

UNIT INFORMATION

UNIT CODE	CO557														
UNIT NAME	Theories of Counselling														
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling														
DURATION	One semester														
LEVEL	Postgraduate														
UNIT COORDINATOR	Toni Neil														
TEACHING STAFF	Merie Burton Julie Nixon														
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 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>Student 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 / COREQUISITES / RESTRICTIONS	Nil														

RATIONALE

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, including the evidence-base for each approach.

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.

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
 - d. A model for critical reflection
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, students will have provided *evidence* that they have:

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.
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

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

TASK 1: CASE STUDY

Part A: At the completion of studying the first two major schools of counselling (psychodynamic and behavioural/cognitive-behavioural), apply one specific approach from each school to a case study (provided on Moodle), explaining how each approach would help you conceptualise (i.e. understand the person and the cause of their problem) and respond to the client and the problems being experienced (i.e. what therapeutic techniques you would use).

Critically examine 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.

Part B: 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).

Word Length/Duration: 3,600 words (2 x 1,800 words)
 Weighting: 60% (Part A: 30% and Part B: 30%)
 Learning Outcomes: 1-4, 6
 Assessed: Week 6 – Part A
 Week 11 – Part B
 Submission Method: Turnitin

TASK 2: ESSAY

Reflect on your significant learning throughout the semester on the major schools of counselling in terms of their philosophical underpinnings and approach to change.

Word Length/Duration: 2,500 words
 Weighting: 40%
 Learning Outcomes: 1, 2, 4-6
 Assessed: Week 15
 Submission Method: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-4, 6	1-5	K1, K2, K5, S1, S6, S7, S8	A,G
Task 2	1, 2, 4-6	1-6	K1, K2, K5, S1, S5, S7, S8	A,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*. London, UK: Palgrave Macmillan.

Cabaniss, D., Cherry, S., Douglas, C., & Schwartz, A. (2017). *Psychodynamic psychotherapy: A clinical manual* (2nd 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.

Ellis, D.J., & Ellis, A. (2019). *Rational emotive behavior therapy* (2nd ed.). American Psychological Association.

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.

JOURNALS

Journal of Psychology and Theology

Journal of Psychology and Christianity

Counselling Psychology Quarterly

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

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