



CHRISTIAN HERITAGE COLLEGE

**CO212**

## **COUNSELLING APPROACHES**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<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>Core/elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240
<b>Delivery mode</b>	Face-to-face on site External
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <p>Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours <b>TOTAL 150 hours</b></p> <p><i>External</i></p> <p>Engagement with study materials 90 hours Assignment preparation 60 hours <b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisites</i></p> <p>SO100 Academic and Professional Communication SO112 Introduction to Human Behaviour</p>
<b>Rationale</b>	<p>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.</p> <p>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.</p>
<b>Prescribed text(s)</b>	Jones-Smith, E. (2016). <i>Theories of counselling and psychotherapy: An Integrative approach</i> (2nd ed.). London, UK: Sage

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Beres, L. (2014). <i>The narrative practitioner</i>. London, UK: Palgrave Macmillan.</p> <p>Cabaniss, D., Cherry, S., Douglas, C., &amp; Schwartz, A. (2011). <i>Psychodynamic psychotherapy: A clinical manual</i>. Hoboken, NJ: Wiley.</p> <p>Capuzzi, D., &amp; Gross, D. R. (Eds.). (2016). <i>Counselling and psychotherapy: Theories and interventions</i> (6th ed.). Alexandria, VA: American Counseling Association.</p> <p>Corey, G. (2017). <i>Theory and practice of counseling and psychotherapy</i> (10th ed.). Belmont, CA: Brooks/Cole.</p> <p>Murdoch, N. (2016). <i>Theories of counseling and psychotherapy: A case approach</i> (4th ed.). New York, NY: Pearson.</p> <p>Schneider, K., Pierson, J., &amp; Bugental, J. (2015). <i>The handbook of humanistic psychology</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Sills, C., Lapworth, P., &amp; Desmond, B. (2012). <i>An introduction to gestalt</i>. London, UK: Sage.</p> <p>Westbrook, D., Kennerley, H., &amp; Kirk, J. (2011). <i>Cognitive-behavior therapy: Skills and applications</i> (2nd ed.). London, UK: Sage.</p> <p><b>Journals</b></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p><i>Counselling Psychology Quarterly</i></p> <p><i>Counselling Psychology Review</i></p> <p>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).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Introduction to counselling approaches</li> <li>2. Psychodynamic approaches</li> <li>3. Humanistic-Existential approaches</li> <li>4. Cognitive-Behavioural approaches</li> <li>5. Constructivist approaches</li> <li>6. Neuroscience and Brain-Mind-Body approaches</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit of study, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. understood the historical, theoretical, and philosophical bases of the major schools of counselling;</li> <li>2. discussed the similarities and differences of these schools, as well as the strengths and weaknesses of each;</li> <li>3. applied theoretical understandings to counselling situations;</li> <li>4. evaluated major approaches to counselling from Christian worldview and multicultural perspectives; and</li> <li>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.</li> </ol>

<p><b>Assessment tasks</b></p>	<p><b>Task 1: Case studies</b></p> <p>1a) Choose one therapeutic approach from the Psychodynamic school of counselling and one from the behavioural/Cognitive-Behavioural school. Apply these therapeutic approaches to the case study provided.</p> <p>1b) Choose one therapeutic approach from the humanistic/existential school and one from the constructivist school. Apply these therapeutic approaches to the same case study you used for 1a).</p> <p>Word Length/Duration: 3,000 words (2 x 1500 words)</p> <p>Weighting: 60% (1a - 30%; 1b - 30%)</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: 1a - Week 6; 1b - Week 10</p> <p><b>Task 2: Concept map</b></p> <p>Prepare a concept map comparing and contrasting the key aspects of the five counselling approaches presented in this unit.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 5</p> <p>Assessed: Week 16</p>
<p><b>Unit summary</b></p>	<p>This unit introduces students to the major schools of counselling as a foundation for understanding human beings, their problems and how best to help them. Through being introduced to these schools, and Christian perspectives on these approaches, students will begin to be able 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.</p>

SAMPLE