers, books and articles.

This assessment allows you to apply knowledge and skills covered in the unit as well as display a level of insight and clarity into your own professional capabilities.

### Standard requirements

A student must obtain a pass mark for each assessment to successfully pass this unit.

Formal assessment work are considered academic pieces of work and as such should follow academic conventions with regard to presentation. The case study assessment must contain in-text citations following APA formatting style, a reference list and excellent standards of spelling and grammar. The Academic Learning Centre (ALC) has numerous resources on its Moodle site to assist you with your study and writing skills.

**Assessment Due Date**

Week 11 Friday (29 May 2020) 12:00 pm AEST

**Return Date to Students**

Exam Week Monday (15 June 2020)

Feedback and PASS/FAIL mark for this assessment will be provided within 2 weeks of submission via email and the unit Moodle site.

**Weighting**

Pass/Fail

**Assessment Criteria**

Full marking criteria is available on the course Moodle site and includes:

- Counselling and trauma-informed insight and understanding
- Facilitation quality and level of appropriate support offered
- Counselling skills used
- Understanding of process for the individual being counselled
- Communication skills
- Cultural integration appropriate to the session
- Overall professionalism of the facilitated session

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

A submission portal will be provided in the Assessment section of the unit Moodle site. The required formatting and file type with detailed in the Assessment 2 Guide.

**Learning Outcomes Assessed**

- Identify the physical, emotional, cognitive and behavioural symptoms of chronic stress, traumatic stress and posttraumatic stress disorder
- Apply counselling techniques to ameliorate the symptoms of short term trauma related stress
- Reflect on and identify the limits of your expertise regarding the treatment of chronic stress, traumatic stress and posttraumatic stress disorder
- Evaluate referral resources and pathways for clients and/or colleagues suffering from chronic stress, traumatic stress and posttraumatic stress disorder

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

### 3 Reflective Practice Assessment (PASS/FAIL)

**Assessment Type**

Reflective Practice Assignment

**Task Description****Objective**

The third assessment for this unit consists of a reflective practice assessment. This third assessment is a PASS or FAIL assessment and a PASS must be attained to meet the PASS requirement.

The reflective practice assessment will encourage you to develop a level of professional and personal reflection on the limits of your expertise regarding the treatment of chronic stress, traumatic stress and post-traumatic stress.

### **Reflective Practice**

The reflective practice assessment will be 'open' and made available from 9 March and will 'close' each week on the following second Monday for submission the week after to enable students to be across all of the material in the week. This assessment requires you to write a **weekly journal entry** for each week from week one one through to week eleven. Each entry will address questions provided on the unit Moodle site and are expected to be **300 words +/- 10%**. Please make sure that you read the marking criteria for this reflective practice assessment. You are expected to demonstrate that you have read the unit materials, and that they are informing your reflective practice. This assessment will allow you to reflect and apply a deeper level of understanding to what you have learnt from each week.

### **Standard requirements**

A student must obtain a pass for each assessment to successfully pass this unit.

Formal assessment work are considered academic pieces of work and as such should follow academic conventions with regard to presentation.

The Academic Learning Centre (ALC) has numerous resources on its Moodle site to assist you with your study and writing skills.

### **Assessment Due Date**

Each Reflective Practice Assessment submission will close on the following second Monday (or closest day if Monday is a Public Holiday), after the release of the question and submitted online via the unit Moodle site.

### **Return Date to Students**

Feedback and PASS/FAIL mark for this assessment will be provided within 2 weeks of submission via email and the unit Moodle site.

### **Weighting**

Pass/Fail

### **Assessment Criteria**

Full marking criteria is available on the course Moodle site and includes:

- Counselling and trauma-informed insight and understanding
- Sound knowledge of counselling skills that can be applied
- Understanding of the emotional, physical, cognitive and behavioural symptoms present with chronic stress, traumatic stress and post-traumatic stress disorder
- General reflection: evidence of comparing current insights to previous understandings
- Inclusion and clarity of domain/career-specific reflections
- The effort evident in each weekly submission

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

A submission portal will be provided in the Assessment section of the unit Moodle site. The required formatting and file type with detailed in the Assessment 3 Guide.

### **Learning Outcomes Assessed**

- Reflect on and identify the limits of your expertise regarding the treatment of chronic stress, traumatic stress and posttraumatic stress disorder

### **Graduate Attributes**

- Communication
- Self-management
- Self-management
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem