



SUBJECT OUTLINE

Subject Name:

Subject Code:

Psychology, Counselling Theory and SOCP121 Practice

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Acupuncture)	128	2 nd Year
Bachelor of Health Science (Naturopathy)	128	1 st Year
Bachelor of Health Science (Nutritional and Dietetic Medicine)	96	1 st Year
Bachelor of Complementary Medicine	48	2 nd Year
Duration: 1 Semester		
Subject Coordinator: Nina Mezyk (Sydney Campus)		
Subject is: Core	Subject Credit Points: 2	

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

Delivery Mode:

Face to Face (On Campus)	1 x 2 hour lecture	1 x 1 hour practical
e-Learning (Online)	1 x 2 hour pre-recorded lecture	1 x 1 hour practical live-streamed tutorial (80% compulsory attendance required)
Intensive Delivery (Summer School)	Contact hours are delivered over 6 weeks with 1 x 6.5 hour day delivered per week Content: Combination lecture and tutorial activities Assessment: Attendance - Weeks 1-6; Role Play Part A Interview - Week 3; Role Play Part B Reflection - Week 4; Group Presentations - Week 5; Test - Week 6 Full Time Part Time	
Pre-requisites:	SOCF111	
Co-requisites:	Nil	



SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject focusses on developing students' ability to facilitate the initial consultation with the client, incl. building rapport, gathering information, and formulating the case using the holistic approach to health. Students will be presented with the key principles of theories of counselling and psychology, and they will learn about their practical applications. Students will be encouraged to become reflective practitioners and to select and integrate appropriate counselling skills to their own style of counselling within their modalities. All of the content is delivered and embedded within a biopsychosocial model and the six dimensions of wellness model, enabling students to fully utilize the holistic approach to treatment within their Complementary Medicine discipline.

Learning Outcomes

1. Identify the key figures and principles of the major theoretical frameworks in counselling and psychology.
2. Select and demonstrate application of the main concepts, techniques and procedures of key counselling and psychology theories in preparation for interviewing and treating clients within professional practice.
3. Demonstrate the ability to facilitate the initial interview with the client and to 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.
5. Demonstrate an understanding of the holistic approach to case formulation and treatment.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Attendance at practical tutorials (80% required)	N/A	N/A	1-12	Pass/Fail
Role Play Part A - Interview (demonstration of counselling skills during initial consultation) (recorded interview 10 minutes)	2, 3, and 5	1-5	6	15%
Role Play Part B - Reflection	3	1-5	7	15%



(personal use of counselling micro skills from Role Play) (500 words)				
Group Presentations (involving case formulation using the bio-psychosocial model) (20 minutes as per supplied roster)	4 and 5	1-7	PPT uploaded by the end of week 8. Presentations rostered in weeks 9- 13	40%
Test (multiple choice questions) (90 minutes)	1, 2, and 5	1-11	14	30%
Active participation in this subject is critical to ensure achievement of required outcomes. To achieve this, students will need to attend 80% of the tutorials , and provide input into class discussions				
All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS				

Prescribed Readings:

1. Corey, G. (2017). *Theory and practice of counselling and psychotherapy* (10th ed.). Cengage Learning.

Recommended Readings:

1. Geldard, D., & Geldard, K. (2016). *Basic personal counselling: A training manual for counsellors* (8th ed.). Cengage Learning.
2. Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action*. American Psychological Association.
3. Kail, R.V., & Cavanaugh, J.C. (2015). *Human development: A life-span view* (7th ed.). Wadsworth Cengage Learning.
4. McLeod, J. (2013). *An introduction to counselling* (5th ed.). McGraw Hill.
5. Noble, C., & Day, E. (Eds.). (2016). *Psychotherapy and counselling: Reflections on practice*. Oxford University Press.
6. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2015). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques* (2nd ed). Wiley & Sons
7. Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Collins.



Subject Content

Week	Lectures	Tutorials / Practicals
1.	<p>Holistic approach to case formulation I: Biopsychosocial model</p> <ul style="list-style-type: none"> ➤ Holistic case formulation: predisposing, perpetuating, precipitating and protective factors ➤ Biopsychosocial factors affecting wellbeing 	<ul style="list-style-type: none"> ➤ Introduction to the group presentation assignment ➤ Group discussion on the importance of holistic understanding of health in clinical practice ➤ Group exercise: case formulation
2.	<p>Holistic approach to case formulation II: Lifespan development</p> <ul style="list-style-type: none"> ➤ 'Nature or nurture' discussion ➤ Stages of life according to Freud and Erickson ➤ Developmental tasks: Levinson ➤ Aging populations 	<ul style="list-style-type: none"> ➤ Assessing client's stage of life and key developmental tasks ➤ Recognising social expectations and pressures affecting client's wellbeing
3.	<p>Holistic approach to initial consultation: Six dimension of wellness model</p> <ul style="list-style-type: none"> ➤ Abraham Maslow and the hierarchy of needs ➤ Carl Jung, Roberto Assagioli and the spiritual dimension ➤ Various dimensions of wellness 	<ul style="list-style-type: none"> ➤ Introduction to the role play assignment ➤ Brainstorming questions to use during the initial interview ➤ Applying six dimensions of wellness model as an assessment tool
4.	<p>Initial consultation: Person-centred approach</p> <ul style="list-style-type: none"> ➤ Carl Rogers ➤ Key concepts of wellbeing, self-actualisation, personal growth ➤ Humanistic skills: empathy, congruency, respect 	<ul style="list-style-type: none"> ➤ Observing and analysing session facilitated in person-centred approach ➤ Applying humanistic approach when meeting with the client during initial consultation
5.	<p>Initial consultation: Counselling and humanistic skills</p> <ul style="list-style-type: none"> ➤ Conducting an initial consultation ➤ Counselling skills: reflection; open ended, clarifying, and scaling questions; normalization 	<ul style="list-style-type: none"> ➤ Explore and practice counselling skills and interviewing techniques in class ➤ Group discussion on own strengths and areas for further development



6.	<p>Review of the basic counselling and humanistic skills</p> <ul style="list-style-type: none"> ➤ Revision of the basic counselling skills and the listening sequence ➤ Socratic questions ➤ Applying basic counselling skills and interviewing techniques – demonstration 	<ul style="list-style-type: none"> ➤ Explore and practice counselling skills and interviewing techniques in class ➤ Group discussion on own strengths and areas for further development
7.	<p>Values and motivation: Existential approach</p> <ul style="list-style-type: none"> ➤ Victor Frankl and historical background ➤ Key concepts of meaning, purpose, values, freedom, and responsibility ➤ Awareness of death: chronic diseases and terminal patients 	<ul style="list-style-type: none"> ➤ Exploring client's personal values during the consultation to enhance client's motivation and engagement
<p>NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)</p> <p>Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p>Semester 2 & Online students – The non-teaching week falls between Weeks 7 and 8</p>		
8.	<p>Managing obstacles to change: Psychodynamic approach</p> <ul style="list-style-type: none"> ➤ Sigmund Freud ➤ Key principles: unconsciousness; id, ego, and superego ➤ Defence mechanisms and secondary gains 	<ul style="list-style-type: none"> ➤ Techniques helpful in overcoming defence mechanisms ➤ Managing secondary gains
9.	<p>Managing emotions: Gestalt approach</p> <ul style="list-style-type: none"> ➤ Frederick Pearls ➤ Key principles: being here and now; unfinished business; emotional awareness ➤ Focusing on bodily sensations and movements 	<ul style="list-style-type: none"> ➤ Assignment: group presentations ➤ Observing and analysing session facilitated in gestalt approach ➤ Re-focusing conversation on a present moment
10.	<p>Facilitating behavioural change I: Behaviourism</p> <ul style="list-style-type: none"> ➤ Ivan Pavlov, John Watson, B. F. Skinner 	<ul style="list-style-type: none"> ➤ Assignment: group presentations ➤ Utilising ABC model during consultation ➤ Interviewing techniques focused on planning behavioural change



	<ul style="list-style-type: none"> ➤ Key principles: classical and operant conditioning; learning theories ➤ ABC model and triggers management ➤ Developing new habits 	
11.	<p>Facilitating behavioural change II: Cognitive-behavioural approach</p> <ul style="list-style-type: none"> ➤ Albert Ellis & Aaron Beck ➤ Key principles: automatic thoughts and unhelpful beliefs ➤ ABCDE model and challenging self-defeating beliefs 	<ul style="list-style-type: none"> ➤ Assignment: group presentations ➤ Observing and analysing session facilitated in cognitive behavioural approach ➤ Interviewing techniques focused on challenging unhelpful beliefs
12.	<p>Stress reduction: Modern approaches</p> <ul style="list-style-type: none"> ➤ Concept of stress: fight or flight response; definition of Lazarus & Folkman ➤ Mindfulness & relaxation practices ➤ Biofeedback 	<ul style="list-style-type: none"> ➤ Brief mindfulness techniques ➤ Progressive muscle relaxation
13.	<p>Applying the key counselling approaches into complementary medicine</p> <ul style="list-style-type: none"> ➤ Complementary medicine cases analysed from the perspective of the key theoretical frameworks in counselling and psychology ➤ Review of the counselling skills relevant from the perspective of the complementary medicine practice 	<ul style="list-style-type: none"> ➤ Reflection on the acquired basic counselling skills and their application to the complementary medicine clinical practice
14-15.	<p>Non-Teaching Week/Practical Examination Weeks 1 & 2 Note that make-up classes may be scheduled in this week</p>	
16-17.	<p>Final Examination Weeks 1 & 2 There is no final exam for this subject</p>	