

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	COUNSELLING THEORY AND PRACTICE
Unit ID:	PSYCB2105
Credit Points:	15.00
Prerequisite(s):	(At least two of the following units:) (PSYCB1001 or PSYCB1002 or PSYCB1003 or PSYCB1101 or PSYCB1102 or PSYCB2101)
Co-requisite(s):	Nil
Exclusion(s):	(BEHAV3004)
ASCED:	090701

Description of the Unit:

The aim of this unit is to provide basic skills that can be applied to a range of fields including, but not limited to, psychology, education, community, and health. This unit will provide students with an overview of major theories of counselling, including behavioural, cognitive, and person-centred approaches. This unit encourages a multicultural perspective, and aims to develop communication and interpersonal skills, and basic counselling micro-skills. Basic professional and practice standards will also be addressed including ethical conduct, confidentiality, and privacy.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Evaluate major counselling theories
- K2.** Investigate and critically appraise research regarding the efficacy of a range of approaches to counselling
- K3.** Develop an understanding of ethical concerns in counselling

Skills:

- S1.** Develop effective listening and verbal communication skills
- S2.** Discover communication and problem-solving skills used in a counselling context
- S3.** Appraise and critique different theories of counselling practice and counselling research
- S4.** Outline the importance of recognising personal issues, needs, and biases and the effects these may have on the counselling relationship

Application of knowledge and skills:

- A1.** Demonstrate basic counselling skills
- A2.** Demonstrate effective communication of own and others' ideas in written reports and presentations using APA conventions
- A3.** Evaluate and determine effective counselling theories based on individual and multicultural considerations

Unit Content:

Topics may include:

Topics may include:

- Overview of major counselling theories
- Basic counselling communication skills, including
 - Paraphrasing
 - Reframing
 - Reflection
 - Nonverbal communication
 - Effective listening
 - Summarising
 - Barriers and strategies
 - Questioning
- Characteristics of the counsellor, including
 - Biases
 - Needs
 - Values
- Professional and practice standards

- Multicultural considerations
- Technology and counselling

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1-K3, S2-S4, A2-A3	Research and appraise a given theoretical approach to counselling and produce a written report in response to a case study	Written Assignment	40-50%
K2-K3, S1-S4, A1, A3	Produce a presentation that demonstrates basic listening, communication, and counselling skills	Presentation	25-35%
K1-K3, S2-S4, A1, A3	Demonstrate and apply knowledge from the prescribed reading, lectures, and tutorials in response to questions	Online quizzes and/or test(s)	15-30%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)