



CHRISTIAN HERITAGE COLLEGE

CO557

THEORIES OF 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.

Unit code	CO557														
Unit name	Theories of Counselling														
Associated higher education awards	Master of Counselling														
Duration	One semester														
Level	Postgraduate														
Core/elective	Core														
Weighting	Unit credit points: 10 Course credit points: 160														
Delivery mode	Face-to-face on site External														
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>35 hours</td></tr> <tr> <td>Reading, study, and preparation</td><td>55 hours</td></tr> <tr> <td>Assignment preparation</td><td>60 hours</td></tr> <tr> <td>TOTAL</td><td>150 hours</td></tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td><td>90 hours</td></tr> <tr> <td>Assignment preparation</td><td>60 hours</td></tr> <tr> <td>TOTAL</td><td>150 hours</td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours	Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	Nil														
Rationale	<p>To assist others effectively, counselling practitioners need a thorough understanding of both the counselling process and the broad theoretical approaches that form the foundation of effective therapeutic work. Although there exists a variety of individual counselling models, nearly all are rooted in one (or perhaps two) major 'schools' or approaches to psychology and counselling, each of which endeavours to provide coherent philosophical, theoretical, and applied bases to understanding human beings, their problems, and how best to help them. This unit is designed to introduce students to an overview of the major schools or streams of counselling and therapy, as well as to assist them to critically evaluate the philosophical, theoretical, and applied dimensions of these approaches.</p> <p>Through being introduced to these schools, and Christian perspectives on these approaches, students will be able to begin to respond appropriately to the wide variety of issues they will face in the counselling context, as well as to develop their own integrated personal worldview and theory base.</p>														
Prescribed text(s)	<p>Jones-Smith, E. (2016). <i>Theories of counselling and psychotherapy: An Integrative approach</i> (2nd ed.). London, UK: Sage.</p> <p>Jones, S. & Butman, R. (2011). <i>Modern psychotherapies: A comprehensive Christian appraisal</i> (2nd ed.). Downers Grove, IL: Intervarsity Press.</p>														

Recommended readings	<p>Books</p> <p>Beres, L. (2014). <i>The narrative practitioner</i>. London, UK: Palgrave Macmillan.</p> <p>Cabaniss, D., Cherry, S., Douglas, C., & Schwartz, A. (2011). <i>Psychodynamic psychotherapy: A clinical manual</i>. Hoboken, NJ: Wiley.</p> <p>Capuzzi, D., & Gross, D. R. (Eds.). (2016). <i>Counselling and psychotherapy: Theories and interventions</i> (6th ed.). Alexandria, VA: American Counseling Association.</p> <p>Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Belmont, CA: Brooks/Cole.</p> <p>Ellis, D.J., & Ellis, A. (2011). <i>Rational emotive behavior therapy</i>, Washington, DC: American Psychological Association.</p> <p>Murdoch, N. (2016). <i>Theories of counseling and psychotherapy: A case approach</i> (4th ed.). New York, NY: Pearson.</p> <p>Schneider, K., Pierson, J., & Bugental, J. (2015). <i>The handbook of humanistic psychology</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Sills, C., Lapworth, P., & Desmond, B. (2012). <i>An introduction to gestalt</i>. London, UK: Sage.</p> <p>Journals</p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p><i>Counselling Psychology Quarterly</i></p> <p><i>Counselling Psychology Review</i></p> <p>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).</p> <p>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.</p>
Specialist resource requirements	<p>Nil</p>
Content	<ol style="list-style-type: none"> 1. Introduction to counselling approaches 2. Psychodynamic approaches 3. Humanistic-Existential approaches 4. Cognitive-Behavioural approaches 5. Constructivist approaches 6. Neuroscience and Brain-Mind-Body approaches 7. A model for critical reflection
Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. critically analysed the historical, theoretical, philosophical bases of the major schools of counselling; 2. critically examined the evidentiary basis of the major schools of counselling in relation to specific client groups and presenting issues; 3. applied advanced theoretical understandings to counselling situations; 4. critically evaluated major approaches to counselling from Christian worldview and multicultural perspectives; 5. critically reflected on the emerging directions in counselling from personal and professional perspectives; and 6. 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	<p>Task 1: Case study</p> <p>1a) Apply a specific approach from each of the two major schools of counselling to a case study (provided on Moodle™). Critically evaluate the evidentiary basis of each approach in the research literature and compare the two, given the presenting issue and relevant cultural considerations in the case.</p> <p>1b) At the completion of studying the humanistic/existential and constructivist schools of counselling, apply one specific approach from each school to the same case study used for 1a). Your application will address the same points as for Task 1a).</p> <p>Word Length/Duration: 3,600 words (1a - 1,800 words; 1b - 1,800 words)</p> <p>Weighting: 60% (1a - 30%; 1b - 30%)</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: 1a - Week 6; 1b - Week 10</p> <p>Task 2: Essay</p> <p>Contribute to six (6) Moodle™ forums throughout the semester as the basis of an essay that synthesises your learning throughout the semester on the major schools of counselling.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4-6</p> <p>Assessed: Week 13</p>
Unit summary	<p>This unit introduces students to the major schools of counselling as a foundation for understanding human beings, their problems, and how best to help them. Through being introduced to these schools, and Christian perspectives on these approaches, students will begin to be able to respond appropriately to the wide variety of issues they will face in the counselling context, as well as to develop their own integrated personal worldview and theory base.</p>