

## UNIT INFORMATION

<b>UNIT CODE</b>	CO212	
<b>UNIT NAME</b>	Counselling Approaches	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Intermediate	
<b>UNIT COORDINATOR</b>	Toni Neil	
<b>TEACHING STAFF</b>	Merie Burton Julie Nixon	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face on site External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	35 hours
	Reading and study	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<i>Prerequisite</i> SO100 Academic and Professional Communication	
	<i>Pre or corequisite</i> SO112 Introduction to Human Behaviour	

## RATIONALE

To effectively assist others, counselling practitioners need a thorough understanding of both the counselling process and the broad theoretical approaches which form the foundation of effective therapeutic work. Although there exists a variety of individual counselling models, for the most part they are rooted in the philosophy and theory of one (or perhaps two) of the major 'schools' or approaches to psychology and counselling. These schools provide coherent foundations on which to build an understanding of human beings, their condition, the challenges they face, and how best to journey with them. In this unit students will be introduced to these schools, and Christian perspectives on these approaches.

From this unit students will begin to be able to understand how 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.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

This unit is offered as an internal class and in external mode. Students select which mode they wish to enrol in.

### INTERNAL

In an internal class, there will be 1 lecture (2 hours) and tutorial (1 hour) per week. Please check the CHC timetable available on the CHC website for class times.

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

#### Internal classes are supported by resources on CHC's learning portal:

1. Power points of lectures.
2. Essential readings and other useful resources.
3. Learning guides.
4. Assessment guides.
5. Discussion forums.
6. News forum.
7. Turnitin assessment and feedback tool.

### EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.

- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

### Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listen to lectures online and take notes.
- Revise and rewrite notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. Introduction to counselling approaches
  - a. An overview of the major approaches to psychology
  - b. A biblical perspective of human beings
  - c. Criteria for comparing approaches
2. Psychodynamic approaches
  - a. Psychoanalysis
  - b. Object relations
  - c. Analytical psychology
  - d. Attachment theory
  - e. Multicultural and Christian worldview perspectives

3. Cognitive-Behavioural approaches
  - a. Behavioural therapy
  - b. Cognitive therapy
  - c. REBT
  - d. CBT
  - e. Third wave therapies
  - f. Multicultural and Christian worldview perspectives
4. Humanistic-Existential approaches
  - a. Maslow
  - b. Person-centred therapy
  - c. Existential therapy
  - d. Gestalt therapy
  - e. Multicultural and Christian worldview perspectives
5. Constructivist approaches
  - a. Postmodernism
  - b. Solution-focused therapy
  - c. Strengths-based approaches
  - d. Narrative therapy
  - e. Multicultural and Christian worldview perspectives
6. Neuroscience and Brain-Mind-Body approaches
  - a. The historical development of neuroscience and its impact on counselling
  - b. Neuropsychotherapy
  - c. Body-based approaches to therapy
  - d. Multicultural and Christian worldview perspectives

## LEARNING OUTCOMES

On completion of this unit of study, students will have provided *evidence* that they have:

1. Understood the historical, theoretical, and philosophical bases of the major schools of counselling.
2. Discussed the similarities and differences of these schools, as well as the strengths and weaknesses of each.
3. Applied theoretical understandings to counselling situations.
4. Evaluated major approaches to counselling from Christian worldview and multicultural perspectives.
5. 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

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: CASE STUDIES

**Task 1A:** Analyse the case study supplied on Moodle firstly using an Object Relations approach, then using a Cognitive-Behavioural approach, suggesting how you would counsel the client using each approach.

**Task 1B:** Using the same case study as you used for Task 1A, this time compare a person-centred approach and a solution-focused approach.

Word Length/Duration:	3,000 words (2 x 1,500 words)
Weighting:	60% (1A: 30%, 1B: 30%)
Learning Outcomes:	1-5
Assessed:	Week 6: 1A, Week 11: 1B.
Method of Submission:	Turnitin

## TASK 2: ESSAY

Write an essay on the theoretical approach that you feel most drawn to at this stage of your training after having studied them this semester. Consider the underlying philosophy and theory of change of this approach and reflect on how consistent this is with your own philosophy and theory of change.

Word Length/Duration: 1800 words

Weighting: 40%

Learning Outcomes: 1, 4, 5

Assessed: Week 15

Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-5	1-5	K2, K3, S1, S5, S6	C,D,G
Task 2	1, 4, 5	1-6	K2, K3, S1, S5, S6	C,D,G

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Jones-Smith, E. (2021). *Theories of counseling and psychotherapy: An Integrative approach* (3rd ed.). Sage.

## RECOMMENDED READINGS

### BOOKS

Beres, L. (2014). *The narrative practitioner*. Palgrave Macmillan.

Cabaniss, D., Cherry, S., Douglas, C., & Schwartz, A. (2017). *Psychodynamic psychotherapy: A clinical manual* (2<sup>nd</sup> ed.). Wiley.

Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). *Counseling and psychotherapy: Theories and interventions* (6th ed.). American Counseling Association.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Brooks/Cole.

Murdock, N. (2016). *Theories of counseling and psychotherapy: A case approach* (4th ed.). Pearson.

Schneider, K., Pierson, J., & Bugental, J. (2015). *The handbook of humanistic psychology* (2nd ed.). Sage.

Sills, C., Lapworth, P., & Desmond, B. (2012). *An introduction to gestalt*. Sage.

Kennerley, H., Kirk, J. [ & Westbrook, D.]. (2017). [An introduction to] *Cognitive-behaviour therapy: Skills and applications* (3<sup>rd</sup> revised ed.). Sage.

### JOURNALS

*Journal of Psychology and Theology*

*Journal of Psychology and Christianity*

**OTHER**

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.

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