CO614

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.

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Unit code	CO614
Unit name	Processes and Strategies in Counselling
Associated higher education awards	Master of Counselling
Duration	One semester
Level	Postgraduate
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: 160
Delivery mode	Face-to-face on site
Student workload	*Face-to-face on site* Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours **TOTAL** **150 hours** Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	*Prerequisite* CO514 Foundational Counselling Skills
Rationale	Being a counselling professional of excellence requires ongoing intentional honing of skills, reflective practice and supervision. As such, there is a need for professionals to develop the advanced skills and personal philosophy that underpins a culture of professional excellence. This unit, therefore, focuses on the development of students' meta-cognitive skills and their capacity to reflect on their counselling practice with openness and transparency. As such, students are afforded the opportunity to develop an understanding of the process of counselling, and to engage appropriately with concurrent micro-skills and meta-skills at the various stages of the counselling process. As students are equipped to effectively deal with clients from a variety of contexts, they are also undergirded by a supportive community atmosphere that encourages them to both explore the significance of a Christian worldview to their counselling practice and to develop a personal philosophy of professional excellence. Students will also apply their meta-knowledge in understanding themselves within the counselling process so enable them to more effectively relate to clients from diverse backgrounds. As in the previous skills unit, students will have the opportunity to reflect on their progress towards professional competence and receive feedback from others in this regard.
Prescribed text(s)	Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014) *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole. Kottler, J. A., & Carlson, J. (2014). *On being a master therapist: Practicing what you preach.* Hoboken, NJ: Wiley.

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Recommended readings	**Books** Corey, G., Corey, M.S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Pacific Grove, CA: Brooks/Cole. Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Pacific Grove, CA: Brooks/Cole. Johnson, D. W. (2012). *Reaching out: Interpersonal effectiveness and self-actualisation* (11th ed.). Englewood Cliffs, NJ: Prentice Hall. McLeod, J. & McLeod, J. (2014). *Personal development for counsellors, psychotherapists and mental health practitioners.* Maidenhead, UK McGraw-Hill. Okun, B. F. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Pacific Grove, CA: Brooks /Cole. Rossouw, P. (Ed.). (2014). *Neuropsychotherapy: Theoretical underpinnings and clinical applications.* Brisbane, Australia: Mediros. Sbanotto, E., Gingrich, H., & Gingrich, F. (2016). *Skills for effective counseling: A faith-based integration.* Downers Grove, IL: IVP Academic. Warlow, J. (2010). *Living wholeness: The Christian wholeness framework for professional counsellors.* Brisbane, QLD, Australia: Christian Wholeness Counselling Services. **Journals** *Journal of Psychology and Theology* *Journal of Psychology and Christianity* *Journal of Counseling and Development* *Psychotherapy in Australia* 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.
Specialist resource requirements	Digital recording device
Content	1. Process models of counselling 2. Micro-skills hierarchy and the meta-process of counselling 3. Meta-skills of interpersonal and intrapersonal listening 4. Meta-skills, meta-processes and meta-cognition 5. The window of tolerance and the therapeutic window 6. Interpersonal Process Recall (IPR) and engagement with constructive peer feedback for development of counselling skills 7. Case conceptualisation skills and assessments 8. Identifying weaknesses, "sticking points" and strategies for growth and improvement 9. Introductory neuroscience 10. Dynamics within the counselling room 11. The counsellor's experiences, presence, and authenticity 12. The place of Christian spirituality in counselling 13. A Christian worldview that fosters ethical maturity and professional excellence

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Learning outcomes	On completion of this unit, students will have demonstrated that they have: 1. critically analysed the process of counselling, and engaged the concurrent micro-skills and meta-skills appropriate for the various stages of the counselling process; 2. 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; 3. analysed their conceptualisation of the counsellee's world in a multifaceted manner, including theoretical, cultural and Christian worldview understandings; 4. used meta-cognition skills in conjunction with their micro-skills and meta-skills for engaging in an intentional therapeutic process; 5. applied an understanding for working with the therapeutic window and the dynamics within the counselling room; 6. critically reflected on their own intrapersonal meta-processes and how these contribute to the helping relationship, including awareness of counsellee needs, counsellor authenticity and the place of Christian spirituality; 7. critically reflected on their own personal and professional competencies as a counsellor, including ethical issues relevant to professional counselling; and 8. 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	**In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 1.** **Task 1: Participation in Interpersonal Process Recall (IPR) sessions.** Participation is mandatory at all IPR sessions due to the experiential nature of the unit. Present a videorecording of yourself being the counsellor for one of the IPR sessions. Word Length/Duration: 45 minutes (video recording) Weighting: Pass/Fail Learning Outcomes: 1-8 Assessed: Weeks 2-13 **Task 2: Counselling Interview, Annotated Transcript and Process Report** Submit a final digital video recording of a follow up counselling interview with the client that you presented as part of your IPR session. This video recording is to be accompanied by a process report. Word Length/Duration: Interview - 45 minutes; Report - 2,000 words Weighting: Interview - 30%; Report - 30% Learning Outcomes: 1-8 Assessed: Week 13 **Task 3: Online Forum and Meta-Reflection** Participate in online weekly discussions and write an essay that synthesises your learning, particularly your understanding of counselling as a process irrespective of modality.. Word Length/Duration: Forum posts - 2,000 words (8 x 250 words); Meta-reflection: 1,500 words Weighting: 40% Learning Outcomes: 1-2, 6-8 Assessed: Week 16

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Unit summary	This unit focuses on the development of students' meta-skills. This will enable them to apply their micro-skills in a structured manner, and therefore enable them to work more effectively in a variety of contexts, with those who present for counselling. Students will also apply their meta-knowledge in understanding themselves within the counselling process so as to enable them to more effectively relate to clients from diverse backgrounds.

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