



# PSY 465

## Introduction to Theories of Counselling

S2 Day 2016

*Department of Psychology*

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

PSY490 or PSY495

Co-badged status

Unit description

This unit provides an introduction to the theory and practice of clinical and counselling psychology for a variety of emotional problems in both children and adults. There is a balanced focus on theory, research and practice throughout the unit. Major theoretical frameworks used in clinical and counselling psychology will be reviewed, using interesting case studies and real-life examples. A practical component involving role-plays and expert feedback in a small group format will be used to practice basic therapeutic strategies. The unit will be taught in four full day workshops.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

The learning outcomes of this unit are that you will have an understanding of theories of emotional problems as well as basic counselling skills to use with clients. At the end of the unit you will have a working knowledge of various models of emotional disorders as well as an understanding of the practical application of these models. In addition, you will also have developed basic counselling skills such as empathy and reflective listening, via role-play and expert feedback in small group. In addition to the discipline-based learning

objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. Therefore in this unit you will also learn the following generic skills: • Oral and written communication skills • Self-awareness and interpersonal skills • Critical analysis skills • Problem solving skills

## Assessment Tasks

Name	Weighting	Due
Exam	40%	November 4 2016
Viva	20%	November 4th 2016
Essay	40%	28th October 2016

### Exam

Due: **November 4 2016**

Weighting: **40%**

The exam will be on key concepts from lecture material, and will be given in **Workshop 4 on Friday November 4th, 2016**. The test will consist of short-answer and essay questions, and will be of one-hour duration. In the exam you will be assessed on your capacity to discuss the theoretical models covered in the course, provide a critical analysis of the models, apply the models to a real life problem, and integrate the models in a therapeutic setting. The exam will be worth 40% of the final mark.

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## Viva

Due: **November 4th 2016**

Weighting: **20%**

As part of the assessment you will be required to demonstrate practical counselling skills. The exact details of this part of the assessment will be outlined in lectures. The practical viva will be conducted in **Workshop 4 on Friday November 4th, 2016**, where you will be required to demonstrate the counselling skills practiced in tutorials via a live role-play, to a satisfactory standard. More information on the marking criteria used will be given in lectures. The viva will be worth 20% of the final mark

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## Essay

Due: **28th October 2016**

Weighting: **40%**

Topic: *Choose one of the theories of counselling covered in this course. Critically evaluate the strengths and limitations of the theory. You should focus on strengths and limitations at both a theoretical and practical level, in terms of how the theory relates to the practical application of therapy (1500 words)*

I would like you to critique the model that you choose addressing both theoretical and practical issues. For example, cognitive therapies could be criticised at a theoretical level for placing relatively little emphasis on emotion, and could be criticised at a practical level for not being suitable for some clients who may have limited access to their cognitions. Humanistic or person-centred therapies could be criticised around the assumption that the therapeutic relationship is

the most essential ingredient for therapeutic change. The essay should involve a practical focus, giving the reader an insight into the advantages and disadvantages of using the approach in a clinical context. In this essay I am looking for the capacity to analyse the way in which the model is helpful and unhelpful, considering both the empirical research on treatment efficacy and the fundamental theoretical assumptions of the model.

- Submission to Turnitin

You are required to submit your essay to the Turnitin anti-plagiarism software detection via the iLearn page for the unit. Your assignment will be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription based electronic journals and book chapters. You will be given feedback on the overlap between your assignment and other sources and you will have the opportunity to revise and resubmit your assignment up until the due date in order to reduce overlap. The final results of the Turnitin assessment will be sent only to the Unit Convenors, who will analyse them with reference to the University's Policy on Academic Honesty. The procedure for submitting your assignment via Turnitin will be explained on the iLearn page for the unit.

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## **Delivery and Resources**

Unit delivered in four workshops on Fridays. Students have essential text books and supplementary readings posted on learn. Learning is active via discussion of workshop content, videos and practice of counselling skills.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcome

- The learning outcomes of this unit are that you will have an understanding of theories of emotional problems as well as basic counselling skills to use with clients. At the end of the unit you will have a working knowledge of various models of emotional disorders as well as an understanding of the practical application of these models. In addition, you will also have developed basic counselling skills such as empathy and reflective listening, via role-play and expert feedback in small group. In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. Therefore in this unit you will also learn the following generic skills: • Oral and written communication skills • Self-awareness and interpersonal skills • Critical analysis skills • Problem solving skills

### Assessment tasks

- Exam
- Viva
- Essay

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing

environments.

This graduate capability is supported by:

### **Learning outcome**

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## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcome**

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### **Assessment task**

- Viva



## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcome

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### Assessment tasks

- Exam
- Viva
- Essay

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcome

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well as an understanding of the practical application of these models. In addition, you will also have developed basic counselling skills such as empathy and reflective listening, via role-play and expert feedback in small group. In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. Therefore in this unit you will also learn the following generic skills: • Oral and written communication skills • Self-awareness and interpersonal skills • Critical analysis skills • Problem solving skills

## **Assessment tasks**

- Exam
- Essay

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcome**

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## **Assessment tasks**

- Exam
- Essay

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to

read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcome**

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## **Assessment tasks**

- Exam
- Viva
- Essay

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcome**

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in a range of areas. Therefore in this unit you will also learn the following generic skills: •  
Oral and written communication skills • Self-awareness and interpersonal skills • Critical  
analysis skills • Problem solving skills