



C7240 Counselling Practicum II

Trimester 1, 2025

Teaching Staff:

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Consultation times:	Wednesday 8am-4pm by appointment

Updated 21 January 2025

C7240 Counselling Practicum 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:	C7140 Counselling Practicum I (or equivalent)
Co-requisite units:	C7202 Counselling Theory and Practice II
Units excluded:	Nil

Scheduled times and Venues:

Mondays (Please refer to updated schedule), 9:30am – 12pm, @ PBC, and via Zoom

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	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 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

The unit Counselling Practicum II aims to provide students with ongoing opportunity to practice counselling skills in a 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

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. Evaluate own practice in the context of recognised approaches to integration
2. Demonstrate the integration of counselling theory, knowledge and skills through ongoing supervision, received counselling and client engagement
3. Demonstrate professional competence, cultural humility and respectful working relationships with clients, supervisors, colleagues and community members
4. Apply the use of oneself as a therapeutic instrument with self-awareness, especially with reference to their own beliefs, values and biases
5. Apply integrated counselling skills to clients with low to moderate needs

Content and Learning Activities

1. This unit enables students to apply and integrate their learning of counselling skills with their personal and professional development.
2. A supportive structured environment is created for the students' formation as counselling professionals during supervised counselling practice.
3. In addition to requiring students to obtain the required individual professional supervision externally throughout the year, class meetings provide another level of group supervision.
4. These meetings serve as a forum for engaging with emerging ethical, supervision, personal professional and theological questions encountered during their counselling practice

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

Representative References

1. Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. (10 edition). Cengage Learning.
2. Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*. Brooks/Cole ISE.
3. 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.
4. Greggo, S. P. & Sisemore, T. A. (eds.). (2012). *Counseling and Christianity: five approaches*. IVP.
5. Holeman, V. T. (2012). *Theology for better counselling: Trinitarian reflections for healing and formation*. IVP Academic.
6. Neff, M. A. & McMinn, M. R. (2020). *Embodying integration: a fresh look at Christianity in the therapy room*. IVP.
7. McMinn, M. R., & Campbell, C. D. (2017). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. IVP Academic.
8. Sbanotto, E. A. N., Gingrich, H. D., & Gingrich, F. C. (2016). *Skills for Effective Counseling: A Faith-Based Integration*. IVP Academic.
9. Tan, S.-Y. (2011). *Counseling and Psychotherapy: A Christian Perspective*. Baker Publishing Group.
10. 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
3 x Recording and self-evaluation of student's counselling practice	60%		1,2,3
Reflection of counselling practice in relation to the self as counsellor	30%		4
Portfolio of counselling and supervision log	10%		2, 3, 5

Detailed information on assessment tasks and assessment standards

Task A (Trimester One Week 12)

- Recording and self-evaluation of student's counselling practice (20%)
- Reflection of counselling practice in relation to the self as counsellor (10%)

Task B (Trimester Two Week 12)

- Recording and self-evaluation of student's counselling practice (20%)
- Reflection of counselling practice in relation to the self as counsellor (10%)

Task C (Trimester Three Week 10)

- Recording and self-evaluation of student's counselling practice (20%)
- Reflection of counselling practice in relation to the self as counsellor (10%)

Task D (Trimester Three Week 10)

- Portfolio of counselling and supervision log (10%)

Please refer to Task information sheets for detailed requirements and instructions.

Course Unit Revision

Updated 22 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 = 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.

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.
