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.
**Unit Name**
Advanced Processes and Strategies in Counselling

**Unit Code**
CO461

**Award**
Graduate Diploma in Social Science
Master of Counselling

**Credit Points**
10

**Core/Elective**
Core - Master of Counselling

**Prerequisites**
CO459 Foundational Counselling Skills
CO460 Attending to the Human Story

**Modes**
Internal
Intensive

**Delivery/Contact hrs**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Lectures and Tutorials</th>
<th>Reading, study and preparation for lectures</th>
<th>Assignment preparation</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>39 hours</td>
<td>39 hours</td>
<td>52 hours</td>
<td>130 hours</td>
</tr>
<tr>
<td>Intensive</td>
<td></td>
<td>37 hours</td>
<td>41 hours</td>
<td>52 hours</td>
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</table>

**Teaching Staff**
Peter Janetzki

**Unit Rationale**
Effective counselling requires the use of appropriate listening skills and the ability to implement a process that mobilises change factors in the life of the counsellee. This is the basis of all counselling frameworks. Counselling students must therefore possess the capacity to not only apply skills but to do so in such a way that it facilitates an overall coherent and effective process of change. Counselling students at postgraduate level must also be able to critically analyse their implementation of the skills and processes of counselling as the basis of ongoing constructive growth and modification of their practice.

This subject will present a model of counselling that can be used in personal and welfare counselling situations, enabling students to deal more effectively with those who present for counselling. They will also focus on their own spirituality and ability to relate effectively to clients from diverse backgrounds.

**Learning Outcomes:**

On completion of this unit students will have provided evidence that they have:

1. Described, demonstrated and critiqued skills and processes appropriate for various stages in counselling;
2. Described, applied and evaluated an appropriate counselling philosophy that results in journeying with people;
3. Identified, through the principles and skills of reflective practice, their own contributions to the helping relationship including awareness of counsellee needs and counsellor authenticity;
4. Understood and reflected on the place of spiritual and Christian worldview dimensions and interventions in counselling;
5. Identified ethical issues in counselling and described professional responses;
6. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
### Content:

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process models of counselling</td>
</tr>
<tr>
<td>2</td>
<td>The counsellor, previous experiences, presence and authenticity</td>
</tr>
<tr>
<td>3</td>
<td>The IPR (Interpersonal Process Recall) model</td>
</tr>
<tr>
<td>4</td>
<td>Micro-skills hierarchy with particular focus on the process of counselling</td>
</tr>
<tr>
<td>5</td>
<td>Processes and strategies of developing a helping relationship</td>
</tr>
<tr>
<td>6</td>
<td>Effective influencing skills</td>
</tr>
<tr>
<td>7</td>
<td>Identifying and clarifying problems, listening skills</td>
</tr>
<tr>
<td>8</td>
<td>Understanding and assessing problems</td>
</tr>
<tr>
<td>9</td>
<td>Stating working goals, planning interventions</td>
</tr>
<tr>
<td>10</td>
<td>The place of Christian spirituality in counselling</td>
</tr>
<tr>
<td>11</td>
<td>Focusing on feelings, pain, emotional healing and growth</td>
</tr>
<tr>
<td>12</td>
<td>Advanced counselling techniques from Gestalt, Experiential, Listening Prayer, and Psychodynamic approaches; application, effectiveness and evaluation</td>
</tr>
<tr>
<td>13</td>
<td>Ethical issues including commencing, record keeping, termination and supervision</td>
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</tbody>
</table>

### Set Text Requirements:


### Recommended Readings:


**Journals**
*Journal of Psychology and Theology*
*Journal of Psychology and Christianity*
*Journal of Counselling and Development*

**Assessment:**

80% attendance at scheduled classes and regular participation in the forum discussions on the unit’s Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Essay 1750 words</td>
<td>Prepare a reflective essay discussing your own emerging personal practice framework, including an understanding of how the principles of reflective practice will be applied to self-identified areas requiring growth and development.</td>
<td>2-6</td>
<td>Internal: Week 9, Intensive: Two weeks after first session</td>
<td>30%</td>
</tr>
<tr>
<td>Counselling Interview and Evaluative Report</td>
<td>Participate in making a number of recordings that demonstrate the skills, strategies and processes of counselling. At the end of the semester you will submit a final recording of a counselling session demonstrating competency in the application of the basic listening skills in a structured process learned in the course. This video tape is to be accompanied by an evaluative report for a 20-minute section of the interview.</td>
<td>1-6</td>
<td>Internal: Week 12, Intensive: Two weeks after second session</td>
<td>50%</td>
</tr>
<tr>
<td>Extension to Process Report 1000 words</td>
<td>To obtain higher marks, discuss how an intervention from a specific counselling modality studied in this unit could be appropriately applied in the counselling process demonstrated in the Process Report.</td>
<td>1-6</td>
<td>Week 14</td>
<td>20%</td>
</tr>
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