



CHRISTIAN HERITAGE COLLEGE

CO314

**ADVANCED PROCESSES AND STRATEGIES IN
COUNSELLING**

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 code	CO314
Unit name	Advanced Processes and Strategies in Counselling
Associated higher education awards	Bachelor of Counselling
Duration	One semester
Level	Advanced
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: 240
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites</i></p> <p>CO214 Foundational Processes and Strategies in Counselling</p>
Rationale	<p>Being a counselling professional of excellence requires ongoing intentional honing of skills, reflective practice and supervision. It is, therefore, imperative that counselling students develop the skills and personal philosophy that underpin a culture of professional excellence, which includes an open, transparent, and error-centric model of clinical practice. Miller, Hubble and Duncan argue that individual achievement and the quest for excellence flourishes in supportive communities.</p> <p>Consequently, this unit focuses on the further development of students' meta-cognitive skills as they develop capacity to reflect on their counselling practice with openness and transparency. Such reflection includes highlighting strengths and weaknesses within the student's counselling practice and the exploration of a Christian worldview that fosters ethical maturity and professional excellence. This unit also introduces the student to collaborative peer learning as a means of promoting ongoing practices for professional counselling excellence and will provide opportunity for students to receive feedback as to their progress towards becoming a professional counsellor.</p>
Prescribed text(s)	Kottler, J. A., & Carlson, J. (2014). <i>On being a master therapist: Practicing what you preach.</i> Hoboken, NJ: Wiley.

<p>Recommended readings</p>	<p>Books</p> <p>Corey, G., Corey, M. S., & Callanan, P. (2014). <i>Issues and ethics in the helping professions</i> (9th ed.). Pacific Grove, CA: Brooks/Cole.</p> <p>Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). <i>Intentional interviewing and counselling: Facilitating client development in a multicultural society</i> (8th ed.). Pacific Grove, CA: Brooks/Cole.</p> <p>Johnson, D. W. (2012). <i>Reaching out: Interpersonal effectiveness and self-actualisation</i> (11th ed.). Englewood Cliffs, NJ: Prentice Hall.</p> <p>McLeod, J. & McLeod, J. (2014). <i>Personal development for counsellors, psychotherapists and mental health practitioners</i>. Maidenhead, UK McGraw-Hill.</p> <p>Rossouw, P. (Ed.). (2014). <i>Neuropsychotherapy: Theoretical underpinnings and clinical applications</i>. Brisbane, Australia: Mediros.</p> <p>Sbanotto, E., Gingrich, H., & Gingrich, F. (2016). <i>Skills for effective counseling: A faith-based integration</i>. Downers Grove, IL: IVP Academic.</p> <p>Smaby, M., & Maddux, C. (2011). <i>Basic and advanced counseling skills: The skills counsellor training model</i>. Belmont, CA: Brooks/Cole.</p> <p>Warlow, J. (2010). <i>Living wholeness: The Christian wholeness framework for professional counsellors</i>. Brisbane, QLD, Australia: Christian Wholeness Counselling Services.</p> <p>Journals</p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p><i>Journal of Counseling and Development</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Review of previous learning of processes and strategies for counselling 2. Principles of developing and maintaining a culture and mindset of excellence in counselling 3. Meta-cognition of the counsellor within the counselling process 4. IPR (Interpersonal Process Recall) model 5. Identifying weaknesses, “sticking points” and strategies for growth and improvement 6. Case conceptualisations and assessments 7. Conceptualising within various counselling theories 8. Stating working goals and planning interventions 9. A Christian worldview that fosters ethical maturity and professional excellence.

<p>Learning outcomes</p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. critically reflected on their understandings of the appropriate use of micro-skills, meta-processes and meta-skills in the various stages of the counselling process; 2. analysed their meta-cognition in order to critically evaluate their own counselling practice with a view to developing excellence in counselling; 3. understood the value of reflecting and critiquing skills that focus on the giving and receiving of feedback as part of best practice within a professional context; 4. developed the capacity for professional openness and transparency in the context of reflective practice where professional development and better outcomes for counselees are facilitated; 5. conceptualised the counselee's world in a detailed and multifaced manner including physical, intellectual, emotional, social, and spiritual aspects of their person; 6. critically reflected on cultural, spiritual and ethical issues in counselling and described professional responses consistent with ethical principles and a Christian worldview; 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.
<p>Assessment tasks</p>	<p>In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 1.</p> <p>Task 1: Participation in Interpersonal Process Recall (IPR) sessions.</p> <p>Participation is mandatory at all IPR sessions due to the experiential nature of the unit. Students will be required to present a videorecording of themselves being the counsellor for one of the IPR sessions.</p> <p>Word Length/Duration: 45 minutes (video recording)</p> <p>Weighting: Pass/fail</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Weeks 2-13</p> <p>Task 2: Online Forum & Meta-Reflection</p> <p>You are to engage in a reflective process of your learning after each IPR session (in the online forum via Moodle™) specific to your role in the IPR session: Counsellor, Inquirer or Observer. You are also to interact with class peers and lecturer in the online weekly discussion.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 13</p> <p>Task 3: Counselling Interview, Annotated Transcript & Process Report</p> <p>Submit a final digital video recording of a follow up counselling interview with the client that was presented as part of your IPR session.</p> <p>This video recording is to be accompanied by a process report for a 30-minute section of the interview.</p> <p>Word Length/Duration: Interview - 45 minutes; Report - 1,500 words</p> <p>Weighting: Interview - 30%; Report - 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 15</p>

Unit summary	This unit focuses on the development and application of students' meta-cognitive skills and their capacity to reflect on their counselling practice with openness and transparency. Students will also have opportunity to reflect upon the strengths and weakness of their counselling practice in the context of collaborative peer learning.
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