



C7202 Counselling Theory and Practice II

Trimester 1, 2025

Teaching Staff:

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Consultation times:	Wednesday 8am-4pm by appointment

Updated 21 January 2025

C7202 Counselling Theory and Practice II

Credit value:	9 credit points
Mode of study:	Delivery will be via lectures, research assignments, and extra content supplied on Moodle.
Pre-requisite unites:	C7102 Counselling Theory and Practice I
Co-requisite units:	C7240 Counselling Practicum II
Units excluded:	Nil

Scheduled times and Venues: *Please refer to current timetable in moodle.*

Trimester 1. Mondays 9:30am – 12pm, PBC, Conference Room and via Zoom

Teaching Staff:	Name:	Janice Marsh
	Position & Qualifications:	Lecturer / MCoun
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Learning Management System: <https://online.pbc.wa.edu.au/>

Workload:	Total Workload for unit:	143 hours
	Allocation of Workload:	70 class contact hours and 73 hours engaged with other learning activities, assessable and non-assessable tasks

Background and Context

This unit, together with C7240 Counselling Practicum II, are the second-year “spinal units” of the Bachelor of Counselling. They are called spinal units because they will be 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.

This subject will assist students to gain a broad and coherent understanding of different theories and practices. This will assist in the development of an informed foundation for their future work and reveal to them modalities that complement their personalities. Using an integrative model, they will be able to see which theories complement each other in order to inform the development of a style of counselling. The critical understanding of these foundations will also help students to raise awareness of stages within a session and provide for future confidence in the processes.

Curriculum Objectives

This unit Counselling Theory and Practice II aims to continue developing students in the foundations of ethical counselling practice.

Contribution to Graduate Attributes

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 advanced 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 unit students will be able to:

- 1) Explain the 'science' of effective counselling with reference to the nature and purpose of counselling micro skills
- 2) Discuss the 'art' of counselling with reference to the development of oneself – as a therapeutic instrument, and in self-awareness of beliefs, values and biases in counselling relationships
- 3) Define the stages of counselling and the goals of each stage
- 4) Explain the ethical integration of spiritual themes and a theological foundation of human emotion
- 5) Apply specific counselling skills to accomplish phase related targets of the counselling process

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

1. This unit builds on the counselling skills learned through sequenced learning and scaffolding.
2. Knowledge and understanding of the purpose and application of counselling micro skills is deepened in the context of a broader comprehension of the counselling process.

3. Students learn why particular skills are especially helpful in accomplishing specified purposes during the stages of counselling, such as establishing relationship and exploring, deepening, growing and consolidation, and ending.
4. Theological and spiritual considerations are ethically integrated with multicultural applications and empirical support.
5. There will also be a focus of critical reflection on the process of group practice.

Learning Resources

Essential Texts

1. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10 edition). Cengage Learning. (available on DTL2 via the PBC library).
2. 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.

1. Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.
2. 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.
3. Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.
4. Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.
5. Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.
6. McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.
7. Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group.
8. 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
Minor Essay: Case Study Response	30%	Week 11 Trimester 1	1, 2, 5
Major Essay: Integration Paper	40%	Week 11 Trimester 2	1, 2, 4, 5
Learning Journal and Personal Reflective Summary Essay	30%	Week 11 Trimester 3	1, 3, 5

Assessment Task 1: Case Study Response

Value: 30%

Word Length: 1200

Due: Week 11, Trimester 1

Description:

- Client vignettes will be provided to students, with opportunity to conceptualize client distress and formulate an intervention plan aligning with key theoretical concepts as explored in the lectures and readings.
- Students are to select one vignette (from the two available), and utilize one theoretical perspective (psychoanalytic or existential) when responding to the following questions:
 - What are the primary presenting concerns for the client?
 - How does your chosen theoretical perspective make sense of the client's experience of distress?
 - How might your hypothesis of client distress inform subsequent therapeutic intervention (as per your chosen theoretical perspective)?
 - What ethical considerations are relevant to working with the client?
- The client vignettes and marking rubric will be available on the subject site.

Assessment Task 2: Major Essay Integration Paper

Value: 40%

Word Length: 1600

Due: Week 11, Trimester 2

Description:

This assessment will require students to select and critically evaluate **two modalities**, with opportunity to justify a means for integration in response to the provided case example.

- Adlerian Therapy
- Gestalt Therapy
- Behavioural Therapy

Your evaluation should compare and contrast the modalities with respect to:

- Philosophical foundations
- Key interventions
- Strengths and limitations

Select one pathway for integration (technical, theoretical, assimilative, or common factors) in response to the case example, and discuss the rationale for your chosen approach to integration in addressing the client's presenting concerns (i.e. what makes this approach advantageous?).

Conclude your discussion by noting any relevant challenges, or limitations for your chosen pathway of integration.

Specific Requirements:

1. Response is to be formatted and referenced as per APA standards.
2. Refer to the marking rubric for more information.

Assessment Task 3: Weekly Journal Responses and Reflective Summary Essay

Value: 30%

Word Length: 1200 - 1500

Due: Week 11, Trimester 3

Description:

- This assessment will require students to summarize the key themes for each theoretical perspective, along with evaluation of perspective congruence with their personal story, and Christian worldview.
- Part 1 – Weekly Journal Responses (**no word limit, pass/fail grading**)
 - Once you have completed the assigned course work for each topic, take time to respond to the following questions (as outlined in your 'Student Learning Journal' available on subject site).
 - How does the theoretical perspective understand human nature, psychopathology, wellbeing, and the process of change?
 - How does this perspective help you make sense of your personal story?
 - How does the theoretical perspective align with your Christian worldview?
 - How does the theoretical perspective diverge from your Christian worldview?
- Part 2 – Reflective Summary Essay (1200-1500 words)
- Drawing from your weekly journal reflections, write a personal reflective essay that summarizes:
 - The theoretical perspectives that were most congruent with your personal story and Christian worldview (and why this was so).
 - The theoretical perspectives that were least congruent with your personal story and Christian worldview (and why this was so).

- Changes to your outlook regarding therapeutic intervention (contrasting pre-subject commencement with completion of subject).
 - Modalities you would like to understand in greater depth, and plans to do this (e.g. professional development opportunities).
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Course Unit Revision

Updated on 21 January 2025.

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 = 10mark 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.

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.
