

UNIT INFORMATION

UNIT CODE	CO282	
UNIT NAME	Major Issues in Counselling	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Counselling	
DURATION	One semester	
LEVEL	Intermediate	
UNIT COORDINATOR	Sonia Thompson	
TEACHING STAFF	Sonia Thompson	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisites</i>	
	SO100 Academic Communication	
	SO112 Introduction to Human Behaviour	
	SO114 Foundational Interpersonal Skills	

RATIONALE

As well as an understanding of the underpinning theories and skills of counselling, people in the helping professions must also have some awareness of the kinds of issues faced by those who seek counselling. This unit focuses on a number of specific issues commonly presented in counselling and provides the student with a basic understanding of that issue, and interventions for effectively helping those who find themselves in these situations. This comprehensive overview of a variety of issues provides opportunity for students to not only learn theory and skills, but also creates an environment for students to reflect on these issues in terms of personal relevance and from a distinctly Christian perspective.

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. This is an exciting unit with several guest lecturers joining the class to bring their expertise on the different topics.

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.

** External students are welcome to attend internal lectures when they can. Lectures in this unit are often facilitated by guest speakers with specific expertise in the topic being discussed.

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

- Loss and grief
 - Understanding the nature of loss and grief
 - Counselling strategies for working with loss and grief
- Family and relationship issues
 - Common relationship issues and appropriate counselling strategies
 - Family breakdown and appropriate counselling strategies
- Trauma and abuse
 - An introduction to trauma and general principles/strategies for working with people who have experienced trauma
 - Understanding domestic violence and appropriate counselling strategies

- c. The nature of child abuse and child protection principles and strategies
4. Gender and sexuality
 - a. Issues related to gender and sexuality across the lifespan
 - b. Counselling strategies for working with issues related to gender and sexuality
5. Child and adolescent issues: counselling theory and interventions
 - a. Common issues faced by children and appropriate counselling strategies
 - b. Adolescence and pornography and appropriate counselling strategies
6. Addictions
 - a. Understanding addictions
 - b. Counselling strategies for working with addictions
7. Eating Disorders
 - a. Understanding eating disorders and the impact on clients
 - b. Counselling strategies for working with eating disorders
8. Risk presentations
 - a. Common types of risk presentations
 - b. Suicide and homicide risk
 - c. Counselling strategies for working with risk presentations
9. Gerontology
 - a. Issues related to aging
 - b. The impact of major and minor neurocognitive disorder
 - c. Appropriate counselling strategies

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Analysed major issues dealt with by counsellors.
2. Displayed an understanding of counselling interventions for each of the major topic areas.
3. Identified issues of personal relevance and reflected on the potential impact of these on the therapeutic relationship and use of self.
4. Evaluated responses to issues in light of ethical and Christian worldview perspectives.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

ASSESSMENT TASKS

ALL LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT, OTHERWISE YOU WILL RECEIVE A FAILING GRADE.

TASK 1: REFLECTIVE JOURNAL

Identify 2 issues from those listed in the content that you have personal experience with, and reflect on the potential impact of these issues on your capacity to establish and maintain a therapeutic relationship with clients and make effective use of your *self* in counselling.

Word Length/Duration: 1,500 words
 Weighting: 20%
 Learning Outcomes: 1, 3, 5
 Assessed: Week 6
 Method of Submission: Turnitin

TASK 2: RESEARCH ESSAY

Research one major issue listed in the topics of this unit regarding signs and symptoms; evidenced-based counselling interventions; and related ethical issues. Include Christian worldview perspectives on the major issue being reviewed.

Word Length/Duration: 2,000 words
 Weighting: 40%
 Learning Outcomes: 1, 2, 4, 5
 Assessed: Week 10
 Method of Submission: Turnitin

TASK 3: CASE STUDY

Choose one case study from those provided. Identify the presenting issues, and provide an appropriate evidence-based counselling response. Address any relevant ethical and worldview issues.

Word Length/Duration: 2,000 words
 Weighting: 40%
 Learning Outcomes: 1, 2, 4, 5
 Assessed: Week 14
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1,3,5	1-9	K1, S2, S5, S6	C, D
Task 2	1,2,4,5	1-9	K1-5, S2, S5, S6	C, D, G
Task 3	1,2,4,5	1-9	K1-4, S2, S5, S6	C, D, G

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Seber, G. (2019). *Counseling Issues: A handbook for counsellors, chaplains and psychotherapists*. Author.

RECOMMENDED READINGS

BOOKS

Anderson, S. A. & Sabetelli, R. M. (2011). *Family Interaction: A multigenerational developmental perspective*. (5th ed.). Allyn & Bacon.

Balswick, J. K. & Balswick, J. O. (2014). *The Family: A Christian perspective on the contemporary home*. (4th ed.). Baker.

Geldard, K., Geldard, D., & Yin Foo, R. (2017). *Counselling children: A practical introduction*. (5th ed.). Sage.

Marsh, A., Dale, A., & O'Toole, S. (2013). *Addiction counselling: Content and process*. (2nd ed.). IP Communications.

McBride, H. L. & Kwee, J. L. (2019). *Embodiment and eating disorders: Theory, research, prevention, and treatment*. Routledge.

Murray, J. (2016). *Understanding loss: A guide for caring for those facing adversity*. Taylor and Francis.

Schnarch, D. (2010). *Intimacy and desire: Awaken the passion in your relationship*. Beaufort Books.

Van der Kolk, B. (2015). *The body keeps the score: Mind, brain and body in the transformation of trauma*. Penguin.

JOURNALS

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.

SAMPLE

SAMPLE

