

UNIT INFORMATION

UNIT CODE	CO514	
UNIT NAME	Foundational Counselling Skills	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Postgraduate	
UNIT COORDINATOR	Sonia Thompson	
TEACHING STAFF	Sonia Thompson (lecturer) Rodwell Manzanga (tutor)	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	160 (2.0 EFTSL)
DELIVERY MODE	Face to face on site	
STUDENT WORKLOAD	Contact hours	35 hours
	Reading, study and preparation	55 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	Nil.	

RATIONALE

Research conducted in neuroscience and counselling during the last two decades has consistently indicated that the relationship between the counsellor and client is a significant predictor of therapeutic outcomes.

Those working closely with people in the counselling context need to develop competent, intentional use of interpersonal skills but to do so in the context of growing self-awareness. These skills, which are grounded in research and empirical support, are essential for the development of a strong therapeutic relationship, one of the primary factors for promoting positive outcomes for counselling clients.

This unit helps students to develop well-rounded interpersonal skills by means of specific practice and feedback from others. The unit approaches the topic of counselling skills in a holistic manner, integrating practice with communication purpose, Christian worldview principles, and cultural awareness. As self-awareness and the ability to monitor the impact of self on others is a key value for Christian Heritage College's counselling graduates, students will also have the opportunity to reflect on their own progress towards professional competence and receive feedback from others in this regard.

LEARNING DELIVERY PROCESS

This unit runs as an internal unit one semester, and intensive in the other. Whichever mode the unit is in, students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of**

every session for units that are offered as Intensives; 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.

INTERNAL

When this unit runs as an internal class, there will be 1 lecture per week (3 hours). This unit is very experiential, and not like a typical lecture where you sit and just take notes. In that way it is more like a 3-hour workshop. Please check the CHC timetable available on the CHC website.

INTENSIVE

There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website. Classes go from 9.00am to 5.00pm every day unless told otherwise by the lecturer.

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.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance.

Some guidelines for lectures:

- 80% attendance, however, students must attend every day of the intensives – 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.
- The Moodle page for this unit will be updated with resources and the lecturer will be posting on-line discussions throughout the semester. You are encouraged to communicate through the on-line forum with your lecturer and your fellow students.
- Check your Moodle page regularly.
- Please don't be late for your intensives as this is disruptive for other students and shows a lack of respect for your peers and the staff.

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: Overview of counselling and microskills.
2. Building an ethical therapeutic relationship.
3. Attending.
4. Opening and questions.
5. Observing and body language.
6. Reflecting including basic reflections, content, feeling.
7. Skills analysis
8. Focussing, clarifying and summarising
9. Empathy.
10. Multicultural implications of foundational communication skills.
11. A Christian worldview perspective of foundational counselling skills.
12. Empathic Confrontation/Gentle Challenge.
13. Endings and new possibilities.
14. Philosophical and theoretical foundations of foundational counselling skills.

LEARNING OUTCOMES

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

1. Understood and developed verbal and non-verbal interpersonal communication skills in the counselling context.
2. The knowledge and ability to develop rapport with clients.
3. Critically reflected upon the importance of interpersonal skills in the building of a strong therapeutic relationship.
4. Critically evaluated interpersonal communication skills from a Christian worldview perspective and within multicultural contexts.
5. Examined and evaluated their own intrapersonal and interpersonal skills and behaviours.
6. Investigated and evaluated the ethical, philosophical, theoretical and research basis underpinning the foundational counselling skills; 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

ALL ASSESSMENTS MUST BE SUCCESSFULLY COMPLETED (MINIMUM PASSING GRADE) TO PASS THIS UNIT, OTHERWISE YOU WILL RECEIVE A FAILING GRADE

INTERVIEW AND REFLECTIVE JOURNAL

Task 1a: Record a 15 minute interview to demonstrate your current foundational counselling skills.

Task 1b: Keep a reflective journal of 8 x 50 – 100 words which captures key insights from your development of skills and insights into building a therapeutic relationship throughout the semester.

Duration: 1a Interview: 15 minutes
1b Word Length: Journal 500-800 words
Weighting: 10%
Learning Outcomes: 1-3, 5, 7
Assessed: Formative Feedback week 6
Final submission Week 12
Method of Submission: Turnitin
OneDrive – Recording

TASK 2: ESSAY

Write a critical essay which discusses the role of the counselling skills and the personal qualities of the counsellor which are needed to develop and maintain a strong therapeutic relationship in the counselling context.

Word Length/Duration: 2,500 words
Weighting: 40%
Learning Outcomes: 1-4, 6,7
Assessed: Week 8
Method of Submission: Turnitin

TASK 3: INTERVIEW AND ANNOTATED TRANSCRIPT PLUS ANALYTICAL ESSAY

Record a 30-minute interview demonstrating foundational counselling skills and complete an annotated verbatim transcript corresponding to fifteen minutes of this interview. Comparing the skills demonstrated in the first interview you are to write an analytical essay, to reflect on and discuss your use of foundational counselling skills to conduct a counselling interview

Word Length/Duration: Analytical Essay: 2,000 words and Interview: 30 minutes
Weighting: 50% (Interview: 20% and Analytical Essay: 30%)
Learning Outcomes: 1-5, 7
Assessed: Week 14
Method of Submission: task 3a OneDrive – Recording
Task 3b Turnitin – Analytical Essay

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Objectives
Task 1	1-3, 5, 7	1-14	S1, S4, S5	A, B, E
Task 2	1-4,6,7	2-14	K1, K2, K4, K5, S1	A, C, G
Task 3	1-5, 7	2-14	K1, K2, K5, S1, S4, S5, S7, S8	A, B, C, D, E, G

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage Learning.

Nesbit Sbanotto, E. A., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for effective counseling: A faith-based integration*. InterVarsity Press. This book is available as an ebook through CHC library.

Selected readings will also be available via the Moodle™ site for this unit.

RECOMMENDED READINGS

BOOKS

- Bertolino, B. (2010). *Strengths-based engagement and practice: Creating effective helping relationships*. Allyn and Bacon.
- Cormier, S., Nurius, P., & Osborn, C. (2017). *Interviewing and change strategies for helpers* (8th ed.). Cengage.
- Egan, G., & Reese, R. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage.
- Dewan, M., Steenbarger, B., & Greenberg, R. (2018). *The art and science of brief psychotherapies: a practitioner's guide* (3rd ed.). American Psychiatric Publishing.
- Hutchinson, D. (2015). *The essential counselor: Processes, skills, and techniques* (3rd ed.). Sage.
- Johns, C. (2017). *Becoming a reflective practitioner* (5th ed.). Wiley-Blackwell.
- Johnson, D. W. (2014). *Reaching out: Interpersonal effectiveness and self-actualization* (11th ed.). Pearson.
- Papadopoulos, L., Cross, M., & Bor, R. (2003). *Reporting in counselling and psychotherapy: A trainee's guide to preparing case studies and reports*. Brunner Routledge.
- Prout, T. & Wadkins, M. (2014). *Essential interviewing and counseling skills: An integrated approach to practice*. Springer.
- Wright, J. & Bolton, G. (2018). *Reflective writing in counselling and psychotherapy* (2nd ed.). Sage.

JOURNALS

Journal of Social Work Practice

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