

# SUBJECT OUTLINE



Subject Name:

**Psychology, Counselling Theory and Practice**

Subject Code:

**SOCP121**

## SECTION 1 - GENERAL INFORMATION

|  |                                    |                                 |
|--|------------------------------------|---------------------------------|
| <b>Award/s:</b>  | <b>Total Course Credit Points:</b> | <b>Level:</b>                   |
| Bachelor of Health Science (Acupuncture)                       | 128                                | Core 2 <sup>nd</sup> Year       |
| Bachelor of Health Science (Naturopathy)                       | 128                                | Core 1 <sup>st</sup> Year       |
| Bachelor of Health Science (Nutritional and Dietetic Medicine) | 96                                 | Core 1 <sup>st</sup> Year       |
| Bachelor of Health Science (Musculoskeletal Therapy)           | 96                                 | Core 3 <sup>rd</sup> Year       |
| Bachelor of Complementary Medicine                             | 48                                 | Core 2 <sup>nd</sup> Year       |
| <b>Duration:</b>   | 1 Semester                         |                                 |
| <b>Subject Coordinator:</b>                                    | Nina Mezyk (Sydney campus)         |                                 |
| <b>Subject is:</b>   | Core                               | <b>Subject Credit Points:</b> 2 |

### Student Workload:

|  |  |                                   |
|--|--|-----------------------------------|
| <b>No. timetabled hours per week:</b><br>3 | <b>No. personal study hours per week:</b><br>2 | <b>Total hours per week:</b><br>5 |
|--|--|-----------------------------------|

### Delivery Mode:

|                                       |   |                      |
|---------------------------------------|---|----------------------|
| Face to Face<br>(On campus)           | 1x 2 hour lectures  | 1 x 1 hour practical |
| Intensive Delivery<br>(Summer School) | Contact hours are delivered over 6 weeks with 1 x 6.5 hour day delivered per week<br>Content: Combination lecture and tutorial activities<br>Assessment: Attendance - Weeks 1-6; Role Play Part A Interview - Week 3; Role Play Part B Reflection - Week 4; Group Presentations - Week 5; Quiz - Week 6 |                      |
|                                       | Full Time   |                      |
|                                       | Part Time   |                      |
| <b>Pre-requisites:</b>                | SOCF111   |                      |
| <b>Co-requisites:</b>                 | Nil   |                      |

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject focusses on major theories of counselling and psychotherapy, and encourages students to reflect upon the relevance and suitability of their related techniques in complementary medicine. Students will be presented with an overview of current approaches to psychological counselling, including psychodynamic, existential-humanistic, cognitive-behavioural, mindfulness-based and integrative psychotherapy. In this subject students will understand both theory and practical applications of the various approaches. Students will be encouraged to become reflective practitioners and to select and integrate counselling skills to their own style of counselling within their modalities. All of the content is delivered and embedded within a biopsychosocial model enabling students to contextualize and apply the knowledge within their complementary medicine discipline.

## Learning Outcomes

1. Identify the key figures, historical and philosophical background of the major frameworks in counselling and psychotherapy.
2. Select and demonstrate application of the main concepts, techniques and procedures of key counselling and psychotherapy theories in preparation for interviewing and treating clients within professional practice.
3. Make use of the reflective practice in identifying individual strengths and areas for improvement in the application of counselling micro skills to complementary medicine practice.
4. Identify and explain the complexities of human behaviour, including obstacles to therapeutic change, and the relevance of the relationship between the client and the therapist in complementary medicine practice.

## Assessment Tasks

| Type  | Learning Outcomes Assessed | Session Content Delivered | Due  | Weighting |
|---|----------------------------|---------------------------|--|-----------|
| <b>Attendance</b><br>(80% required)   | N/A                        | N/A                       | Sessions 1-13  | Pass/Fail |
| <b>Role Play Part A - Interview</b><br>(demonstration of counselling micro skills)<br>(10 minutes)  | 2-4                        | 1-5                       | Session 6  | 15%       |
| <b>Role Play Part B - Reflection</b><br>(personal use of counselling micro skills from Role Play)<br>(500 words)  | 3                          | 1-5                       | Week 7   | 15%       |
| <b>Group Presentations</b><br>(involving case formulation using the bio-psychosocial model – two presentations rostered per designated week)<br>(20-25 minutes) | 2-4                        | 1-7                       | Presentation slides - Week 8<br>Oral presentation as rostered over Sessions 9-11 | 40%       |
| <b>Quiz</b><br>(multiple choice & short answer questions)<br>(90 minutes)   | 1-2, 4                     | 1-12                      | Session 13   | 30%       |

Active participation in this subject is critical to ensure achievement of required outcomes. To achieve this, students will need to attend *at least 80% of classes*, **and** provide input into class discussions

All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS

**Prescribed Readings:**

1. Corey, G. (2017). *Theory and practice of counselling and psychotherapy* (10th ed.). Boston, MA: Brooks Cole Cengage Learning.
2. Summers, J., & Smith, B. (2014). *Communication skills handbook* (4th ed.). Milton, Qld: Wiley & Sons.

**Recommended Readings:**

1. Geldard, D., & Geldard, K. (2016). *Basic personal counselling: A training manual for counsellors* (8th ed.). South Melbourne, Vic: Cengage Learning.
2. Gielen, U. P. (2008). *Principles of multicultural counselling and therapy*. New York, NY: Taylor & Francis. [ebook available]
3. Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action*. Washington, DC: American Psychological Association.
4. Kail, R.V., & Cavanaugh, J.C. (2015). *Human development: A life-span view* (7th ed.). Belmont, CA: Wadsworth Cengage Learning.
5. McLeod, J. (2013). *An introduction to counselling* (5th ed.). Maidenhead, England: McGraw Hill. [ebook available]
6. Noble, C., & Day, E. (Eds.). (2016). *Psychotherapy and counselling: Reflections on practice*. Melbourne, VIC: Oxford University Press.
7. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. New Jersey, NY: Wiley & Sons.
8. Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. New Jersey, NY: Wiley & Sons.
9. Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper Collins.

| Subject Content |  |  |
|-----------------|--|--|
| Week            | Lectures   | Tutorials / Practicals   |
| 1.              | Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)<br><b>An Introduction to Counselling and Psychotherapy</b> <ul style="list-style-type: none"> <li>• What is therapy?</li> <li>• The client</li> <li>• The therapist</li> <li>• The therapeutic process</li> <li>• Understanding health from a biopsychosocial perspective</li> <li>• Introduction to case formulation</li> <li>• Incorporating psychology and counselling skills to complementary medicine practice</li> </ul> | Activities are incorporated to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction <ul style="list-style-type: none"> <li>• Group discussion on why it is important to consider the biopsychosocial dimensions of health in clinical practice</li> <li>• Group discussion on the relevance of understanding and applying psychology and counselling skills to clinical practice in complementary medicine</li> <li>• Introduction to the prescribed text, Corey, G., 2017, Theory and Practice of Counseling and Psychotherapy 10th edition</li> </ul> |
| 2.              | <b>Psychoanalytic Therapy</b> <ul style="list-style-type: none"> <li>• Freud</li> <li>• Historical background</li> <li>• Concept of personality &amp; development</li> <li>• Concept of wellbeing</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>  | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Psychoanalytic and Psychodynamic Therapy within skill development activities</li> </ul>  |

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|--|---|---|
| 3.   | <b>Person-Centered Therapy</b> <ul style="list-style-type: none"> <li>• Carl Rogers</li> <li>• Historical background</li> <li>• Concept of personality &amp; development</li> <li>• Concept of wellbeing</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>                                | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Person-Centered Therapy within skill development activities</li> </ul>  |
| 4.   | <b>Counselling and Micro Skills</b> <ul style="list-style-type: none"> <li>• Introduction to basic counselling micro skills</li> <li>• Verbal and non-verbal counselling communication skills</li> <li>• Conducting an initial consultation</li> </ul>  | <ul style="list-style-type: none"> <li>• Explore and practice counselling micro skills and interviewing techniques</li> <li>• Group discussion to increase awareness of own strengths and areas to develop when communicating with clients</li> </ul> |
| 5.   | <b>Existential Therapy</b> <ul style="list-style-type: none"> <li>• Victor Frankl, Irvin Yalom</li> <li>• Historical backgrounds</li> <li>• Concept of personality &amp; development</li> <li>• Concept of wellbeing</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>                    | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Existential Therapy within skill development activities</li> </ul>  |
| <b>6. Assessment - Role Play Interview</b><br>Demonstrating an integrated approach in practice <ul style="list-style-type: none"> <li>• In-class, skills-based assessment, demonstration of counselling micro skills and techniques</li> </ul> Topics assessed: <ul style="list-style-type: none"> <li>• Basic counselling micro skills</li> <li>• Humanistic therapies</li> <li>• Solution focused interviewing techniques</li> </ul> |   |   |
| 7.   | <b>Transpersonal Therapy</b> <ul style="list-style-type: none"> <li>• A. Maslow, Carl Jung, R. Assagioli, S. Grof</li> <li>• Historical backgrounds</li> <li>• Concept of personality &amp; development</li> <li>• Concept of wellbeing</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul> | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Transpersonal Therapy within skill development activities</li> <li>• <b>Assessment - Group Presentations (1 &amp; 2)</b></li> </ul>                                   |
| <b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)<br><b>Semester 1</b> - This aligns with the week after Easter so it may fall between Weeks 6 to 8<br><b>Semester 2</b> - The non-teaching week falls between Weeks 7 and 8  |   |   |
| 8.   | <b>Gestalt Therapy</b> <ul style="list-style-type: none"> <li>• Frederick Perls, Laura Perls</li> <li>• Historical backgrounds</li> <li>• Concept of personality &amp; development</li> <li>• Concept of wellbeing</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>                      | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Gestalt Therapy within skill development activities</li> <li>• <b>Assessment - Group Presentations (3 &amp; 4)</b></li> </ul>   |

|     |   |  |
|-----|---|--|
| 9.  | <b>Behavioural Therapy</b> <ul style="list-style-type: none"> <li>• Pavlov, Watson, Skinner</li> <li>• Historical background</li> <li>• Concept of personality &amp; development</li> <li>• Concept of wellbeing</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>  | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Behavioural Therapy within skill development activities</li> <li>• <b>Assessment - Group Presentations (5 &amp; 6)</b></li> </ul>  |
| 10. | <b>Cognitive Therapies (CT)</b> <ul style="list-style-type: none"> <li>• Albert Ellis &amp; Aaron Beck</li> <li>• Historical background</li> <li>• Concept of personality &amp; development</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>   | <ul style="list-style-type: none"> <li>• Apply the principles and techniques of Cognitive Behaviour Therapy (CBT), CT and Rational Emotive Behaviour Therapy (REBT) within skill development activities</li> </ul> |
| 11. | <b>Mindfulness- and Acceptance-based Therapy</b> <ul style="list-style-type: none"> <li>• The Third Wave of Cognitive Therapy</li> <li>• Mindfulness-Based Cognitive Therapy (MBCT)</li> <li>• Acceptance and Commitment Therapy (ACT)</li> <li>• Clinical processes and therapeutic techniques</li> <li>• Treatment applications</li> </ul>  | <ul style="list-style-type: none"> <li>• Apply techniques of Mindfulness-based approaches and ACT within skill development activities</li> </ul>   |
| 12. | <b>Integrative Psychotherapy</b> <ul style="list-style-type: none"> <li>• Working with eclecticism</li> <li>• Theoretical, technical and assimilative integration</li> <li>• The common factors approach</li> <li>• Treatment applications</li> </ul> <b>Consolidation &amp; Integration</b> <ul style="list-style-type: none"> <li>• The effectiveness of counselling and psychotherapy: Revision of the contributions and limitations of each approach</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss and apply in class an integrative approach within skill development activities</li> </ul>   |
| 13. | <b>Assessment - Quiz</b> <ul style="list-style-type: none"> <li>• Applying counselling skills in your complementary medicine practice</li> </ul>  | <ul style="list-style-type: none"> <li>• Apply techniques from previous sessions within skills development activities</li> </ul>   |
| 14. | <b>Non-Teaching Week/Practical Examination Week 1</b><br>Note that make-up classes may be scheduled in this week  |  |
| 15. | <b>Non-Teaching Week/Practical Examination Week 2</b><br>Note that make-up classes may be scheduled in this week  |  |
| 16. | <b>Final Examination Week 1</b><br>There is no final exam for this subject  |  |
| 17. | <b>Final Examination Week 2</b><br>There is no final exam for this subject  |  |