



**SYDNEY**  
**College of Divinity**  
An Australian University College



**PBC**

**Perth Bible College**

# C7102 Counselling Theory and Practice I

**Trimester One, 2024**

**Teaching Staff:**

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Consultation times:	<a href="#">Google Calendar Link</a>



## C7102 Counselling Theory and Practice I

### Trimester One, 2024

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<b>Credit value:</b>	9 credit points
<b>Mode of study:</b>	Weekly classes on campus and online via Zoom
<b>Pre-requisite units:</b>	Nil
<b>Co-requisite units:</b>	C7140 Counselling Practicum I

**Units excluded:** Nil

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**Scheduled times and Venues:** Wed 9:30-12pm (WAST), PBC, Room 14, and Zoom

<b>Teaching Staff:</b>	Name:	Stephen Poisat
	Position & Qualifications:	Principal, M.Th, Grad.Dip.Coun
	Phone:	08 9243 2000
	Email:	spoizat@pbc.wa.edu.au
	Consultation times:	By appointment

### Learning Management System:

#### Zoom Link:

<https://us02web.zoom.us/j/7832007092?pwd=ZDRiZnFzdFhCViNXL1BsQ1N0NE1vUT09>

Meeting ID: 783 200 7092

Passcode: 2021

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<b>Workload:</b>	Total Workload for unit:	143 hours
	Allocation of Workload:	70 hours at lectures and 73 hours engaged with other learning activities, assessable & non-assessable tasks.

## **Background and Context**

This unit, together with C7140 Counselling Practicum I, are the first-year “spinal units” of the Bachelor 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.

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## **Curriculum Objectives**

This unit, Counselling Theories and Practice I aims to introduce students to the foundations of ethical counselling practice. Students will learn a range of theories, explore why particular skills are helpful and reflect on their integration in ethical ways.

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## Contribution to Graduate Attributes

Graduate attributes are the generic qualities expected to be attained by graduates of a course, regardless of content or area of specialisation. These attributes relate to both the general course level and the distinctives of the discipline in which the unit is located. This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of christian life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
Course Outcomes				
<i>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>			✓	
<i>communicate a clear, coherent and independent exposition of knowledge and ideas</i>		✓		
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓

## Contribution to Award

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory core unit where the specific award requires a Core unit in Pastoral Counselling. It forms part of a specialisation in the Discipline of Pastoral Counselling.

The unit contributes to the award by:

- developing a broad and coherent body of knowledge concerning the principles and practices of pastoral counselling
- developing skills in the review, analysis, and performance of ethical pastoral counselling
- exercising initiative and judgment in the approach to the practice of pastoral counselling

## Learning Outcomes

At the end of this course unit, students should be able to:

1. Demonstrate an introductory understanding of counselling theories, incorporating personal faith perspectives
2. Demonstrate an understanding of the historical foundations of counselling theories, including evidence-based models and the Christian influence
3. Identify core components of the therapeutic relationship as presented in different counselling approaches
4. Compare and contrast basic counselling skills across diverse counselling modalities
5. Apply an understanding of the ethics of counselling

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## Content and Learning Activities

This unit enables students to apply and integrate their learning of counselling skills with their personal and professional development.

A supportive, structured environment is created for the student's formation as counselling professionals during supervised counselling practice. Besides lecturers and tutors demonstrating the counselling skills being taught, students will engage in regular role-plays via triads (counsellor, counselee and observer), having a turn to role-play each role.

Theory class times provide an opportunity for students to learn a range of theories, explore why particular skills are helpful and reflect on their integration in ethical ways.

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# Learning 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](#)

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## Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

### Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Reflective Essay	20%	Tri 1, Week 12	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 **1600 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.

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## **Course Unit Revision**

Updated on 2024-02-08

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## **Extension Policy**

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

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## **Late Penalty**

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

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## **Example:**

*Student submits an assignment worth 50 marks 4 days late.  
Total mark available=50*

*Penalty: 4 days late = 5% of 50x4 = 10 mark penalty*

*The student's original mark is 40.*

*Final mark =40-10=30*

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## **Grounds for Extension**

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

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## **Plagiarism**

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

SCD Academic Board has mandated that Studiosity is the only online study assistance permitted within the SCD. Studiosity is supplied free of charge to SCD students, and it can be accessed through [INSERT ACCESS, e.g. the MI Learning Management System.]

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## **Intellectual Property**

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

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