

UNIT INFORMATION

UNIT CODE	CO610	
UNIT NAME	Towards a Christian Worldview for Counselling	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Postgraduate	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Dr Stephen Beaumont	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	160 (2.0 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	Nil.	

RATIONALE

Counsellors, whether working in a Christian or secular environment, are often faced with big questions such as, "If God is a loving God, why does he allow bad things to happen to innocent people?" and, "What is the purpose of my life?" Although these are fundamentally theological questions, counsellors need to be able to journey with their clients through these questions using their counselling knowledge and skills in the context of the therapeutic relationship. While clients come to counselling with these questions, counsellors are often working through these big questions themselves. In addition to the personal transformation process, counsellors need to grapple with the different worldview expressions that they may encounter and that underpin the various theoretical approaches they have encountered. In doing this, an informed integration of their worldview and counselling practice may be forged.

The previous units in this course have laid the foundations of theory and skills necessary for professional counselling. This unit critically examines this knowledge and understanding in the context of a transformative Christian worldview by inviting students to engage with the big questions that they will face as practitioners and through their clients. To

make the learning authentic and relevant to the counselling practitioner, the topics of this unit have been expressed as the questions that clients, both Christian and non-Christian, may ask.

The unit will assist students to explore the big questions from the foundation of a Christian worldview. Through this process of personal investigation, using theological models, common assumptions, and comparisons of different worldviews, students will be able to give clients the permission to investigate the big questions and the tools to support them through their search.

LEARNING DELIVERY PROCESS

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

INTERNAL

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

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 lecture will be 2 hours in length with a 10-minute break in the middle.
- 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.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who try 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. Participation by all will ensure the subject is intellectually and personally significant.

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

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.
- Listening to my lectures online and taking notes.
- Revising and rewriting my 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. What is theology and why does it matter?
 - Introduction to discipline of modern theology
 - Imbedded versus deliberative theology
 - Theology and the social sciences
 - Faith integration in counselling practice
 - Practical Theology & theological reflection

2. What is the nature and character of God?
 - The nature and character of God in Christianity
 - The nature and character of God in Judaism, Buddhism & Islam
 - The doctrine of the human person in counselling
3. What does it mean to be made in the image of God?
 - Understanding the concept of image of God in Christian tradition
 - Exploring the implication of a transformational progression of image to therapeutic work (e.g. counselling)
 - The image of God, Otherness and Human Identity
 - Christian anthropology and the Image of God
 - Being human: Philosophical perspectives
 - Towards an Integration
4. What does grace, hope & love look like in counselling?
 - What is a Christian understanding of faith, hope and love through contemporary theologians (e.g. Moltmann, Wright, Pruyser, Capps, Snyder)
 - Marcel's philosophy of hope
 - What does it mean for hope to be future oriented?
 - Exploring the twin concepts of particularised hope and generalised hope
 - Psychology's contribution to the study of hope
 - What does hope look like in the counselling room?
5. Why is there sin and suffering in the world?
 - Religious perspectives on human Suffering - Jewish, Roman Catholic, Buddhist, Evangelical, Islamic, and Hindu traditions
 - Religion and violence
 - Case studies of suffering including ecology, poverty, discrimination, and war
 - Grief and Loss from a Christian worldview
6. What does it mean to be reconciled and receive restoration?
 - A Christian worldview of forgiveness and reconciliation
 - The psychology of forgiveness
 - Psychological restoration
 - Forgiveness and emotion
 - Case Study: Hinduism beliefs about forgiveness and reconciliation
7. How does counselling facilitate transformation?
 - Theology of healing & transformation
 - Meaning & transformation in counselling
 - Theoretical bases of corrective experiences
 - Transformative events across various client perspectives
8. How does Christian theology inform our understanding of gender?
 - Contemporary Issues and perspectives on Gender
 - Religion and Gender
 - Sexuality and Gender
 - Worldview and bias
 - Working Relationally with LGBT Clients in Clinical Practice: Client and Clinician in Context
9. How does Christian theology inform our understanding of connection?
 - The power of human connection
 - Neuroscience of connection
 - Theology of Intimacy
 - Attachment theory and concepts of God
 - Case Study: Human Relation in Islam
10. How does Christian theology inform our understanding of Aging?
 - Theoretical perspectives on aging – sociological, biological and psychological
 - Theological perspectives on aging
 - Case Study: Indigenous Australian perspectives in Aging

11. How does Christian theology inform our understanding of mental health?
 - Theoretical perspectives on mental health – analytical/developmental, behavioural, cognitive, social, humanistic, personality
 - Theological perspectives on mental health
 - Religion and mental health
 - Case Study: A Buddhist perspective on mental health
12. Developing Pluralistic Practice in Counselling and Psychotherapy
 - Understanding contemporary approaches to Pluralistic counselling
 - Taking client knowledge seriously
 - Pluralism in practice

LEARNING OUTCOMES

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

1. Identified and examined big questions that are often encountered in the practice of counselling through assumptions, theological models and a Christian worldview.
2. Analysed essential elements of a Christian worldview and their relevance in a counselling context.
3. Critiqued basic tenets of various counselling theories from a Christian worldview perspective and integrated these aspects to inform practice in a counselling setting.
4. Compared and contrasted the responses of a Christian worldview with those of other worldviews to the big questions that are often encountered counselling.
5. Analysed and reflected upon personal worldviews and transformational experiences as these influence their counselling practice.
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: FORUM DISCUSSIONS

You are to respond to four (4) Moodle™ discussions. These posts will reflect on personal transformational experiences, and significant learnings you have gained from the lecture topics and relevant readings. They will also reflect on the implications of these experiences and learnings for your counselling practice.

Word Length/Duration: 1,000 words (4 x 250 words)
 Weighting: 20%
 Learning Outcomes: 1-5
 Assessed: 4,7,9,11
 Method of Submission: Moodle

TASK 2: ESSAY

Examine one topic from Content items 2-6 11 as a component of the Christian worldview, analysing major theological perspectives that inform this. Consider the personal relevance of these perspectives to your developing counselling practice and Christian worldview.

Word Length/Duration: 2,500 words
 Weighting: 40%
 Learning Outcomes: 1,2,4,5
 Assessed: Week 10
 Method of Submission: Turnitin

TASK 3: CASE STUDY

You will be provided with a case study on Moodle. Compare how the issues within the case study would be perceived and understood within a Christian Worldview, and an alternate worldview or philosophy of your choice. Explain how the difference in perspective might impact the counselling relationship, process and/or outcome.

Word Length/Duration: 2,500 words

Weighting: 40%

Learning Outcomes: 1-5

Assessed: Week 16

Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives
Task 1	1-5	1-11	K1,K3,S1, S5	1, 3, 6, 7	A, E
Task 2	1,2,4,5	2-11	K1, K5, S1, S6, S7, A3	1, 3, 6, 7	B, C, J, K
Task 3	1-5	2-11	K1, K5, S1, S6, S7, A3	1, 3, 6, 7	B, C, J, K

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Book of Readings (Available on Moodle™).

RECOMMENDED READINGS

BOOKS

Boeve, Lieven, Yves de Maeseneer, and Ellen Van Stichel. (2014). *Questioning the human: toward a theological anthropology for the twenty-first century*. Fordham University.

Grenz, S. (2014). *Created for community: Connecting Christian belief with Christian living* (3rd ed.). Baker Academic.

McGrath, A. (2012). *Theology: The basics*. Wiley-Blackwell.

Morgan, C., & Peterson, R. (2012). *The Kingdom of God: Theology in community*. Crossway.

Moreland, J. P., & Ciochi, D. M. (Eds.). (2015). *Christian perspectives on being human: A multidisciplinary approach to integration*. Wipf & Stock.

O'Hara, D. (2013). *Hope in counselling and psychotherapy*. Sage.

Sire, J. (2015). *Naming the elephant: Worldview as a concept* (2nd ed.). IVP.

Schwarz, H. (2013). *The Human being: A theological anthropology*. Eerdmans.

Swinton, J. (2000). *From bedlam to shalom: Towards a practical theology of human nature, interpersonal relationships, and mental health care*. Peter Lang.¹

Weaver, N. K. (2013). *The theology of suffering and death: An introduction for caregivers*. Routledge.

Yong, A. (2012). *Spirit of love: A Trinitarian theology of grace*. Baylor University Press.

JOURNAL ARTICLES

Spezio, M. (2013). Social neuroscience and theistic evolution: Intersubjectivity, love, and the social sphere. *Zygon*, 48(2), 428-438.

JOURNALS

Journal of Pastoral Care and Counseling

Journal of Psychology and Theology

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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