CO214

FOUNDATIONAL PROCESSES AND STRATEGIES IN COUNSELLING

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

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Unit code	CO214
Unit name	Foundational Processes and Strategies in Counselling
Associated higher education awards	Bachelor of Counselling
Duration	One semester
Level	Intermediate
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: 240
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours **TOTAL** **150 hours** Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	*Prerequisites* SO100 Academic and Professional Communication SO114 Foundational Interpersonal Skills
Rationale	Effective counselling requires the use of appropriate listening skills and the ability to implement a process that holds the potential to mobilise change factors in the life of the counsellee. This is the basis of all counselling frameworks. Counselling students must therefore possess the capacity to not only apply skills, but to do so in such a way that facilitates an overall coherent and effective process of change. This subject focuses on the development of students' meta-skills. This will enable them to apply their micro-skills in a structured manner, and therefore enable them to work more effectively in a variety of contexts, with those who present for counselling. Students will also apply their meta-knowledge in understanding themselves within the counselling process to enable them to more effectively relate to clients from diverse backgrounds. As in the previous skills unit, students will have the opportunity to reflect on their progress towards professional competence and receive feedback from others in this regard.
Prescribed text(s)	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole.

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Recommended readings	**Books** Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Pacific Grove, CA: Brooks/Cole. Cormier, W. H., Nurius, P., Cormier, L. S., & Miller, G. R. (2013). *Interviewing strategies for helpers* (7th ed.). Pacific Grove, CA: Brooks/Cole. Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Pacific Grove, CA: Brooks/Cole. Johnson, D. W. (2012). *Reaching out: Interpersonal effectiveness and self-actualisation* (11th ed.). Englewood Cliffs, NJ: Prentice Hall. McLeod, J. (2013). *An introduction to counselling* (5th rev. ed.). Sydney, Australia: McGraw-Hill. McLeod, J. & McLeod, J. (2014). *Personal development for counsellors, psychotherapists and mental health practitioners.* Maidenhead, UK McGraw-Hill. Okun, B. F. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Pacific Grove, CA: Brooks /Cole. Warlow, J. (2010). *Living wholeness: The Christian wholeness framework for professional counsellors.* Brisbane, QLD, Australia: Christian Wholeness Counselling Services. **Journals** *Journal of Psychology and Theology* *Journal of Psychology and Christianity* *Journal of Counselling and Development* *Psychotherapy in Australia* In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resource requirements	Digital recording device
Content	1. Process models of counselling 2. Utilising constructive peer feedback for counsellor development 3. Micro-skills hierarchy and the meta-process of counselling 4. Meta-skills of interpersonal and intrapersonal listening 5. Meta-skills, meta-processes and meta-cognition 6. The window of tolerance and the therapeutic window 7. Constructive peer feedback for development of counselling skills 8. Conceptualisation skills 9. Introductory neuroscience 10. Dynamics within the counselling room – defensive responses, transference, counter-transferences 11. The counsellor's experiences, presence, and authenticity 12. The place of Christian spirituality in counselling 13. Developing ethical maturity

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Learning outcomes	On completion of this unit of study, students will have demonstrated that they have:
	1. understood the process of counselling, and engaged the concurrent micro-skills and meta-skills appropriate for various stages in the counselling process that reflects joining and journeying with the counsellee in a structured manner;
	2. described their initial conceptualisation of the counsellee's world, including theoretical and Christian worldview understandings;
	3. developed the ability to use meta-cognition in conjunction with their micro-skills and meta-skills for engaging in an intentional therapeutic process;
	4. applied an understanding for working with the therapeutic window and the dynamics within the counselling room;
	5. understood their own intrapersonal meta-processes and how these contribute to the helping relationship, including awareness of counsellee needs, counsellor authenticity and the place of Christian spirituality;
	6. reflected on their own personal and professional competencies as a counsellor, including ethical issues relevant to professional counselling; and
	7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	**Task 1: Counselling Interview, Annotated Transcript and Process Report**
	Submit a final digital video recording of a counselling session, accompanied by a process report
	Word Length/Duration: Interview - 30 minutes; Report - 1,500 words
	Weighting: Interview - 30%; Report - 30%
	Learning Outcomes: 1-5, 7
	Assessed: Week 13
	Task 2: Online Forum and Personal Journal
	Participate in at least 8 (eight) online weekly discussions. After the last week of lectures, write a final personal journal entry that reflects on the implications of your learning for your role as a counsellor.
	Word Length/Duration: Online Forum posts - 2,000 words (8 x 250 words); Final Journal Entry - 500-800 words
	Weighting: 40%
	Learning Outcomes: 1, 5-7
	Assessed: Week 15
Unit summary	This unit focuses on the development of students' meta-skills. This will enable them to apply their micro-skills in a structured manner, and therefore enable them to work more effectively in a variety of contexts, with those who present for counselling. Students will also apply their meta-knowledge in understanding themselves within the counselling process to enable them to more effectively relate to clients from diverse backgrounds.

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