



PBC
PERTH BIBLE COLLEGE

STUDY LEVEL **500 LEVEL**

UNIT CODE: **CO531**
UNIT TITLE: **Introduction to Counselling theories**

Trimester: **Trimester 1, 2 and 3, 2025**

LECTURER: **Mr Stephen Poisat**

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UNIT OVERVIEW:	<p>This unit introduces students to an integrated counselling model and how a counselling model might be applied in a client situation.</p> <p>Counselling Skills is an opportunity to learn some foundation skills. These micro-skills will help to build, a therapeutic relationship with clients. It will also be an opportunity to start to be reflective in your own practice, which is an important skill to maintain for your own mental health and self-care, and increase your ability to be congruent, with clients.</p>
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ACADEMIC DETAILS

Location in course:	<p>This unit is an introductory unit and is offered at Level 500. This is a core unit.</p> <p>This unit, together with CO532 Counselling Practicum, are the “spinal units” of the Diploma of Counselling. Spinal units are delivered concurrently for the entire academic year, spanning all three trimesters. They must be taken together to provide the optimum learning experience of combining counselling theory and practice.</p>
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Workload	This unit carries 3 credit points. The contact hours for this unit are 2.5 hours/week for 13 weeks. Students are expected to study a further 7.5 hours/week.
Pre-Requisites	Nil.
Delivery	<p>Delivery will be via lectures, class activities and discussion, assignments and online via Moodle.</p> <p>We will meet on the following Fridays 9:00 am - 2 pm (WAST), at PBC, Room 14, and Google Meet: 28 Feb, 28 March, 11 Apr, 9 May, 6 June, 27 June, 25 July, 15 Aug, 12 Sept, 17 Oct</p> <p>9 am – 12 pm: lecture, skills demonstration and student role play 12 – 12:30 pm (optional) lunch break 12:30 pm – 2 pm (optional) peer led student triads</p>
Summary of Content	<ul style="list-style-type: none"> A. Self as instrument B. The Core Conditions of counselling C. An integrated counselling framework
Learning outcomes	<p>At the end of this unit students will be able to:</p> <ul style="list-style-type: none"> A. Demonstrate foundational knowledge by: <ul style="list-style-type: none"> 1. Describing an integrated counselling model B. Demonstrate core counselling skills by: <ul style="list-style-type: none"> 1. Employing components of an integrated counselling model C. Demonstrate the ability to apply basic knowledge and skills to predictable counselling situations by for clients with low/moderate needs by: <ul style="list-style-type: none"> 1. Exploring how a counselling model might be applied in a client situation D. Demonstrate self-reflection by: <ul style="list-style-type: none"> 1. Applying a counselling model to oneself
Requirements to complete	<p>To successfully complete this unit students must:</p> <ul style="list-style-type: none"> A. attend at least 85% of all classes, excluding approved absences, B. lodge all assessments that are required for this unit, and C. obtain a total grade of at least 50% in the unit.

ASSESSMENT SUMMARY

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Reflective Essay	20%	Tri 1, Week 11	1,2
Case Studies	40%	Tri 2, Week 11	3, 4
Comparative Essay	40%	Tri 3, Week 11	3, 5

Detailed information on assessment tasks and assessment standards**Task A – Trimester 1, Friday of Week 12
Reflective Essay****Word length:** Equivalent to 1200 words**Weighting:** 20%

Detailed description: Write a reflective essay based on the lectures, readings and counselling practices over the course of the trimester, using the following categories as a guide:

- Development of your own theological thinking in relation to counselling
- Critical evaluation of your counselling skills and knowledge
- Critical awareness of “self as instrument” and the therapeutic relationship
- Identify learning goals with regards to your professional counselling practice, with reference to character, competencies and convictions that you would like to develop this year.

References and Style:

- Use APA referencing style
- Minimum of 3 academic references

Reflective Essay Marking Rubric

Total Marks: 100

1. Development of Theological Thinking (15 marks)

- Provides a comprehensive and insightful reflection on the development of their theological thinking in relation to counselling, demonstrating a deep understanding of theological concepts and their application to counselling. (22-25 marks)
- Provides a good reflection on the development of their theological thinking in relation to counselling, demonstrating an understanding of theological concepts and their application to counselling. (18-21 marks)
- Provides a basic reflection on the development of their theological thinking in relation to counselling, with limited understanding of theological concepts and their application to counselling. (12-17 marks)
- Provides a limited or superficial reflection on the development of their theological thinking in relation to counselling, with no understanding of theological concepts and their application to counselling. (0-11 marks)

2. Critical Evaluation of Counselling Skills and Knowledge (25 marks)

- Provides a comprehensive and insightful critical evaluation of their counselling skills and knowledge, demonstrating self-awareness and a deep understanding of counselling techniques and their application. (22-25 marks)

- Provides a good critical evaluation of their counselling skills and knowledge, demonstrating self-awareness and an understanding of counselling techniques and their application. (18-21 marks)
- Provides a basic critical evaluation of their counselling skills and knowledge, with limited self-awareness and understanding of counselling techniques and their application. (12-17 marks)
- Provides a limited or superficial critical evaluation of their counselling skills and knowledge, with no self-awareness or understanding of counselling techniques and their application. (0-11 marks)

3. Critical Awareness of Self as Instrument and Therapeutic Relationship (25 marks)

- Provides a comprehensive and insightful critical awareness of self as instrument and the therapeutic relationship, demonstrating self-awareness, emotional intelligence, and understanding of the impact of their personal biases, values, and experiences on the counselling process. (22-25 marks)
- Provides a good critical awareness of self as instrument and the therapeutic relationship, demonstrating self-awareness and some understanding of the impact of their personal biases, values, and experiences on the counselling process. (18-21 marks)
- Provides a basic critical awareness of self as instrument and the therapeutic relationship, with limited self-awareness and understanding of the impact of their personal biases, values, and experiences on the counselling process. (12-17 marks)
- Provides a limited or superficial critical awareness of self as instrument and the therapeutic relationship, with no self-awareness or understanding of the impact of their personal biases, values, and experiences on the counselling process. (0-11 marks)

4. Identify learning goals with regards to your professional counselling practice (25 marks)

- Provides a comprehensive and insightful learning goals that they want to develop this year in relation to character, competencies and convictions. (13-15 marks)
- Provides a good overview of learning goals that they want to develop this year in relation to character, competencies and convictions. (10-12 marks)
- Provides basic learning goals that they want to develop this year in relation to character, competencies and convictions. (6-9 marks)
- Provides a limited or superficial learning goals that they want to develop this year in relation to character, competencies and convictions. (0-5 marks)

5. References and APA Style (10 marks)

- Properly cites all sources used throughout the journal and includes a comprehensive reference list, following a consistent and correct APA referencing style. (9-10 marks)
- Properly cites most sources used throughout the journal and includes a good reference list, following a consistent and mostly correct APA referencing style. (7-8 marks)
- Properly cites some sources used throughout the journal and includes a basic reference list, with some inconsistencies or errors in APA referencing style. (4-6 marks)
- Does not properly cite sources used throughout the journal and includes a limited or missing reference list, with many inconsistencies or errors in APA referencing style. (0-3 marks)

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Task B - Trimester 2, Friday of Week 11 **Case Studies**

Word length: Equivalent to **1600 words**

Weighting: 40%

Detailed description: Two case studies will be provided and discussed in class to demonstrate the integration of theory and counselling skills.

References and Style:

- Use APA referencing style
- Minimum of 5 academic references

Marking Rubric will be provided with the case studies.

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**Task C - Trimester 3, Friday of Week 11
Comparison Essay**

Word length: Equivalent to 1200 words

Weighting: 40%

Detailed description: Write a comparison paper on two approaches to counselling. Compare and contrast their:

1. philosophical assumptions, including theological reflections on the integration of each approach within Christian Counselling
2. understanding of the nature and purpose of counselling microskills
3. view of the counsellor as a therapeutic instrument (self-awareness of beliefs, values and biases in counselling relationships)
4. primary interventions and skills applied at the related stages of the counselling process

References and Style:

- Use APA referencing style
- Minimum of 5 academic references

Comparison Essay Marking Rubric

Total marks: 100

Content and Understanding (80 points)

1. Philosophical Assumptions and Theological Reflections (20 points)

- Excellent (18-20 points): Insightful and thorough comparison of philosophical assumptions and theological reflections within Christian counselling for both approaches.
- Good (14-17 points): Competent comparison of philosophical assumptions and includes theological reflections with few gaps.
- Satisfactory (10-13 points): Adequate comparison of philosophical assumptions with some theological reflections, noticeable gaps.
- Needs Improvement (5-9 points): Partial comparison with limited theological reflections and understanding.
- Inadequate (0-4 points): Lacks a comparative discussion of philosophical assumptions or theological reflections.

2. Understanding of Counselling Microskills (20 points)

- Excellent (18-20 points): Provides a comprehensive and nuanced comparison of the approaches' microskills and their purposes.
- Good (14-17 points): Compares the approaches' microskills with minor omissions or oversights.
- Satisfactory (10-13 points): Some comparison of microskills provided, with moderate omissions.
- Needs Improvement (5-9 points): Minimal comparison, with significant omissions or misunderstandings.
- Inadequate (0-4 points): Does not effectively compare microskills or purposes.

3. View of the Counsellor as a Therapeutic Instrument (20 points)

- Excellent (18-20 points): In-depth and critical examination of self-awareness of beliefs, values, and biases in both counselling approaches.
- Good (14-17 points): Good understanding of the counsellor's self-awareness with minor oversights.
- Satisfactory (10-13 points): Fair exploration of the counsellor's role, some lack of depth in analysis.
- Needs Improvement (5-9 points): Insufficient discussion regarding the counsellor's self-awareness and influence.
- Inadequate (0-4 points): Does not address the counsellor's self-awareness or therapeutic influence.

4. Primary Interventions and Skills (20 points)

- Excellent (18-20 points): Exceptionally analyzes primary interventions and related skills at various stages of counselling.
- Good (14-17 points): Adequate examination with minor omissions.
- Satisfactory (10-13 points): Describes interventions and skills with multiple omissions or inaccuracies.
- Needs Improvement (5-9 points): Insufficient analysis of interventions and skills, lack of clarity.
- Inadequate (0-4 points): Does not discuss interventions or skills in a meaningful way.

Research and References (10 points)

- Excellent (9-10 points): Uses a range of academic references effectively with perfect APA formatting.
- Good (7-8 points): Uses suitable references with very minor APA formatting mistakes.
- Satisfactory (5-6 points): Meets the minimum reference requirement with noticeable APA errors.
- Needs Improvement (1-4 points): Uses insufficient references and/or has multiple APA formatting issues.
- Inadequate (0 points): No use of academic references or incorrect APA style.

Organization and Writing Quality (10 points)**1. Structure and Coherence (5 points)**

- Excellent (5 points): Essay is well-structured with clear and logical argumentation.
- Good (3-4 points): Generally well-organized with minor lapses in logic.
- Satisfactory (2 points): Some organizational structure is evident, though flow is interrupted by incoherence.
- Needs Improvement (1 point): Lacks clear organization, with incoherent argumentation.
- Inadequate (0 points): Completely lacks structure, with arguments difficult to follow.

2. Clarity, Style, Grammar, and Mechanics (5 points)

- Excellent (5 points): Writing is exceptionally clear, adhering to academic style, with no grammatical errors.
- Good (3-4 points): Mostly clear with occasional stylistic or grammatical errors.
- Satisfactory (2 points): Adequate clarity and style but with several grammatical errors that do not obscure meaning.
- Needs Improvement (1 point): Writing is often unclear, with frequent grammatical errors that impact readability.
- Inadequate (0 points): Writing is unclear, not in academic style, and riddled with errors.

RESOURCES

Essential Texts

Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.

Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group. [\(second edition is available\)](#)

Cha, J. (2024). *Who You Are: Internalizing The Gospel to Find Your True Identity*. Zondervan.

Recommended Texts

The following textbooks may also be referred to.

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. (10 edition). Cengage Learning.

Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.

Entwistle, D. N. & David, N. (2015). *Integrative approaches to psychology and Christianity: an introduction to worldview issues, philosophical foundations, and models of integration*. Wipf & Stock Publishers.

Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.

Hathaway, William L., and Mark A. Yarhouse. (2021). *The Integration of Psychology and Christianity: A Domain-Based Approach*. IVP Academic

Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.

Jones, S. L. & Butman, R. E. (2011). *Modern psychotherapies: a comprehensive Christian appraisal*. (2nd ed). IVP Academic.

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Brooks/Cole Cengage: 2022

Jones, I. F. *Foundations for Biblical Christian Counseling: The Counsel of Heaven on Earth*. Nashville, Tennessee: B & H Publishing Group, 2006.

Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.

McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.

Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.

Tan, S.-Y. (2022). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group. (2nd ed)

Thomas, J. C. (2018). *Counseling Techniques: A Comprehensive Resource For Christian Counselors*. HarperCollins Religious - US.

Online Resources

[PBC Online Library](#)

Students should also have a *working* knowledge of **PBC's Assessment Policies** (www.pbc.wa.edu.au and then *Student Portal/Useful Links/Policies & Procedures/ Assessment Policies*) to assist in completing this unit.