



SYDNEY
College of Divinity
An Australian University College



PBC

Perth Bible College

C7140 Counselling Practicum I

Trimester One, 2024

Teaching Staff:

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Consultation times:	Google Calendar Link



C7140 Counselling Practicum I

Trimester One, 2024

Credit value:	9 credit points
Mode of study:	Weekly classes on campus and online via Zoom
Pre-requisite units:	Nil
Co-requisite units:	C7102 Counselling Theory and Practice I
Units excluded:	Nil

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

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

Learning Management System: [Insert link to LMS]

Zoom Link:

<https://us02web.zoom.us/j/7832007092?pwd=ZDRiZnFzdFhCViNlL1BsQ1N0NE1vUT09>

Meeting ID: 783 200 7092

Passcode: 2021

Workload:	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 *C7102 Counselling Theory and Practice I*, are the first-year “spinal units” of the Bachelor of Counseling. 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

Curriculum Objectives

The unit Counselling Practicum I aims to provide students with an initial opportunity to practice counselling skills in a closely supervised context. Students will evaluate their practice

and skill development in counselling and grow in their understanding of the counselling task and the importance of managing connected relationships.

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. Evaluate their beginning counselling practices in the context of recognised approaches to integration
2. Demonstrate an understanding of how counselling theory, knowledge and skills can be integrated through ongoing supervision, received counselling and client engagement
3. Demonstrate a developing competence, cultural humility and respectful working relationships with clients, supervisors, colleagues and community members
4. Understand the concept of the counsellor as a therapeutic instrument and is cognizant of the impact of one's own beliefs, values and biases
5. Apply integrated counselling skills to clients with low needs

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.

Practicum class times provide opportunities for peer and facilitated group supervision that serve as a forum for engaging with emerging ethical, personal, professional and theological questions encountered during their counselling practice.

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.

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.

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

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. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group. (second edition is available)

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

Online Resources

[PBC Online Library](#)

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
Recorded practise analysis and self-evaluation of student's counselling practice	30%	Tri 1, Week 12	1,2,3
Recorded practise analysis and self-evaluation of student's counselling practice	30%	Tri 2, Week 12	4
Recorded practise analysis and self-evaluation of student's counselling practice	30%	Tri 3, Week 12	2, 3, 5
Participation in triads throughout the year	10%	Tri 3, Week 12	3,4,5

Detailed information on assessment tasks and assessment standards

Task A, B and C – Trimester 1,2 and 3. Friday of every Week 12 Recorded practise analysis and self-evaluation

Word length: Equivalent to 1000 words

Weighting: 30%

Detailed description:

Part A:

Record a 15-minute counselling session with a client (preferably a fellow student).

The recording aims to assess your capacity to establish a therapeutic relationship and explore the clients' story using the counselling skills as detailed in *Skills for Effective Counseling: A Faith-Based Integration*. (Sbanotto, etc., 2016).

Please ensure the recordings clearly show your face and upper body. Also, ensure the client has verbally given consent at the beginning of the recording.

Part B:

A self-assessment of the counselling session must be submitted. The self-assessment form is available on Moodle as a Word Doc: "Self-Assessment of Counselling Skills Recording 2024"

Please save your recording on your Student Google Drive and copy the link onto the self-assessment form.

Task D – Trimester 3. Friday Week 12 Participation in triads throughout the year

Word length: N/A

Weighting: 10%

Detailed description:

Students will engage in regular role-plays via triads (counsellor, counselee and observer), having a turn to role-play each role.

The lecturer/tutor will provide verbal feedback and award each student 100% for this task if there has been an 80% attendance throughout the course of the year.

Course Unit Revision

Updated on 2024-02-08

Extension Policy

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

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.

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

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.

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.]

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.
