



TABOR COLLEGE TASMANIA

Counselling Faculty

COURSE HANDBOOK

Bachelor of Social Science (Counselling)

incorporating

Associate Degree in Social Science (Couns)

Graduate Diploma of Counselling

incorporating

Graduate Certificate in Counselling

2009 - 2013

CONTENTS

TABOR COLLEGE TASMANIA	7
STATEMENT OF BELIEFS	7
GENERAL INFORMATION	11
1. TRANSITION ARRANGEMENTS	11
2. LEVELS	11
3. ENTRY REQUIREMENTS	11
4. REQUIREMENTS TO RECEIVE AN AWARD.....	13
5. ASSESSMENT STRATEGY.....	13
6. DELIVERY MODES.....	16
7. ARTICULATION AND CREDIT TRANSFER.....	16
8. COURSE FEES	18
BACHELOR OF SOCIAL SCIENCE (COUNSELLING)	
1. NOMENCLATURE	20
2. COURSE OUTCOMES AND RECOGNITION.....	20
3. COURSE STRUCTURE.....	23
GRADUATE DIPLOMA OF COUNSELLING	
1. NOMENCLATURE	27
2. COURSE OUTCOMES AND RECOGNITION.....	27
3. COURSE STRUCTURE.....	29

INDEX OF UNITS BY CODE NO.

CO1001	R EFLECTIVE COUNSELLING EXPERIENCE.....	33
CO2120	INTR ODUCTION TO WORLDVIEWS AND H UMAN RELAT ION SHIPS.....	33
CO2124	C OUNSELLING SKILLS1	34
CO2210	INTR ODUCTION TO SOCIOLOGY AND C ULTURE IN AUSTRALIA.....	35
CO2221	INTR ODUCTION TO COUNSELLING THEOR IES	35
CO2224	C OUNSELLING SKILLS2	36
CO2226	H UMAN LIFESPAN DEVELOPMENT	36
CO2227	U NDERSTANDING SYSTEMS AND FAMILIES.....	37
CO2230	INTR ODUCTION TO PSYC HOLOGY.....	38
CO2233	SPECIAL COU NSELLING ELECT IVE.....	38
CO2234	GRIEF LOSS AND ATTACHMENT.....	39
CO2301	WOR KING WITH GROUPS AND COMMUNITY.....	36
CO2303	C OGNIT IVE BEHAVIOUR THERAPY.....	41
CO2304	INTR ODUCTION TO POSTMODERN THEORY AND NARRATIVE APPROACH ES.....	42
CO2305	ETHICS IN TH E SOCIAL SCIENCES AND HUMAN SERVICES	43
CO2309	H UMAN SERVICES AND C ASE MANAGEMENT.....	43
CO2321	C OUNSELLING THEORIES AND PRACTICE.....	44
CO2323	WOR KING WITH MENTAL HEALTH	44
CO2327	MARRIAGE AND RELATIONSHIP COUNSELLING.....	45
CO2365	SUPERVISED PLACEMENT AND C ASEMANAGEMENT	46
CO2423	C OUNSELLING PRACTICUM.....	46
CO2425	C ASE CONFERENCE.....	47
CO2435	GRADUAT ER ESEAR CH ELECT IVE IN COUNSELLING	48
CO2440	C HILD D EVELOPMENT AND COU NSELLING C HILDREN	48
CO2441	C OUNSELLING ADOLESCENTS.....	49
CO2443	ADDICTION C OUNSELLING.....	50
CO2444	T RAUMA AND ABUSE COUNSELLING	50
CO2446	SPECIAL GRADUATE COU NSELLING ELECT IVE	51
CO2502	T HESIS IN COUNSELLING.....	52
CO2503	MAJOR T HESIS IN COUNSELLING.....	52
CO2534	MASTERS COU NSELLING INTERNSHIP.....	53
TM1101	C REATIVE LIVING.....	54
TM1104	SPIRIT UAL FORMATION.....	54
TM2110	U NDERSTANDING THE BIBLICAL NARRATIVE.....	55
TM2111	R EADING THE BIBLE F AITHFULLY.....	55
TM3112	E XPLORING T HE CHRISTIAN FAITH	56

INDEX OF UNITS BY ALPHABETICAL ORDER

CO2443	ADDICTION COUNSELLING.....	50
CO2425	CASE CONFERENCE.....	47
CO2440	CHILD DEVELOPMENT AND COUNSELLING CHILDREN.....	48
CO2303	COGNITIVE BEHAVIOUR THERAPY.....	41
CO2441	COUNSELLING ADOLESCENTS.....	49
CO2124	COUNSELLING SKILLS1.....	34
CO2224	COUNSELLING SKILLS2.....	36
CO2423	COUNSELLING PRACTICUM.....	46
CO2321	COUNSELLING THEORIES AND PRACTICE.....	44
TM1101	CREATIVE LIVING.....	54
CO2305	ETHICS IN THE SOCIAL SCIENCES AND HUMAN SERVICES.....	43
TM3112	EXPLORING THE CHRISTIAN FAITH.....	56
CO2435	GRADUATE RESEARCH ELECTIVE IN COUNSELLING.....	48
CO2234	GRIEF LOSS AND ATTACHMENT.....	39
CO2226	HUMAN LIFESPAN DEVELOPMENT.....	36
CO2309	HUMAN SERVICES AND CASE MANAGEMENT.....	38
CO2221	INTRODUCTION TO COUNSELLING THEORIES.....	35
CO2304	INTRODUCTION TO POST MODERN THEORY & NARRATIVE APPROACHES.....	42
CO2230	INTRODUCTION TO PSYCHOLOGY.....	38
CO2210	INTRODUCTION TO SOCIOLOGY AND CULTURE IN AUSTRALIA.....	35
CO2120	INTRODUCTION TO WORLDVIEWS AND HUMAN RELATIONSHIPS.....	33
CO2503	MAJOR THESIS IN COUNSELLING.....	52
CO2327	MARRIAGE AND RELATIONSHIP COUNSELLING.....	45
CO2534	MASTERS COUNSELLING INTERNSHIP.....	53
TM2111	READING THE BIBLE FAITHFULLY.....	55
CO1001	REFLECTIVE COUNSELLING EXPERIENCE.....	33
CO2233	SPECIAL COUNSELLING ELECTIVE.....	38
CO2446	SPECIAL GRADUATE COUNSELLING ELECTIVE.....	51
TM1104	SPIRITUAL FORMATION.....	54
CO2365	SUPERVISED PLACEMENT AND CASE MANAGEMENT.....	46
CO2502	THESIS IN COUNSELLING.....	52
CO2444	TRAUMA AND ABUSE COUNSELLING.....	50
CO2227	UNDERSTANDING SYSTEMS AND FAMILIES.....	37
TM2110	UNDERSTANDING THE BIBLICAL NARRATIVE.....	55
CO2301	WORKING WITH GROUPS AND COMMUNITY.....	41
CO2323	WORKING WITH MENTAL HEALTH.....	44

TABOR COLLEGE TASMANIA

Tabor College is a multi-denominational charismatic Christian Education Centre offering government-accredited courses at tertiary level. The College seeks to equip people for Christian life and ministry by providing teaching which is Christ-centred, biblically based, ministry-oriented, academically sound, positively expressed and spiritually empowered.

Tabor College considers spiritual development to be of primary importance. Students are encouraged and assisted to relate their studies to their personal and vocational lives, and to be open to the transforming power of the Holy Spirit.

At Tabor College, teaching and learning take place in an atmosphere of charismatic worship, ordinary Christians study at their own pace and people called to various ministries prepare for their vocations.

The College encourages Christian unity and revival, offering courses for people of all Christian churches and any nationality, and seeks to be a witness to the majesty of Christ in the whole of life.

STATEMENT OF BELIEFS

Tabor Tasmania is evangelical and charismatic, believing in, teaching and seeking to make known salvation by grace through faith in Jesus Christ as a free gift from God effected by the power of the Holy Spirit, the wonder of a personal relationship with the Lord, and the importance of spiritual gifts for serving and glorifying the Lord Jesus Christ.

In particular, Tabor holds to the following articles of belief:

1. THE GODHEAD—TRINITY IN UNITY

There is one true eternal God, existing eternally in the three Persons of the Father, the Son and the Holy Spirit; the Maker and Preserver of all things, visible and invisible. He is infinite in power, wisdom and goodness.

2. THE HUMAN CONDITION

People were created by God in His image and were intended to enjoy fellowship with God.

Human nature became corrupted by sin. Every human being is a sinner, separated by sin from God. Every sinner deserves God's wrath and damnation and is powerless to save himself/herself from this deplorable state. No human being can be justified before God by works. There is only one means of salvation and that is through Jesus Christ, by grace through faith. By this means only can human fellowship with God be restored.

3. GOD THE FATHER

The First Person of the Godhead is God the Father. He is the Father of the Lord Jesus Christ and of all those who believing in Jesus Christ are born again by the Spirit and become members of His family. He is the true Father from whom all fatherhood derives its name.

He is Spirit and is to be worshipped in spirit and in truth. He is omnipresent, omnipotent and omniscient. He is sovereign. He is unchanging. He is love. He is good, merciful, just and faithful.

His love is shown supremely in that he gave his only Son, Jesus Christ, for the redemption of humankind.

4. JESUS CHRIST THE SON

Jesus Christ is the eternal Son of God. He existed before all things. For the salvation of human beings, he became man, the living Word made flesh, the image of the invisible God, a unique person, fully God and fully man.

He lived a sinless life, revealing God and his kingdom to humankind, and was crucified and died, giving his life as an atoning sacrifice for all people. This offering provides full, perfect and sufficient redemption, propitiation and satisfaction for the sins of the whole world, both original and actual. No other sacrifice for sin is necessary or effectual.

He rose again from the dead, and was thus declared with power to be the Son of God. He ascended into heaven to be exalted to the highest place, Lord of all, with a name above all names, supreme over all from which he will one day return visibly in power and great glory to gather his elect for eternal life and to bring judgment on all those who do not obey the gospel.

By his triumphant victory over death, Jesus Christ has destroyed the devil who has power of death, and is able to free all those who are held in bondage through fear of death. Jesus Christ is victorious over, and provides deliverance from, all the powers of darkness.

5. THE HOLY SPIRIT

The Holy Spirit is co-equal and co-eternal with the Father and the Son. He is the Spirit of truth, sent by the Father and the Son to be with believers forever. He reveals the truth about Jesus, convicts of sin and righteousness and judgment, and gives new birth to those who repent of their sins and believe in the Lord Jesus Christ. The Holy Spirit effects on-going spiritual changes in human lives, producing spiritual fruit in those who obey Him, and giving spiritual gifts for effective life and ministry. He is the Spirit of mission who leads and empowers believers to witness to Jesus Christ among people of all nations. His supreme task is to bring glory to Jesus.

6. THE HOLY SCRIPTURES

The Canonical Books of the Old and New Testament, as originally written are the infallible, inerrant and inspired word of God. They explain all that is necessary to salvation and are solely and absolutely authoritative in all matters of Christian faith and praxis. They are to be accepted by faith. They are complete and must not be added to, subtracted from or changed because of tradition or supposed new revelation. Anything that is not in Scripture must not be declared to be believed as an article of faith or be considered to be necessary for salvation.

The Holy Scriptures are to be interpreted with regard to their content and purpose and in reverent obedience to the Holy Spirit as He reveals their true meaning.

7. SALVATION

Jesus Christ is the only Saviour. Salvation is by grace through faith. It is a totally unmerited gift of God. No one can earn it. The gospel of Jesus Christ is the power of God for the salvation of those who believe. This salvation is received by genuine repentance of sin and by faith in the Lord Jesus Christ. It sets a person free from the power, penalty and, ultimately, the presence of sin. It involves being born again by the Holy Spirit, being adopted into the family of God, becoming a new creation, being counted righteous before God by faith, being rescued from the kingdom of darkness and brought into the Kingdom of the Son, being redeemed, regenerated and sanctified, and being blessed with every spiritual blessing in Christ. It sets a person free to obey God and to live a holy and upright life for his purposes.

8. THE DEVIL

The devil is a real and powerful created spiritual being who sought to destroy Jesus and who seeks to destroy all Christians. He is the god of this world. The death and resurrection of Jesus Christ has stripped the devil of his power, but he continues his evil works tempting, accusing and hindering the people of God. At the final judgment, the devil and all evil spirits will be consigned to eternal torment.

Christians are entitled to exercise the authority of Jesus Christ over the power of the devil.

9. THE CHURCH

The Church is made up of all true Christians in all denominations throughout the world. It is the

Body of which Christ is the Head. The Church exists to worship and serve God. The chief task of the Church is to make disciples of Jesus Christ in every nation by the proclamation of the gospel by word and deed. The Church functions through local congregations of believers who gather for worship, prayer, teaching, fellowship, celebrating the Lord's supper and mutual ministry.

The members of the Church are to relate to one another in the love of the Lord, counting others before themselves. The Lord has given ministry gifts to his Church to prepare its members to serve Him and to build them up in unity to maturity.

10. THE SACRAMENTS

Jesus Christ ordained two sacraments, Baptism and the Lord's Supper (Holy Communion).

10.1 Baptism

Baptism symbolises the identification of the believer with Christ in his death, burial and resurrection. It represents the burial of the old nature and the old way of life and the rising to new life in Christ. It indicates separation from the old life and entry into the new life. It symbolises the washing away of sins.

While baptism is an integral part of Christian initiation, it is not essential to salvation.

10.2 The Lord's Supper

The Lord's Supper is a sharing by believers of bread and wine in remembrance of Christ's death, presence, victory and promised return in power.

It bears witness to the new covenant between God and humanity, established by the shedding of the blood of Jesus Christ, which brings forgiveness of sins and restores relationship with God.

11. CHRISTIAN UNITY

Unity amongst believers is the will of God. Such unity is to be a testimony to the Lord Jesus Christ and is evidence of the love of God. Where believers dwell together in unity, God's blessing is promised. It is a unity that is to transcend differences of culture, background, experience, denomination, gender and social standing.

Believers are to have a Kingdom orientation, working together to proclaim the Kingdom of God and building one another up in love.

12. BAPTISM IN THE HOLY SPIRIT

The term "baptism in the Holy Spirit" may be used to describe the experience of being "overwhelmed by", "immersed in" or "flooded by" the Holy Spirit, which first became reality for believers at Pentecost, when the ascended Jesus poured out the Holy Spirit on his disciples. As then, so today, Jesus is the one who baptises in the Holy Spirit.

Baptism in the Spirit is received by faith and empowers the believer for witness to Jesus Christ. It is a free gift of God available to every believer. It does not depend on spiritual maturity.

The book of Acts suggests that the normal initial evidence of baptism in the Spirit is speaking in tongues. This is closely linked to prophecy, which throughout the Bible is a mark of the Spirit's presence and which characterised the first speaking in tongues at Pentecost in Acts chapter 2.

13. THE FRUIT OF THE SPIRIT

The Holy Spirit changes human lives, producing the fruit listed in Galatians 5: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control in the life of the believer. These develop increasingly, as the believer obeys the Lord, cooperates with the working of the Holy Spirit within and progresses towards Christian maturity.

14. THE GIFTS OF THE SPIRIT

The grace gifts of the Spirit include, but are not restricted to, the supernatural gifts listed in 1 Corinthians 12: the word of wisdom, the word of knowledge, faith, gifts of healing, miraculous powers, prophecy, distinguishing between spirits, speaking in different kinds of tongues and the interpretation of tongues.

These are gifts, given and distributed by the Spirit as He wills. They are not earned or deserved. They are to be exercised in the church today in the context of Christian love for mutual building up and for the common good.

GENERAL INFORMATION

1. TRANSITION ARRANGEMENTS

Students who are enrolled in the existing Bachelor of Counselling course at Tabor College Tasmania will transfer into the new award. A recognition of prior learning process will be used, where applicable, to cater for transferring students who have completed former subjects which have been replaced by revised subjects in this course.

2. LEVELS

Tabor College Tasmania has revised its classification of levels for the accreditation period 2009-2013. The new system is set below.

level 1	Undergraduate entry into an undergraduate course <i>Assessment:</i> Equivalent of 4,000 – 5,000 words per standard 6cp subject
level 2	Graduate entry into a course with any first degree as a prerequisite <i>Assessment:</i> Equivalent of 5,000 – 6,000 words per standard 6cp subject OR equivalent of 8,000 words per 12cp coursework subject
level 3	Graduate entry into a postgraduate course with a first degree in the same discipline as a prerequisite <i>Assessment:</i> Equivalent of 5,000 - 6,000 words per standard 6 cp coursework subject OR equivalent of 8,000 words per 12cp coursework subject

3. ENTRY REQUIREMENTS

3.1 Duty of Care

The purpose of Tabor College Tasmania entry requirement procedures is to ensure that consistent and regular duty of care is exercised to all students, both prospective and current. It is the intention of Tabor College Tasmania that prospective students are given every opportunity to succeed in their studies. The entry requirement procedures include protocols with which to determine the extent of a student's suitability both for study in general and for the particular for which they wish to apply. It is also the intent of the College to exercise a duty of care towards current students by exercising a policy of non-admission towards someone who, we have reason to believe, has the potential to be disruptive with regard to the teaching and learning processes of the Tabor College Tasmania community.

In addition to this, we recognise that there are students who will benefit from study but without additional support are at risk of failure. Where such support can be offered, these students are welcome at Tabor College Tasmania.

3.2 Application Requirements

Applicants for Counselling course at Tabor College Tasmania need to submit:

- A Tabor College Tasmania Counselling Application form
- A personal statement addressing specified criteria
- Contact details for 3 Referees to include professional, work/volunteer, church leadership.

Following receipt of a student's application, the Course Coordinator will contact referees to ascertain the appropriateness of the applicant for the Counselling profession, and arrange a personal interview with the student.

3.3 Bachelor of Social Science (Counselling)

3.3.1 Academic entry requirements

- Satisfactory completion of Year 12 with a minimum TER/TCE score of 60-65 or equivalent, except in the case of mature-age applicants. See non-academic entry guidelines below.
- School leavers are advised that it is highly recommended that students have 2-3 years life experience before commencing a Bachelor of Social Science (Counselling) course. Exceptions may be allowed at the discretion of the Course Coordinator who may require submission of further references and/or written work.
- Mature Age Students (over the age of 21 at January 1st of each year) who have not undertaken other tertiary studies may be required to sit a STAT Test
- An RPL process may be used to assess whether a student has an adequate academic foundation to be granted entry into the award.

3.3.2 Non-academic entry guidelines

- An applicant is required to demonstrate his/her suitability for the course, self-awareness and a sense of direction towards professional counselling in an interview with a faculty member.
- References will be sought from the 3 referees nominated by the candidate setting out the appropriateness of the applicant for the Counselling profession
- Students will be advised that competency in ICT skills will be necessary for them to complete their award successfully bearing in mind that the college accepts as part of its duty of care that a reasonable amount of assistance may be provided by the college.

3.4 Graduate Diploma in Counselling

3.4.1 Academic entry requirements

- Entry into the Graduate Diploma in Counselling at Tabor College Tasmania is selective and by interview.
- Applicants must have at least a bachelor-level qualification with a major in social sciences or a human services related field, and must be able to demonstrate values consistent with those emphasised in the Tabor College Tasmania's counselling program, and a suitable level of psychological and spiritual maturity.
- Specific entry pathways include:
 - a Bachelor of Social Science (Counselling), from Tabor College Tasmania, or equivalent; OR
 - a bachelor-level qualification with a major in psychology, social sciences, social work or another relevant and related field, approved by the Course Coordinator, together with a foundation in Christian faith; OR
 - an alternative tertiary qualification, on the recommendation of the Course Coordinator, provided that the applicant provide evidence of adequate knowledge and understanding in the theological and counselling areas.
- Supplementary work may be required of an applicant who is deemed by the Course Coordinator to have insufficient knowledge and understanding in a significant foundational area. The nature and extent of this supplementary work will depend on an applicant's former studies and experience.

- Applicants who have not received training in counselling micro skills in their entry award will be required to complete a bridging programme consisting of the following counselling skills subjects. Subjects undertaken under this requirement must be passed at a minimum standard of Pass 1 (60% - 66%).

CO2124 Counselling Skills 1	[6]
CO2221 Introduction to Counselling Theories	[6]
CO2224 Counselling Skills 2	[6]
CO2321 Counselling Theories and Practice	[6]

Applicants who do not have a Christian background may benefit from completing the subject:

CO2120 Introduction to Worldviews and Human Relationships.

3.4.2 Non-academic entry guidelines

- Psychological and spiritual maturity will be assessed by pre-selection interviews, screening procedures and professional references. A reference from three referees (one of which may be a pastor) will be required. An applicant's sense of direction towards counselling will be discussed in the interview.
- The number of students accepted into this course in any one year will be restricted in order to ensure optimal clinical experience and supervision for each participant.

4 REQUIREMENTS TO RECEIVE AN AWARD

Attendance at prescribed sessions is mandatory due to the sequential development of knowledge and skills in key subjects. If students fail to achieve the required attendance, due to particular circumstances, bridging work may be necessary to assist them in fulfilling the subject requirements. This will be negotiated on a case by case basis.

To receive the Bachelor in Social Science (Counselling) award, students must:

- have attended all prescribed sessions, except in extenuating circumstances where special formal exemption from this requirement has been granted or bridging work has been completed;
- have gained a Pass 1 grade in skills-based subjects of the course (CO2124, CO2224, CO2221, CO2321);
- have gained a pass in all other subjects; and
- paid all fees.

To receive a Graduate Diploma in Counselling award, students must:

- have attended of all prescribed sessions, except in extenuating circumstances where special formal exemption from this requirement has been granted or bridging work has been completed;
- have gained a satisfactory aggregate mark/subject grade in all other subjects; and
- have paid all fees

5. ASSESSMENT STRATEGY

5.1 Assessment methods

Assessment of achievement/proficiency is undertaken for each subject in the course. Between subjects there are differences in assessment methods. Assessment methods undergo regular review to determine their effectiveness and suitability as learning tools. It is expected that assessment tasks collectively reflect the focus of the Bachelor of Social Science (Counselling) upon knowledge formation, and skills.

Common assessment tasks include:

- written assignments - essays, reports and tutorial/discussion papers;
- oral presentations and contributions to tutorials;
- practical exercises in the classroom and in field situations; and
- progress tests/examinations/alternative assessments.

Written assignments are normally prepared in non-contact time with access to resources (e.g. library, Internet, resource persons, etc.).

Examinations and tests normally take place under closed-book conditions, although occasionally, open-book examinations may be used.

Assignments must be submitted by due dates or penalties will be applied, unless, for genuine reasons, extensions have been sought and granted.

Suggested assessment methods for each subject are outlined in the subject descriptions in Part C: Subject Information. Syllabi, based on accredited curriculum documentation, are prepared and revised/reviewed each semester for each subject offered. These provide full details of the assessment tasks required in each subject, including weightings of tasks, due dates, resource/reference lists, etc.

Assessment is based on the extent to which an assessor considers that a student has achieved the particular objectives of the subject concerned. These objectives are detailed in the subject descriptions. Generally, a grade is assigned which indicates the student's assessed level of achievement/proficiency; however, non-graded assessment may be used in occasional subjects.

For the successful completion of each subject, the following are normally required:

- punctual attendance at, and participation in, all prescribed sessions, except in extenuating circumstances where formal exemption from this requirement has been granted;
- a reasonable attempt at each assessment task; and
- a satisfactory aggregate mark/subject grade.

5.2 Assessment grading

Grades used to indicate a student's level of achievement or proficiency range from High Distinction to Fail 2, as described below.

- **High Distinction (HD): 85-100%** - an extremely high level of expertise/competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.
- **Distinction (D): 77-84%** - a high level of expertise/competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.
- **Credit (C): 67-76%** - a commendable level of expertise/competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.
- **Pass 1 (P1): 60-66%** - an adequate level of expertise/competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.
- **Pass 2 (P2): 50-59%** - a barely adequate level of expertise/competence in demonstrating understanding of the topic, comprehension of the concepts involved and practical and/or presentation skills.
- **Fail 1 (F1): 40-49%** - an inadequate level of expertise/competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.

- **Fail 2 (F2): 0-39%** - a very inadequate level of expertise/ competence in demonstrating understanding of the topic, comprehension of the concepts involved, and practical and/or presentation skills.

Note: Tabor College Tasmania may also use the categories: incomplete (I); non-graded pass (NGP); recognition of prior learning (RPL); repeated (R); status (S); withdraw not fail (WN); withdrawn – compassionate grounds (WC) and exemption (X).

5.3 Pass marks, resubmissions and repeats

Tabor College Tasmania's policy with regard to these matters is defined in the *Pass Mark, Resubmission and Re-Marking Policy* and the *Repeating Failed Subjects Policy*. These policies are subject to review from time to time by the Academic Standards Committee and the Academic Board. The policies are outlined in brief below.

To pass in a subject, an undergraduate student must gain at least 50% of the total marks available in that subject. A student who scores below 50% for a particular assignment/ exercise will normally be permitted to resubmit or repeat that assignment/exercise, within a clearly specified timeframe, but will not be able to score more than 66% for that assignment/exercise.

A student who fails a test or examination may be granted a supplementary test or examination after a further period of study, if the student's performance in other components of the assessment has been satisfactory.

A student will not be permitted to repeat a failed subject more than twice without permission from the Faculty Head and at least two other faculty members.

A number of key skill-based counselling subjects are assessed on the basis of critical competencies required for professional competence. Students who fail these subjects more than once or in more than one subject may be given academic support regarding their career choice.

5.4 Late assignments

Due dates for assignments are clearly specified on the Subject information sheets that students receive. Extension of time may be granted by the Faculty Head in consultation with the subject lecturer upon written application to the subject lecturer. Assignments submitted late without written permission for extension will normally incur academic penalties as approved, from time to time, by the Executive Committee.

5.5 Marking of Assignments

Tabor College Tasmania's policy with regard to these matters is defined in the *Assessment Policy*. This policy is subject to review from time to time by the Academic Standards Committee and the Academic Board. The information below is a summary taken from the policy.

Assessment is both summative and formative. Assessors (markers) are expected to give reasons for the grades that they assign and to comment on the strengths and weaknesses of the work assessed. Where a student scores below 50%, feedback from markers will usually involve both written comments and personal counselling with directions for the further study necessary in each individual case.

6. DELIVERY MODES

6.1 Flexibility

Normal delivery modes are: lectures, tutorials, reading, field visits, practical exercises, written feedback from markers on student assignment work, oral and written feedback on practical exercises, and supervised reflective analysis. Day and evening classes, full-time, part-time and intensive study options may be available.

6.2 Restrictions

The course may be offered on campus or in external or flexible mode. Prospective students should note, however, that whatever the mode of delivery, the nature of some subjects required as part of this course is such that to ensure achievement of learning outcomes personal attendance may be required at lectures, tutorials, practicums, other learning experiences or assessment tasks.

7. ARTICULATION AND CREDIT TRANSFER

7.1 Postgraduate studies

Graduates from the Bachelor of Social Science (Counselling) course will be eligible to apply for entry into postgraduate studies at Tabor College Tasmania or in other tertiary institutions.

Entry into the Graduate Diploma of Counselling is through application and interview. A Graduate Certificate bridging program is offered if the necessary pre-requisites for counselling theory and skills need to be met. (Refer to the postgraduate submission).

7.2 Credit transfer, status and recognition of prior learning

7.2.1 General policy

- (1) Subject credit may be granted towards a Tabor College Tasmania course for assessable learning outcomes achieved through formal and/or informal learning, work related experience and/or life experience, to an extent that is consistent with maximising student progression while maintaining established academic standards.
- (2) Tabor College Tasmania recognises qualifications and statements of attainment awarded from Registered Training Organisations and recognised Higher Education Providers. Tabor College Tasmania also recognises assessable current competencies and current knowledge, regardless of how when or where these were attained.
- (3) Tabor has a formal RPL and credit transfer assessment process which is available to all students. Following the assessment process academic credit will be granted if the assessor is satisfied that the applicant meets the learning outcomes or competencies for course entry or subject credit as required by Tabor College Tasmania's current accredited curriculum documentation.
- (4) The maximum amount of subject credit available through RPL or credit transfer is specified in the current edition of the Tabor College Tasmania Handbook in the section 'Credit Transfer and RPL'.
- (5) An applicant who applies for academic credit on the basis of non-formal education, self-directed learning or previous experience will need to provide appropriate evidence or demonstrate the achievement of learning outcomes or competencies.

- (6) Recognition may be given for studies taken at a lower academic level or in a different field of study. In this case the assessor will determine the amount of academic credit to be given and the extent of bridging work to be undertaken.
- (7) A near pass will not be considered successful completion of a subject.

7.2.2 Specific credit transfer and RPL regulations

- (1) Normally, a student who is granted credit transfer or RPL will be required to complete a minimum of one year of full-time degree-level study (48 credit points at level 3) with Tabor College Tasmania to gain the Degree.
- (2) Normally, credit transfer is on the basis of work which has formed part of a previously awarded tertiary qualification will not be given for more than 72 credit points of the Degree.
- (3) Where credit has been granted on the basis of another award of the college in the same or a similar discipline, the student may be required to surrender that award before the Degree is conferred, and Tabor College Tasmania will update its records accordingly.
- (4) A student who has previously completed, at a lower level, subjects which may form a part of the Degree will may be required to do upgrading work in each of these subjects before they can be credited towards the Degree, or an appropriate amount of block credit may be granted after an RPL assessment.
- (5) A student may be granted exemption from a subject if the student has previously completed a subject deemed to be similar, but not equivalent, to that subject, provided that the student takes an additional relevant elective subject and is able to attain the learning outcomes of the course.

8. COURSE FEES

Table VEA: 2009 Tuition Fees for Audit, Certificate and Diploma Subjects

Unit fees	Domestic Student Tuition Fee
Audit fee per standard unit	\$ 220
Any standard core VET unit	\$ 440

Table HE1: Higher Education Tuition Fees for Standard Subjects

Subject of study	Equivalent full time student load (EFTSL) value	Credit point weighting (cp)	Fee per credit point (\$)	Subject fee (\$)
Undergraduate				
Any standard subject in an associate degree or ordinary bachelor degree course*	0.0625	3	166.66	500
	0.125	6	166.66	1000
	0.25	12	166.66	2000
Graduate Entry and Postgraduate				
Any standard subject in a graduate certificate or graduate diploma	0.0625	3	183.33	550
	0.125	6	183.33	1100
	0.25	12	183.33	2200

* See Table HE2 below for non-standard subjects with special fees

Any subject designated as Advanced Standing will have "AS" appended to the subject code. The subject fee for EFTSL value is calculated at 50% of the standard values for that subject.

Table HE2: Higher Education Tuition Fees for Other Subjects with Special Fees

Subject of study	Equivalent full time student load (EFTSL) value	Credit point weighting (cp)	Subject fee (\$)
CO2224 Counselling Skills 2, incorporating CO1001 Reflective Counselling Experience	0.125	6	1300

8.1 Brief Information on FEE-HELP Loans

Eligible students in any of Tabor College Tasmania's higher education courses (associate degrees, graduate certificates, graduate diplomas) can obtain a FEE-HELP loan to cover the cost of their tuition fees.

FEE-HELP is a Commonwealth Government loan program (introduced in 2005) to assist eligible students in higher education courses offered by approved institutions to pay their tuition fees.

To be eligible for FEE-HELP you must be an Australian citizen or holder of a permanent humanitarian visa who will be resident in Australia for the duration of the subject (i.e. subject of study).

Eligible students will be able to borrow the full tuition fees charged by Tabor College Tasmania Inc up to a maximum of \$83,313 (in 2009, indexed) over their lifetime.

A loan fee of 20% will apply to FEE-HELP loans for undergraduate courses, but not for postgraduate courses. The loan fee is not included in the limit.

FEE-HELP will be available for full-time and part-time study.

Students who wish to do so will be able to pay all or part of their tuition fees up-front and to take a FEE-HELP loan to cover any balance. The 20% loan fee will apply only to the amount that is borrowed.

FEE-HELP loans are repaid through the tax system on a sliding scale, starting once a person's income is above the minimum threshold for compulsory repayment (\$41,594 in 2008/09) and are indexed annually.

Further information about FEE-HELP is available on the Department of Education Science and Training's "goingtouni" website: <http://www.goingtouni.gov.au> or in hard copy from the registrar at Tabor College Tasmania Inc.

8.2 Payment of Tuition Fees by Upfront Payment

Diploma and Audit students – Tabor Tasmania requires at least \$440 per enrolment from Diploma, and \$220 per enrolment from Audit students as an up-front payment by the first week of study. A 10% administration fee will be added to all outstanding accounts in the second week of semester, and the balance will be required to be paid in 7 fortnightly payments, finalising the account by the end of the semester. If you have any problems with this expectation, or require special arrangements for payment, please talk with the Business Manager as soon as possible.

Degree and Graduate Diploma students who do not wish to apply for FEE-HELP must pay their fees in full by the first week of semester. The College does not offer the option of paying degree or graduate diploma level fees by instalments throughout the semester.

Continuing Degree and Graduate Diploma students paying part upfront part FEE-HELP. If you wish to pay part or all of a semester's fees you need to make the payment before the census dates, prior to 10th March 2009 (Semester 1) and 10th August 2009 (Semester 2), as the balance of any outstanding fees for a semester as at the census date will be added to your FEE-HELP debt.

Degree and Graduate Diploma students who did not apply for FEE-HELP last semester and who intend to apply for FEE-HELP this semester, please ensure that you have collected and read a copy of the *FEE-HELP Information booklet*, and an *Application form*. This form needs to be submitted prior to the census dates, prior to 10th March 2009 (Semester 1) and 10th August 2009 (Semester 2).

Graduate Diploma students – you will need to pay your full fees by the first week of semester, or fill in an Application form for FEE-HELP to cover your Graduate Diploma fees. If you have previously applied for FEE-HELP with regard to a degree course, you will need to submit a fresh application for your Graduate Diploma course if you wish to use FEE-HELP. FEE-HELP forms need to be submitted prior to the census dates, prior to 10th March 2009 (Semester 1) and 10th August 2009 (Semester 2).

Advanced Standing - when Advanced Standing is granted, the fee will be 50% of the normal fee for the unit in which they are being accredited.

BACHELOR OF SOCIAL SCIENCE (COUNS)

1. NOMENCLATURE

Name	Nominal duration
CO12 Associate Degree in Social Science (Counselling)	Two years full time, 2,560 hours
CO13 Bachelor of Social Science (Counselling)	Three years full time, 3,840 hours

The Bachelor of Social Science (Counselling) is intended to offer a core Social Science platform which underpins specialist professional counselling. This integrated and tailored program of study incorporates the following structure:

- CORE- Social Science– (10 subjects 60 credit points)
- SPECIALISATION – Counselling – (9 subjects 60 credit points)
- MINOR – Religious Studies– (4 subjects 24 credit points)

Scaffolding for the development of course outcomes includes awareness of frameworks that recognise and critique disadvantage and other barriers embedded in social, economic and political systems. This broader approach increases both professional expertise and vocational options for the counsellor within human services.

2. COURSE OUTCOMES AND RECOGNITION

2.1 Summary of overall graduate attributes and vocational/ educational outcomes

This course is designed with an emphasis on transformational learning that equips students with the knowledge and skills required of professionals working within counselling and related human services. Graduates are:

- prepared for lifelong learning in pursuit of personal and spiritual development as a basis for excellence in professional practice.
- able to critically appraise, with an awareness of the wider contexts of human dilemmas, the scope and limitations of counselling perspectives relevant to particular practice and human services situations.
- reflective practitioners with a client-focused professional practice that explores and co-creates dynamic and multifaceted outcomes within counselling alliances.
- able to integrate faith-based learning with various theoretical perspectives to engage with people from diverse backgrounds; to work effectively and holistically; to participate with clients in respectfully challenging their complex concerns.
- competent in operating and articulating with an in-depth body of knowledge that contributes to the development of the counselling profession.
- effective critical and creative problem solvers with the capacity to engage with spiritual, cultural, social and political realms.
- able to apply skill based learning that enables the integration of theory and practice using evidence-based practice and other therapies.
- committed to facilitating and participating in ethical action and social responsibility as a person and citizen within their professional life.

2.2 Characteristics of learning outcomes

Specific outcomes will depend on subject selections; however, in line with the guidelines of the Australian Qualifications Framework for bachelor awards, students successfully completing this course will be able to:

- (1) apply concepts and principles drawn from a systematic and coherent body of knowledge in a wide range of day-to-day personal and vocational situations;
- (2) apply knowledge, understanding and skills gained in this course to a wide variety of practical situations, including those where associated communication and problem-solving strategies are needed;
- (3) demonstrate academic skills and attributes necessary to undertake research, and comprehend and evaluate new information, concepts and evidence from a wide range of sources;
- (4) appreciate a range of perspectives on topics and issues in their selected fields of study;
- (5) review, consolidate, extend and apply the knowledge gained and techniques learnt in the course in general and professional contexts;
- (6) continue to build on the foundation of lifelong learning developed in this course, extending former learning;
- (7) demonstrate interpersonal and teamwork skills appropriate to employment and/or further study;
- (8) show initiative and sound judgment in applying knowledge and skills gained in this course, both in personal work and in directing, coordinating or supervising the activities of others;
- (9) serve other people, who have a wide range of needs, selecting appropriate approaches and recognising situations and circumstances where they need to consult others or seek help; and
- (10) evaluate, and constantly improve, their own ability to understand and work with other people in various settings.

Students who exit with an Associate Degree in Social Science (Counselling) will have developed a sound foundational understanding of the discipline of Counselling, which will prepare them for subsequent supervised practical experience and will also provide an excellent basis for further study, either formal or informal. In particular, students completing the Associate Degree will be able to:

- (1) interpret and/or explain key counselling concepts and theories, and their practical applications, recognising how these may be affected by social, cultural, and scientific/technical contexts;
- (2) be reflective and inclusive of sociological and cultural contexts for human services and counselling;
- (3) demonstrate the academic skills and attributes necessary to access, comprehend and evaluate information from a range of sources;
- (4) practise generic employment-related skills relevant to a range of employment contexts, and
- (5) continue in self-directed and lifelong learning, using appropriate principles and practices developed in this course.

2.3 Specific learning outcomes

Specific learning outcomes for the course will vary slightly depending on the mix of subjects students take in relation to occupational contexts, learning, and elective

choices. Learning outcomes for each subject are identified in the individual subject descriptions.

2.4 Expected occupational functions of graduates

Possible Career Outcomes for graduates include:

- professional counselling for an organisation or privately
- case management
- mental health work
- school counselling
- community work
- community development work
- chaplaincy in a variety of environments
- youth work.

3. COURSE STRUCTURE

3.1 Bachelor of Social Science (Counselling)

Preparatory subjects

GS0001	Study Techniques	[0]
GS0002	Language Skills A	[0]

CORE - SOCIAL SCIENCE (60 cp - 10 subjects)

CO2120	Introduction to Worldviews and Human relationships	[6]
CO2210	Introduction to Sociology and Culture in Australia	[6]
CO2226	Human Lifespan Development	[6]
CO2230	Introduction to Psychology	[6]
CO2234	Grief, Loss and Attachment	[6]
CO2301	Working with Groups and Community	[6]
CO2304	Intro to Postmodern Social Theory and Narrative Approaches	[6]
CO2305	Ethics in the Social Sciences and Human Services	[6]
CO2309	Human Services and Case Management	[6]
CO2323	Working with Mental Health	[6]

SPECIALISATION - COUNSELLING (54 cp - 9 subjects)

CO2124	Counselling Skills 1	[6]
CO2221	Introduction to Counselling Theories	[6]
CO2224	Counselling Skills 2	[6]
	Incorporating CO1001 Reflective Counselling Experience	[0]
CO2227	Understanding Systems and Families	[6]
CO2303	Cognitive Behaviour Therapy	[6]
CO2321	Counselling Theories and Practice	[6]
CO2327	Marriage and Relationship Counselling ¹ (or elective)	[6]
CO2365	Supervised Placement and Case Management	[12]

Plus one 6 credit point elective, approved by the Course Coordinator.* [6]

MINOR Religious Studies (24 credit points – 4 subjects)

TM1101	Creative Living	[6]
TM2110	Understanding the Biblical Narrative	[6]
TM2111	Reading the Bible Faithfully	[6]
TM3112	Exploring the Christian Faith	[6]
TM1104	Spiritual Formation	[6]

3.1.1 Course structure regulations

1. A total of 100 credit points must be gained for the Associate Degree which consists of the first 2 years of the Bachelor of Social Science (Counselling); a total of 150 credit points must be gained for the Degree. In the course outline above, credit point weightings are shown in parentheses.
2. All subjects will be taken at Tabor College Tasmania's level 1.
3. Timetabling has embedded Social Science, Counselling and Religious Studies subjects in a coherent educational sequence in the first two

¹ This subject may be replaced with an approved elective.

years. In third year the practicum and ethics and specialist subjects are offered.

4. Students must enrol in TM1104 *Spiritual Formation* after completing 24cps of study. Students cannot complete this subject in less than 3 semesters (except in exceptional circumstances, with the approval of the Faculty Head).
5. Normally, subjects will be taken in the order indicated in the standard pathway. Part-time students and those studying via external studies are advised to follow the standard pathway to enable smooth progression through the course. Exceptions from standard pathways may be sought from the Course Coordinator or her/his authorised delegate.
6. While many of the subjects are available in either the on-campus or the external studies mode, others require on-campus attendance because of their practical skills assessment and theory or interactive nature.
7. The 3rd year electives will normally be offered as intensives in term breaks. Specialist counselling areas will be offered in CO2233 *Special Counselling Elective*. These are CO2440 Child Development and Counselling Children, CO2441 Counselling Adolescents, CO2443 Addiction Counselling, Trauma and Abuse Counselling and CO2328 Minor Social Research Project.
8. Students may elect to take an additional subject for particular vocational outcomes.
9. At the discretion of the Course Coordinator, third year students may take postgraduate subjects as the elective if no undergraduate electives are available during that year, and if the student has a GPA of 5.0 (Credit) or higher.
10. Students who are maintaining a GPA of 4.0 (Pass 2: 50-59%) may be counselled to exit with an Associate Degree in recognition of the increased complexity of studies offered at the next level of study.
11. The course includes key subjects (CO2124, CO2224, CO2221, CO2321) which require students to demonstrate competency in high level counselling skills. Students who fail any of these subjects more than once will be given academic counselling and support regarding their suitability for counselling as a career choice.
12. Students who have completed lower-level studies that overlap considerably with core subjects may, with the approval of the Course Coordinator, be granted exemption from these subjects but will normally be required to take other subjects in lieu.
13. Not all subjects will necessarily be offered every year.
14. All study pathways must be approved by the Course Coordinator.

3.1.2 Practicum and professional skill development

- 40 hours minimum on-the-job learning experience take place in *Supervised Counselling Field Education and Case Management*. This subject provides opportunity for students to develop and apply understandings and skills in specific vocational roles. Students are required to have defined trainee roles under the supervision of experienced professional workers who are able to help them learn through professional experience in appropriate practical situations and

supervised critical reflection. The student's role in the field situation is primarily that of a learner.

- Personal reflective counselling (8 sessions) will be undertaken in the students' first year and is covered by student fees. As part of the assessment requirements of *Counselling Skills 2* students will be expected to reflect on their experience of participating in counselling.
- Competency based assessment will be used as part of the teaching and learning strategy for professional skills in a majority of counselling skills subjects.

3.1.3 Exit points

Students who exit after successfully completing two years of the Bachelor of Social Science (Counselling) program will qualify for an Associate Degree in Social Science (Counselling).

3.2 Associate Degree in Counselling

Preparatory subjects

GS0001	Study Techniques	[0]
GS0002	Language Skills A	[0]

Theology core subjects (24 credit points)

TM1101	Creative Living	[6]
TM2110	Understanding the Biblical Narrative	[6]
TM2111	Reading the Bible Faithfully	[6]
TM3112	Exploring the Christian Faith	[6]

Counselling subjects (72 credit points)

CO2120	Introduction to Worldviews and Human Relationships	[6]
CO2124	Counselling Skills 1	[6]
CO2210	Introduction to Sociology and Culture in Australia	[6]
CO2221	Introduction to Counselling Theories	[6]
CO2224	Counselling Skills 2	[6]
CO2226	Human Lifespan Development	[6]
CO2227	Understanding Systems and Families	[6]
CO2230	Introduction to Psychology	[6]
CO2234	Grief, Loss and Attachment	[6]
CO2301	Working with Groups and Community	[6]
CO2309	Human Services and Case Management	[6]
CO2321	Counselling Theories and Practice	[6]

3.2.1 Course structure regulations

1. A total of 96 credit points must be gained for the Associate Degree which consists of the first 2 years of the Bachelor of Social Science (Counselling). All subjects will be taken at Tabor College Tasmania's level 1.
2. All other regulations are in common with those in the bachelor award, where appropriate.

GRADUATE DIPLOMA IN COUNSELLING

1. NOMENCLATURE

Name	Nominal duration
CO24 Graduate Certificate in Counselling	one semester full time equivalent
CO25 Graduate Diploma in Counselling	one year full time equivalent

The revised courses offer students an opportunity to explore the integration of faith and psychology in addition to gaining the necessary skills and understanding to work as professional counsellors. The courses provide professional post-graduate counselling education in a Christian context.

2. COURSE OUTCOMES AND RECOGNITION

2.1 Summary of overall vocational/educational outcomes and graduate attributes

Graduates will be able to undertake work as professional counsellors, in a wide range of settings, both Christian and secular, and/or to provide competent counselling in various vocational settings, having developed:

- the ability to draw appropriately and helpfully on a wide range of background knowledge and understanding in counselling situations;
- appropriate Christian and professional attitudes to counselees, colleagues and themselves;
- a wide range of counselling and communication skills which can be used in individual or group counselling, and educational work; and
- confidence, sensitivity and humility through many hours of counselling and critical reflection.

The emphasis on this program is on transformational learning that equips students with the knowledge and skills required of professionals working within counselling and related human services

Graduates are:

- Prepared for lifelong learning in pursuit of personal and spiritual development as a basis for excellence in professional practice.
- Reflective practitioners with a client - focused professional practice that explores and co-creates dynamic and multifaceted outcomes within counselling alliances.
- Able to critically appraise, with an awareness of the wider contexts of human dilemmas, the scope and limitations of counselling perspectives relevant to particular practice and human service situations.
- Able to integrate faith-based learning with various theoretical perspectives to engage with people from diverse backgrounds; to work effectively and holistically; to participate with clients in respectfully challenging their complex concerns.
- Competent in operating with and articulating with an in depth body of knowledge that contributes to the development of the counselling profession.
- Effective critical and creative problem solvers with the capacity to engage with spiritual, cultural, social and political realms.
- Able to apply skill based learning that enables the integration of theory and practice using evidence-based practice and other therapies.
- Committed to facilitating and participating in ethical action and social responsibility as a person and citizen within their professional life.

2.2 Characteristics and Learning Outcomes

These courses extend skills, knowledge and understanding developed in undergraduate courses. In accordance with the Australian Qualifications Framework, the learning outcomes, which the course develops, are at graduate-diploma level, i.e. students satisfactorily completing the course should be able to:

- (1) apply concepts and principles drawn from a systematic and coherent body of knowledge in a wide range of counselling situations;
- (2) appreciate a range of perspectives on human problems and counselling approaches;
- (3) comprehend and evaluate new ideas and directions on the basis of their own knowledge, understanding, continuing reading and research, taking into account concepts from a wide range of sources;
- (4) continue the process of lifelong self-directed learning, and review, consolidate, extend and apply previous learning;
- (5) apply knowledge, understanding and skills gained in this course to a wide variety of practical counselling situations, including those where problem-solving strategies are needed;
- (6) show initiative and sound judgment in applying knowledge and skills gained in this course in counselling situations, in personal work and in coordinating or supervising the activities of others;
- (7) provide counselling for people who seek this service for a wide range of personal, marital, family and community problems, selecting approaches appropriate for each situation and recognising situations and circumstances where they need to consult others or to seek help; and
- (8) evaluate and constantly improve their own ability to understand and work with people in need.

2.3 General learning outcomes (overall knowledge, understanding, attitudes and skills achieved)

In general terms, students successfully completing this course will be able to:

- (1) demonstrate knowledge and understanding of counselling, psychological and biblical principles relevant to specific counselling situations;
- (2) answer questions and address problems related to various areas of counselling, e.g. personal, relational, spiritual and legal, while recognising that many questions/problems are extremely complex and do not have simple answers/solutions;
- (3) apply practical skills in counselling situations, while respecting and seeking to understand those whom they seek to help;
- (4) make appropriate choices by applying knowledge and understanding of counselling, psychological and biblical principles, and of legal requirements, in counselling and related situations;
- (5) exercise sound professional and ethical judgement in counselling situations by applying professional ethical codes of conduct and Christian ethical principles to specific counselling situations;
- (6) integrate faith and counselling practice through critical reflection on counselling in the light of biblical principles and theologically informed frames of reference;

- (7) exercise self-discipline in relation to study, ongoing professional development, self-care and personal growth, in order to maintain professional competence as a counsellor;
- (8) express knowledge, understanding and suggested applications in a clear, coherent and well-reasoned manner; and
- (9) collect, analyse, organise, summarise and evaluate information, and make presentations, based on case work and/or research and/or study, to a range of audiences for clinical and educational purposes.

2.4 Specific learning outcomes

Specific learning outcomes for the course will vary slightly depending on the mix of subjects students take in relation to occupational context and subject choices. Learning outcomes for each subject are identified in the individual subject descriptions.

2.5 Recognition given to the course by Professional or industry bodies

Completion of the Graduate Diploma in Counselling course following Tabor College Tasmania's Bachelor of Social Science (Counselling), or an equivalent entry award in behavioural sciences, meets the academic requirements of the *Christian Counsellors Association of Australia* (CCAA) and the *Psychotherapy and Counselling Federation of Australia* (PACFA). With a certified amount of practical experience, the graduate is entitled to apply for registered membership and registered clinical membership of the *Christian Counsellors Association of Australia*, and thus to apply to be listed on the Register of the *Psychotherapy and Counselling Federation of Australia*.

3. COURSE STRUCTURE

3.1 Graduate Diploma in Counselling

The Graduate Diploma in Counselling is a professional postgraduate qualification. It is designed to equip individuals to undertake work as professional counsellors in a wide range of settings. The course comprises subjects at level 3 to the value of 48 credit points.

Core subjects

CO2305	Ethics in the Social Sciences & Human Services	[6]
CO2423	Counselling Practicum	[12]
CO2425	Case Conference	[6]

Elective subjects

Plus electives to the value of 24 credit points selected from the following or other approved subjects at the discretion of the Course Coordinator.

CO2120	Introduction to Worldviews and Human Relationships	[6]
CO2210	Introduction to Sociology and Culture in Australia	[6]
CO2226	Human Lifespan Development	[6]
CO2227	Understanding Systems and Families	[6]
CO2230	Introduction to Psychology	[6]
CO2234	Grief, Loss and Attachment	[6]
CO2301	Working with Groups and Community	[6]
CO2303	Cognitive Behaviour Therapy	[6]
CO2304	Introduction to Postmodern Social Theory and Narrative Therapy	[6]
CO2309	Human Services and Case Management	[6]

CO2323	Psychological Problems	[6]
CO2327	Marriage and Relationship Counselling	[6]
CO2440	Child Development and Counselling Children	[6]
CO2441	Counselling Adolescents	[6]
CO2442	Abuse and Trauma Counselling	[6]
CO2443	Addiction Counselling	[6]
CO2446	Special Graduate Counselling Elective	[6]
GS5500	Research Methodology	[6]

3.1.1 Course regulations and notes

1. The course comprises subjects to the value of 48 credit points consisting of 24 credit points required as core subjects and 24 credit points in electives. (Please see the subject list at 4.2.2 below)
2. All subjects will be taken at Tabor College Tasmania's level 3.
3. Where a subject that is very similar to a core subject has been completed in the entry qualification, an alternative approved subject should be included in lieu of this subject.
4. Elective subjects will normally be selected from Tabor College Tasmania's accredited subjects as identified in the above list. However, the Course Coordinator may approve the inclusion of other accredited subjects offered at an equivalent level. Relevant subjects offered at an appropriate level by another institution may be included with the permission of the Course Coordinator. Such courses/subjects may address specialist areas of counselling.
5. Students who anticipate pursuing research master studies are required to include a research subject (GS5500) in their graduate diploma course.
6. In selecting subjects, students should note any subject pre-requisites and/or restrictions.
7. Not all subjects will necessarily be offered every year.
8. While many of the subjects are available in either the on-campus or the external studies mode, others require on-campus attendance because of their practical or interactive nature.
9. Students must be guided in elective selection by the Course Coordinator so that the combination of their undergraduate award and their graduate studies results in an appropriate balance of subjects for their professional needs.
10. The Course Coordinator must approve each student's program of study.
11. Students who successfully complete 24 credit points of the course may exit with a Graduate Certificate in Counselling.
12. In special circumstances students may be permitted to replace Counselling Practicum (CO2423) with Supervised Counselling Field Education and Case Management (CO2365). This is subject to approval of the Course Coordinator.
13. A number of key skill-based counselling subjects are assessed on the basis of critical competencies required for professional competence. Students who fail these subjects more than once may be given academic support regarding their career choice.

3.1.2 On-job training

Professional training is an essential component of the subject *Counselling Practicum* (CO2423). This subject requires that students work with clients on a formal appointment basis. Initially, they may work jointly with a supervisor, later they may work alone and be observed by a supervisor, directly or in recorded sessions.

For the *Counselling Practicum* there will normally be at least 160 client-contact hours, one hour of individual supervision per five hours of client contact, and two hours of group supervision per 5-10 hours of client contact.

During the course of these practicums the degree of supervision may decrease and the difficulty of counselling assignments may increase. All student activities are to be recorded in a log-book and each entry must be countersigned by a supervisor.

In addition to the training in direct practical counselling that will take place in this subject, students will normally gain experience and develop expertise in keeping records, book-keeping, handling phone enquiries, writing letters and reports, and reading in relation to consultation experiences.

A comprehensive student package is provided for each student, containing protocols and other documentation, in relation to the student's *practicum* responsibilities.

3.1.3 Exit point

Students who exit after successfully completing half of the Graduate Diploma in Counselling program will qualify for a Graduate Certificate in Counselling.

The Graduate Certificate is offered primarily as a professional development course for individuals in occupations that include a counselling role. It is a graduate entry award which requires the completion of subjects at level 2 to the value of 24 credit points. These may include various selections of subjects suited to the student's professional needs.

3.2 Graduate Certificate in Counselling

3.2.1 Course regulations and notes

- The course comprises subjects to the value of 24 credit points. Credit point weightings are shown in parentheses.
- All subjects will be taken at Level 2.
- Where a subject that is similar to a core subject has been completed in the entry qualification, an alternative approved subject should be included in lieu of this subject.
- The Course Coordinator must approve each student's program of study.
- A number of key skill-based counselling subjects are assessed on the basis of critical competencies required for professional competence. Students who fail these subjects more than once may be given academic support regarding their career choice.

UNIT INFORMATION

The Subject Information Sheets included in this section provide generic information regarding the content, structure and assessment for each subject. Some subjects may be taught at undergraduate or postgraduate levels.

The bibliographies included with each subject description provide an indication of the level of complexity and detail of the texts that students are expected to access. These indicative bibliographies are not intended to be definitive or exhaustive. In the customised subject information sheet distributed at the start of each subject lecturers will make available a specific bibliography appropriate to the level of study being undertaken. It is expected that lecturers will review their subject bibliography each time a subject is taught, adding any newly published texts that are considered similar in quality to those in the indicative bibliography and deleting any texts that are not considered helpful for student use at a particular level of study.

Subjects undertaken at undergraduate level (6cps) require 4,500-5,000 words (or their equivalent) of assessment. Coursework subjects undertaken at postgraduate level (6cps) involve 5,500-6,000 words (or their equivalent) of assessment. Postgraduate students are expected to engage with more complex concepts and issues, to employ more developed research skills and to demonstrate greater ability for analysis and synthesis in their written work.

CO1001 Reflective Counselling Experience

CREDIT POINTS:	0
CONTACT HOURS:	8 sessions of Counselling at Life Design Counselling Centre
PREREQUISITES:	Entry into a Counselling degree (Associate Diploma or Bachelor of Social Science (Counselling)).
COREQUISITE:	C O224 <i>Counselling Skills 2</i>
DISCIPLINE CODE:	090513

SUMMARY AND PURPOSE

Experience and reflect on the process of personal counselling sessions. Students will have the opportunity to understand the counselling process and demonstrate insight into personal values, attitudes, feelings and beliefs gained in counselling.

LEARNING OUTCOMES

On successful completion of the subject students will:

1. participate in 8 sessions of personal counselling through Life Design Counselling
2. identify an area of change and engage with the counselling process
3. describe the counselling process in terms of personal development and basic counselling theory
4. critique and record their self awareness of the counselling process for themselves and their role as a counsellor.

CONTENT

The counselling relationship and process as described in Counselling Skills 2:

- Acknowledging and describing any blocks in the counselling process
- Theory and practice in Counselling Skills 2
- Critical reflection of the ability to engage in counselling and identify a goal with a counsellor

TEXTBOOK & reference texts

Not applicable

DELIVERY STRATEGY

8 sessions of personal counselling with graduate counsellors at Tabor's Life Design Counselling.

ASSESSMENT

The assessment for this subject is linked with Counselling Skills 2 (CO224). Reflective Counselling Experience is not assessed for credit. All students, however, are expected to demonstrate competency with regard to the learning outcomes of the subject, either through direct competency testing or in assignment work in association with Counselling Skills 2. Students who fail to demonstrate such competency will normally be required to repeat the subject until they are able to demonstrate competency.

CO2120 Introduction To Worldviews And Human Relationships

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	None
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

In this subject students will critically reflect on and describe a personal and professional Christian faith framework for counselling, articulating anthropological and psychological functioning from perspectives of personal and relational wholeness. This framework provides the foundation for subsequent counselling studies by providing analysis of worldviews leading to appreciating and integrating the complexity of human conditions as counsellors who are Christians and life long learners.

OUTCOMES

On successful completion of this subject the student will be able to:

1. critically analyse different worldviews of human nature and examine the implications of these understandings as a Christian who is a counsellor;
2. outline the complex inter-relationships of body, psyche & spirit as psychosomatic unity and being made in the image of God;
3. articulate a framework for biblical anthropology that describes Trinitarian theology as a social and relational foundation for the counselling alliance, for personal relationships and faith development;
4. explore and describe the nature of the psychology and theology integration debate;
5. describe and discuss theological concepts that integrate personal and relational "wholeness" as a goal for counselling and personal development, and

6. critically reflect on a personal theological framework for healing and growth.

CONTENT

Most or all of the following topics:

PART 1: CONTEXTUAL ANALYSIS:

- forming definitions of what is counselling and what is Christian counselling?
- exploring what we believe and why by defining and describing worldviews, perceptions of God and how these impact our relationships and counselling
- the social expression of love is Justice
- the debate between various psychological/anthropological theories & Christian approaches to human personality and development

PART 2: THEOLOGICAL PERSPECTIVES:

- counselling persons
- people as relational beings made in the image of God with personal, spiritual, rational, volitional & emotional qualities
- forgiveness and restoration

PART 3: A BASIS FOR HOPE:

- theology, hope and counselling
- counselling in a postmodern context: concerns of narrative, truth, power and the self
- fostering the development of personal & relational wholeness; principles of integration and how to work respectfully with clients

CO2124 Counselling Skills 1

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	None
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

On successfully completing this subject, students will be able to use practical skills for more effective interpersonal communication as well as basic counselling skills.

OUTCOMES

On successful completion of this subject the student will be able to:

1. discuss and use recognised principles for effective communication;
2. detect and overcome blocks to communication;
3. discuss the impact of non-verbal messages, including paralanguage and meta-messages, on communication;
4. explain and demonstrate the value of active listening and observation;
5. demonstrate an appropriate degree of self-disclosure and assertiveness;
6. discuss some effects of deleterious interpersonal communication skills and suggest how these negative effects may be overcome;
7. recognise and discuss various styles of expression and strategies for increasing assertiveness;
8. discuss productive and unproductive strategies for conflict resolution;
9. demonstrate skills in conflict management;
10. discuss how culture may affect communication;
11. describe the skills and attitudes required of a culturally sensitive counsellor; and
12. demonstrate self-knowledge and self-awareness, including the impact of self on others and others on self.

CONTENT

Most or all of the following topics:

- principles of communication;
- blocks to communication;
- active listening;
- non-verbal and verbal messages in communication;
- paralanguage and meta-messages;
- self-awareness and self-disclosure;
- assertiveness;
- conflict and conflict management;
- cultural contexts of counselling and cross-cultural communication
- Ivey's basic listening sequence
- introduction to goal setting as a skill of intentional counselling

CO2210 Introduction To Sociology And Culture In Australia

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	none
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject will provide an introduction to understanding Australian society from a sociological and cultural perspective. Students will gain an understanding of the social and cultural influences on the formation of identity, health and well-being of people. Through a grasp of sociological theory applied to different features, structures, and institutions students will be better equipped to understand Australian society, and the need for a broad-range of interventions in people's lives, that work in conjunction with psychological interventions. This subject will equip students to engage with the broader public and policy realms in which the practitioner will move.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. define and articulate an understanding of sociological theory;
2. define and articulate an understanding of cultural theory as differentiated from but related to sociological theory;
3. recognise and distinguish features, structures, and institutions within Australian society according to different sociological theories;
4. explain and assess how society and social structures and institutions influence and shape people's identity;
5. describe and examine their own identity and subjectivity from a sociological and cultural perspective;
6. identify and examine social differences and inequalities within Australian society using different sociological theories;
7. explain the sociological context for human service provision;
8. develop a foundational theology and spirituality for understanding sociology and culture as it relates to social change;
9. identify areas where they can participate in social change for a more egalitarian society.

CONTENT

Most or all of the following topics:

- defining the relationship between sociology, culture and counselling;
- discussing sociological theories and theorists from 'classical sociology' through to postmodern theories;
- the application of sociological theory to 'real-world' issues;
- how identity is shaped sociologically and culturally in contrast with biological and genetic views of identity;
- key identity markers in Australia such as: gender, sexuality, families, age, ethnicity, religion, sport;
- exploration of social differences and inequalities in Australia in areas such as: class, gender, ethnicity, race, crime, health.
- Understanding social transformation in areas such as: work, the media, education, the environment, urban and rural community, and related processes such as globalisation, power and social movements;
- developing a theology and spirituality for understanding and working in and with society from the perspective of Christian social ideals and practices;
- exploration of ways each person can participate in social change for a more egalitarian society.

CO2221 Introduction To Counselling Theories

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	All first year subjects or permission of the course coordinator.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject examines the development of theory and explores four key approaches to counselling. Students will learn to recognise strengths and weaknesses in each approach by examining philosophies, processes, and techniques. The approaches studied are by no means exhaustive and will introduce students to developing an understanding to counselling practice.

OUTCOMES

On successful completion of this subject the student will have developed an understanding of a range of approaches to counselling and will be able to:

1. identify the philosophies and key features of each of the four main counselling approaches – Psychodynamic, Cognitive-Behavioural, Humanistic, and Postmodern;
2. compare and contrast the various modalities

3. recognise the clear differences between approaches regarding understandings of human nature and identity, and approaches to counselling practice;
4. define the four main counselling approaches and their accompanying modalities in preparation for more in-depth exploration of some approaches and modalities at later stages in the course;
5. describe in-depth one modality within each of the major counselling approaches;
6. select from various theories and techniques an understanding that will assist in the development of a personal style of counselling;
7. recognise ethical issues in counselling practice; and
8. identify and critically reflect on some Christian models that have grown out of these approaches.

CONTENT

- Perspectives on the evolution of theory;
- the broad spectrum of approaches to counselling - psychodynamic, humanistic, cognitive-behavioural, and post-modern;
- an overview and in-depth study of one model from each approach and the integration of these psychotherapies with theology.
- Case studies and role-plays will be used to illustrate and analyse common threads, principles and differences, and to provide experience in the use of different models.
- DVD's will be used to further expand learning the practice of different modalities.

CO2224 Counselling Skills 2

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	C O2120 <i>Counselling Foundations</i> & CO2124 <i>Counselling Skills 1</i> or equivalent, or permission of the course coordinator.
COREQUISITES:	C O1001 <i>Reflective Counselling Experience</i>
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject builds on the foundations of *Counselling Skills 1* by introducing advanced counselling techniques and a basic counselling model. Students will gain the ability to use counselling micro-skills and techniques in working with people in a counselling context. Students will have experienced personal counselling sessions through Life Design Counselling and Education and develop an understanding of the counselling process in action.

OUTCOMES

On successful completion of this subject the student will be able to achieve effective and appropriate use of micro-skills in counselling situations and will be able to:

1. assist clients to identify the dimensions of specific problems;
2. integrate micro-skills with both cognitive and affective counselling techniques;
3. identify client resources and assets to activate positive change;
4. use counselling micro-skills within a basic counselling model; and
5. intentionally apply counselling micro-skills within the counselling model to assist clients in addressing specific issues.

CONTENT

Most or all of the following topics:

- identifying the client's problem;
- helping clients tell their stories;
- using the basic listening sequence;
- the skills of confrontation;
- focusing;
- reflecting meaning, utilising influencing skills and other strategies for change;
- using these skills to address common concerns/problems such as loneliness, low self-esteem, stress and anger; and
- six counselling sessions through Life Design Counselling and Education

CO2226 Human Lifespan Development

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	None

DISCIPLINE CODE: 090513

EFTSL: 0.125

SUMMARY

This subject will introduce students to the developmental processes and tasks that an individual is expected to accomplish over the lifespan from conception to death. This will include multicultural and critical perspectives on development across the lifespan.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. describe the main developmental tasks and milestones associated with each stage in human development over the lifespan;
2. recognise different developmental theories;
3. outline the developmental issues and needs people in each stage generally face and discuss how these relate to concerns commonly presented in counselling;
4. detect signs of developmental anomalies;
5. appraise critical perspectives on developmental psychology;
6. employ different developmental theories to understand their own developmental journey;
7. recognise cultural differences in development across the lifespan; and
8. discuss useful strategies for assisting people to accomplish developmental tasks associated with each stage in the lifespan and with transitions between stages.

CONTENT

Most or all of the following topics:

- the physical, cognitive, psychological, social and spiritual development of a person through the following stages of a typical lifespan: infancy and toddlerhood, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, late adulthood and the end of life;
- different theories of human development;
- childhood development as seen through attachment theory;
- issues related to adolescent development from developmental theoretical perspectives;
- the place of relationship, work and leisure in human development;
- common concerns of aging such as retirement, mental health, relationships, and bereavement and death;
- counselling applications for helping people achieve different developmental tasks and stages;
- critical perspectives on developmental psychology;
- some cultural differences in development across the lifespan.

CO2227 Understanding Systems And Families

CREDIT POINTS: 6

DURATION: 1 semester

CONTACT HOURS: 36-40 lecture/tutorial

PREREQUISITES: CO2124 *Counselling Skills 1* & CO2224 *Counselling Skills 2*, or permission of the course coordinator.

DISCIPLINE CODE: 090513

EFTSL: 0.125

SUMMARY

This subject will propose a theological foundation for family. A number of theories and tools for understanding families, their dynamics, and impact on the individual will be taught. Different modernist and post-modern modalities for counselling families and individuals from a familial perspective will be explored. The differences and challenges from individual counselling will be realised in application of skills learnt in role plays situations.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. articulate a coherent theological foundation for family;
2. use a genogram in application to their own family of origin;
3. analyse family dynamics using Systems theory, Bowen theory and Structural approaches to family counselling;
4. identify the differences between modern and post-modern approaches to family counselling;
5. describe one post-modern approach to family counselling;
6. apply any of the above family counselling modalities in a role play situation and in doing so recognise some of the challenges and differences from individual counselling; and
7. use principles and theory taught in this subject for reflection on their own family of origin and apply these principles and theory for their own personal and professional development.

CONTENT

Most or all of the following topics:

- Theological basis for families;

- Understanding God's purpose for families;
- Understanding and application of genograms;
- Systems theory in application to families;
- Some of Virginia Satir's approaches to working with families;
- Bowen theory;
- Issues related to race, culture and gender in family therapy;
- The structural approach to counselling families;
- Skills needed for counselling families;
- Post-modern approaches to counselling families;
- Guided practice in role plays situations;
- Personal and professional development through application of theory and principles from this subject to their own lives and families of origin.

CO2230 Introduction To Psychology

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	Nil
DISCIPLINE CODE:	090701
EFTSL:	0.125

SUMMARY

This subject provides a basic understanding of the nature, scope, models and theories of modern psychology and considers some aspects of this understanding from the perspective of Christian beliefs.

OUTCOMES

On successful completion of this subject, the student will have an understanding of the basic principles and methods of psychology and will be able to:

1. describe the nature of the facts, observations, theories and speculations of psychology;
2. demonstrate critical thinking skills;
3. use psychological terminology appropriately;
4. identify the complexity of personality and outline the cognitive, individual and interpersonal aspects of personal development from a lifespan perspective;
5. demonstrate a working understanding of the nature and importance of human cognitive and information processing abilities;
6. discuss some of the major determinants of human motivation;
7. identify common psychological problems;
8. critique where relevant the integration of psychological concepts and Christian beliefs; and
9. apply a continued commitment to discover more about himself/herself as a person.

CONTENT

Lectures and reading will address, and where appropriate apply critical thinking to: the nature of psychology; biological roots of behaviour; the developing person; sensation and perception; states of consciousness; learning; memory; thinking, language and memory; motivation; emotions; stress and health; personality; introduction to psychological disorders; psychological therapy; social psychology, social diversity; and psychology of religion.

CO2233 Special Counselling Elective

CREDIT POINTS:	6
DURATION:	1 semester.
CONTACT HOURS:	36-40 lecture/tutorial.
PREREQUISITES:	All first and second subjects or with permission of the Faculty Head.
DISCIPLINE CODE:	090513

SUMMARY

This subject will help students to appreciate the issues involved in a special area of counselling and to adopt and practise a helpful approach to this area of counselling.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. discuss the specific area of counselling studied in this subject, with reference to biblical perspectives, describe its historical development and discuss its place in counselling/pastoral ministries today;
2. compare and contrast different approaches to the special area of counselling studied in this subject, e.g. narrative, emotion focused therapy, psychodynamic, behavioural, cognitive, client-centred;
3. critique at least one approach to the specific area of counselling studied in this subject;
4. discuss specific issues related to the area of counselling studied in this subject; and
5. develop and explain a personal approach to the area of counselling studied in this subject, supporting the details of this approach with biblical principles and research material.

CONTENT

This will depend on the special area of counselling that is addressed in any given semester when particular specialised counselling topics will be offered over a 3 year cycle. Areas covered in depth in other subjects will not be included, but topics introduced, but not expanded, in other subjects may be included.

Possible areas include: child development counselling children; counselling adolescents; trauma and abuse counselling; addiction counselling; creative therapies; etc.

CO2234 Grief Loss And Attachment

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	All first year subjects or permission of the course coordinator.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject examines uncomplicated and complicated grief processes & provides diverse opportunities for insight & personal reflection into the theories of grief and loss. Students will develop principles and practices for grief and loss counselling enabling them to support those who are suffering grief due to bereavement or other significant losses.

OUTCOMES

On successful completion of this subject, the student will understand the dynamics of the grief process, & various understandings of bereavement and other losses, and will be able to:

1. discuss the significance of different patterns of grief & mourning in different cultures, including rites & customs;
2. recognise & discuss various contexts and causes of grief, including bereavement & other significant losses, such as divorce, abortion, loss of employment/vocation, loss of health, spiritual loss etc.;
3. describe & recognise the manifestations of uncomplicated and complicated grief processes and appropriately determine when referral is needed;
4. empathise with, support & counsel those who are grieving as a result of a wide variety of forms of loss, recognising common & unique features in different cases;
5. distinguish between the reactions of people facing death and various other significant losses including appropriate & inappropriate forms of support & assistance;
6. recognise & express unresolved personal grief in discussion groups, writing and creative constructs that demonstrate the application of grief and loss theories;
7. apply the principles and procedures of grief and loss counselling using creative therapies that facilitate the exploration of the whole person;
8. review the developmental aspects of children who are suffering grief due to bereavement or other significant losses; and
9. relate post-modern theory to "continuing bonds" and narrative therapy approaches to grief and loss counselling.

CONTENT

Topics to be addressed will include most or all of the following:

- cultural patterns of grief and mourning;
- attachment theory & loss and the tasks of grieving;
- the nature of phases and tasks of grief – spiritual, emotional, physical & interpersonal aspects;
- identify the various causes of grief reactions e.g. loss of a child, loss of a spouse, suicide & murder, divorce, abortion, loss of employment/ vocation, loss of health;
- the nature & meaning of death - medical, cultural & Biblical perspectives, the process of dying, relating to & meeting the needs of the dying & those caring for them, reasons for a funeral, a visit to a funeral parlour;
- recognising the dimensions of the normal uncomplicated grief process & facilitating grieving;
- counselling in relation to the grief process & its various consequences;
- the needs of the dying, & the needs of those experiencing grief from various losses;
- helpful & unhelpful support;
- complicated grief reactions & their appropriate management;
- strategies to prevent the counsellor becoming over-involved;
- appraising the counsellor's personal grief by examining grief theories and designing a presentation for a learning journal;
- case studies examining uncomplicated & complicated grief responses, & grief responses in different settings as well as grief responses due to different sorts of significant losses.
- resilience, abuse and trauma

- Grief into change, loss into gain – hope in grief and loss

CO2301 Working With Groups And Community

CREDIT POINTS:	6
DURATION:	1 semester.
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	All first year Bachelor of Social Science (Counselling) subjects
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject will examine group processes and dynamics as an important aspect of the many forms of social interaction and focuses on theory and practice to improve students' abilities to facilitate group functioning and individual growth in a group context, with particular reference to human services. An experiential learning context will facilitate a deeper appreciation and understanding of group work and actual practice.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. construct a Christian view of working with communities;
2. appraise community participation and the social change processes;
3. discuss and articulate developing self-awareness of knowing your values and how they affect you as group leader/participant/counsellor;
4. describe the differences between types of group work and group counselling;
5. identify the major characteristics of each of the stages of a group;
6. demonstrate personal growth concerns and reactions to others in the group by identifying increased self awareness and a sense of your unique identity;
7. analyse the importance of focusing on the here-and-now interactions within a group;
8. describe and discuss how group leaders can effectively work with issues of cultural diversity; and
9. identify ethical and professional issues in group practice.

CONTENT

Most or all of the following topics:

- Christian faith and Trinitarian thinking on the social God and relational self
- the reconstruction of self in community including a spiritual context
- community and self reflection
- techniques for preparing groups, initial and transition stages, working stage and final stage
- the differences between group work and group counselling
- the person as a leader in groups/community and foundation to effective group work
- active participation in the working of groups will develop an awareness of unresolved personal conflicts and demonstrating a willingness to address these will be examined
- self awareness as learning how to learn: partnerships, how to give and receive feedback, realistic self-evaluation, how to reflect, emotional awareness, how to dialogue; self inventory (DVD) analysis and workbook
- narrative therapy and group work
- creating safety within a group as a joint responsibility
- the role of techniques and avoiding the misuse of techniques
- apply group theory to working with a group for specific outcome/s and skills that facilitate members formulating personal goals in a group
- diversity and including the needs of all members
- ethical considerations in using group techniques and psychological risks in groups

CO2303 Cognitive Behaviour Therapy

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	All first and second year counselling subjects
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject will look at several cognitive behavioural therapies with the primary focus being given to the more prominent cognitive behavioural approaches which will provide students with a solid basic foundation for the practice of cognitive behavioural therapy. Students will be trained to recognize damaging negative thoughts and maladaptive beliefs in their own life and those of their clients. They will learn how a focus on changing cognitions can produce desired changes in affect and behaviour.

OUTCOMES

On successful completion of this subject the student will have a sound understanding of the fundamental principles of cognitive behavioural therapy and a basic foundation for the practice of cognitive behavioural therapy and will be able to:

1. recognise several of the more prominent cognitive behavioural therapies and identify the major differences and similarities;
2. apply conceptualization skills and therapeutic techniques;
3. create a collaborative relationship between client and therapist, guiding clients in significant self-discoveries that will facilitate change;
4. structure and format therapy sessions;
5. recognise that psychological distress is largely a function of disturbances in cognitive processes and identify how faulty beliefs lead to negative consequences;
6. identify, evaluate and modify automatic thoughts, emotions and beliefs, recognising that our emotions stem mainly from our beliefs, evaluations, interpretations and reactions to life situations;
7. categorise core beliefs, assist clients to modify core beliefs by restructuring early memories and strengthening new beliefs;
8. examine limitations and criticisms of the cognitive behavioural approaches;
9. construct at a personal level self-awareness and insights about the connection between their thoughts and the resultant feelings and actions; and
10. recognize the consistencies between cognitive behavioural therapy and Christian beliefs.

CONTENT

Most or all of the following topics:

- review several cognitive behavioural therapies with a primary focus given to the more prominent cognitive behavioural approaches;
- the application and practice of cognitive behavioural therapy techniques;
- developing the art of Socratic dialogue in guiding clients in significant self-discoveries;
- structuring and formatting cognitive behavioural therapy sessions;
- limitations of cognitive behavioural therapy;
- facilitating student self-awareness;
- understanding the connection between cognitive processes and distress.

CO2304 Introduction To Postmodern Theory And Narrative Approaches

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	CO2124 <i>Counselling Skills 1</i> ; CO2224 <i>Counselling Skills 2</i> ; CO2210 <i>Introduction to Sociology & Culture</i> ; CO2221 <i>Introduction to Counselling Theories</i> ; & CO2321 <i>Introduction To Counselling Theories & Practice</i> .
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject will introduce students to the post-structural and social constructionist theory that undergirds narrative therapy. This will serve to aid students in beginning to understand narrative therapy politics and philosophy which are important to grasping a narrative therapy approach to counselling and the accompanying skills. The different tools and aspects of narrative therapy will be taught and practiced.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. recognise the difference between modern and postmodern (post-structural) conceptualisations of 'the self';
2. explain the ideas of social constructionism central to Narrative therapy;
3. discuss the ideas of social constructionism in the context of one's Christian beliefs, values and practices;
4. describe the core skills, ideas, and practices that make up Narrative therapy;
5. examine their own life history and experience using post-structural, social constructionist and narrative ideas and practices;
6. employ Narrative therapy questions and skills in counselling practice;
7. apply Narrative therapy questions and skills to two particular presenting concerns (eg: depression and trauma); and
8. analyse and critique their own practical counselling in this subject from the perspective of narrative therapy practices.

CONTENT

Most or all of the following topics:

- post-structural thought concerning human identity and development;
- social constructionist thought concerning discourse and the constitutive nature of language;
- an understanding of power as advocated by post-structural thinking and adopted by narrative therapy approaches to counselling;
- the centrality of story/narrative in post-modern thought;
- exploring these topics, and experiences of them in the student's own life;
- the tools and practices of narrative therapy that apply these ideas to human lives – externalising conversations, re-authoring conversations, re-membering conversations, definitional ceremonies, unique outcomes, scaffolding conversations;
- the stages of each of these practices;
- developing and practicing narrative therapy practices and questions;

- use a narrative therapy approach to counselling in role plays situations;
- use a narrative therapy approach in a real presenting concern with another student.

CO2305 Ethics In The Social Sciences and Human Services

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	UNDERGRADUATE: All first and second year subjects from the Bachelor of Counselling. GRADUATE: acceptance into the Graduate Certificate or Graduate Diploma in Counselling or the permission of the subject coordinator.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject presents the rudiments of self-care for the counsellor, including the importance of setting boundaries and will examine professional ethical issues. It will familiarise students with the ethical standards expected in professional counselling practice.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. discuss the relationship between faith and ethics;
2. explain the need for ethics and show how ethics are important in the organisation and regulation of counselling practice;
3. discuss the role of ethical principles and guidelines for counselling in a variety of contexts;
4. appreciate the ethical responsibilities of counsellors and describe specific ethical issues of particular importance to counselling;
5. discuss models of ethical decision-making, in relation to counselling and different counselling contexts; and
6. understand and apply ethical principles in counselling practice.
7. recognise the necessity for and benefits of supervision and either be involved in, or plan to be involved in, a regular supervisory program;
8. recognise the need for balance and the importance of exercise, rest, relaxation and retreat, as necessary, to refresh himself/herself physically, mentally, emotionally, intellectually and socially;
9. plan a self-care program, including allowing time for self-examination, prayer, reflection and planning; and
10. recognise the value of workshops, seminars and regular daily reading as part of his/her self care and ethical professional development.

CONTENT

Topics will include:

- ethics versus Christian ethics and professional ethics;
- position, power and politics - ethical issues in relation to clients' rights and counsellor responsibilities;
- confidentiality and dual relationships - ethical issues in theory, practice and research;
- ethics in different counselling contexts;
- ethics - training, organisations and codes of practice;
- self-care relating to the whole person
- determining priorities; client loads; the value of retreats; the place of prayer in a counsellor's life; support networks
- planning - daily, weekly, monthly;
- necessity of and benefits of supervision
- other topics, in response to student needs, relating to ethical standards in counselling practice.

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CO2309 Human Services And Case Management

CREDIT POINTS:	6
DURATION:	1 semester.
CONTACT HOURS:	36-40 lecture/tutorial.
PREREQUISITES:	NONE
DISCIPLINE CODE:	090513

SUMMARY

This subject will prepare students for working within the human services. It will provide an overview of the human services as a whole and of some of the theoretical approaches that may guide practice. This subject will include a focus on case management and the many roles that counsellors may take within the human services and counselling practice. A Reflective Practice component will be included to aid students in becoming familiar with the processes and theories that underpin good practice.

OUTCOMES

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

1. describe the case management process and its function within the human services;

2. explain the generalist human service practice approach;
3. critically examine the various roles counsellors may take in human service delivery;
4. describe a range of human services agencies and their functions;
5. demonstrate knowledge of a range of basic conceptual approaches to human services;
6. demonstrate knowledge of the theoretical underpinnings of human service practice;
7. identify appropriate service approaches to various client situations; and
8. describe and demonstrate a reflective practice stance.

CONTENT

Most or all of the following topics:

- Presentation and discussion on the generalist human service approach to practice.
- Presentation and discussion and case studies around the case management framework and its usefulness within the human service sector.
- self reflective practice and professional development and the usefulness of these tools within the human services
- presentation and discussion as well as research into the many roles that professionals may have within the human services such as advocate, broker, facilitator, mediator
- presentation and discussion around the definition and theoretical underpinnings of human services and an overview of Australian, and particularly the local, human service system/agencies. This will include the purpose of the human services and a discussion around where counsellors may sit within the human services.

CO2321 Counselling Theories And Practice

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	C O2221 <i>Introduction to Counselling Theories</i> or permission of the course coordinator.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

In this subject students will apply their knowledge of counselling theories within the four key approaches to practice related skills and techniques, & explore various contemporary issues in counselling.

OUTCOMES

On successful completion of this subject, the student will have a deeper knowledge & understanding of the range of approaches to counselling & be able to:

1. describe essential features of the theory & practice of a range of recognised counselling approaches & discuss their strengths & weaknesses;
2. discuss & demonstrate the use & appropriateness of various counselling models for specific counselling situations;
3. examine counselling theories & evaluate their consistency with a biblical perspective in a systematic & useful way;
4. discuss a range of contemporary issues in counselling; and
5. explain the need for careful study, wisdom & discernment in developing an informed approach to counselling.

CONTENT

An application of the four key approaches to counselling – psychoanalytic, humanistic, cognitive/behavioural and post-modern, & Christian expressions of these models; examination of various contemporary issues relevant to counselling; developing a personal model of counselling; relationships between counselling & the local church. Case studies & role-plays will be used to illustrate & analyse common threads, principles & differences between models, & to provide experience in the use of different models.

CO2323 Working With Mental Health

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	C O2230 <i>Introduction to Psychology</i> or permission of the course coordinator.
DISCIPLINE CODE:	090701
EFTSL:	0.125

SUMMARY

This subject will help students to recognise the signs of psychological problems and to provide appropriate support, help or referral for individuals with these disorders. Students will develop a multidimensional understanding of causality and identify the role of the community in supporting people with psychological disorders.

OUTCOMES

On successful completion of this subject, the student will have a basic understanding of the nature, effects & management of many common psychological disorders & will be able to:

1. recognise the causes, describe the symptoms & diagnostic features of a number of common mental disorders, & delineate the types of counselling modalities or other interventions that may help persons with these problems;
2. recognise signs that indicate the need to refer counselees with psychological disorders to specialist practitioners, & know how & where to refer;
3. demonstrate understanding & compassion towards people suffering mental illness & help others to do the same;
4. recognise the family stresses caused by mental illness & provide counselling &/or referral to support groups for family members, when appropriate;
5. recognise the emotional, social, spiritual and cultural influences on abnormal behaviour;
6. discuss the role of the church and community in helping people with psychological disorders; &
7. distinguish between multidimensional vs. one-dimensional models of causality.

CONTENT

All of the following, with special emphasis on issues relevant to the counsellor: normality & abnormality; an integrative approach to psychology, anxiety disorders, somatoform & dissociative disorders, mood disorders & suicide, eating & sleep disorders, sexual & gender identity disorders, substance-related & impulse-control disorders, personality disorders, developmental disorders & cognitive disorders. Identify the emotional, social, spiritual and cultural influences on abnormal behaviour and discuss the different approaches the community can employ in demonstrating compassion.

CO2327 Marriage And Relationship Counselling

CREDIT POINTS:	6
DURATION:	1 semester.
CONTACT HOURS:	36-40 lecture/tutorial
PREREQUISITES:	CO2124 <i>Counselling Skills 1</i> ; CO2224 <i>Counselling Skills 2</i> , & CO2227 <i>Family Counselling</i> , or permission of the course coordinator.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject will help students to grasp some of the micro events in marriage which are indicative of what makes for a sound marital relationship. Students will also be introduced to two different approaches to couple counselling which will be assessed in a role play situation. Perspectives on gender, separation and divorce, and step families will help students understand some of the complexities of these topics.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. recognise some of the micro events in marriage, as discovered by the work of John Gottman, that contribute to the relationship's development or decline;
2. understand and explain two modalities directly related to couple counselling;
3. employ critical skills in grasping the complexities of gender related concerns, separation and divorce, and step family dynamics related to the marital relationship;
4. explain the differences between individual and couple counselling;
5. describe the difficulties and anxieties that can hinder couple counsellors;
6. practice skills in role play situations unique to couple counselling and from modalities utilised in couple counselling;
7. analyse and critique their own couple counselling work from the perspective of modalities utilised for couple counselling; and
8. apply the principles and theory from this subject to their own intimate relationship(s) to develop awareness of possible counter transference potential.

CONTENT

Most or all of the following topics:

- the results and conclusions of Gottman's research on marriage;
- two modalities for use in couple counselling;
- gender related concerns;
- separation and divorce;
- step-family influences on the marital relationship;
- unique skills to couple counselling;
- tools for working with couples considering divorce;
- the anxieties, difficulties, and common mistakes of couple counselling;
- sexual based concerns;
- critique of communication as a marital problem.
- The relationship between their own intimate relationships and the potential for counter transference in counselling relationships.

CO2365 Supervised Placement And Case Management

CREDIT POINTS:	12
DURATION:	2 semesters
CONTACT HOURS:	A minimum of 40 individual counselling hours; 8 supervision hours; 32 tutorial hours, and 8 field visits
PREREQUISITES:	UNDERGRADUATE: All first & second year subjects from the Bachelor of Counselling or the permission of the subject coordinator. POSTGRADUATE: Permission of the course coordinator.

Students are also required to have completed the MANDATORY REPORTING COURSE & have a POLICE CHECK before commencing this subject.

DISCIPLINE CODE:	090513
EFTSL:	0.25

SUMMARY

This subject provides opportunities for the student to integrate theory and practice through supervised practical counselling and case management experience in a counselling/human service placement. Students will have the opportunity to explore other services provided by a range of counselling and welfare agencies creating a network and referral base for future practice.

OUTCOMES

On successful completion of this subject, the student will have developed personally and as a counsellor. They will have a deeper understanding of the nature of the profession of counselling and will be able to:

1. apply knowledge and understanding gained through study earlier in the course, in role-plays, and in counselling clients in real-life situations;
2. develop counselling competence in a range of counselling experiences of varying complexity;
3. assess the initial evaluations of client need, plan strategies for intervention and seek emergency help, or refer, as appropriate;
4. recognise her/his strengths and limitations as a counsellor and make prompt referrals to other practitioners when appropriate;
5. demonstrate high ethical standards, integrity and reliability in tasks undertaken or declined;
6. work effectively as a member of a team;
7. recognize the role of case management within the human service industry;
8. demonstrate the importance of networking and referral in roles both as case manager and counsellor;
9. critically reflect and evaluate his/her counselling practice in line with supervisors and identify growth areas;
10. maintain accurate and professional records, with due regard for confidentiality and in line with the requirements of his/her placement;
11. employ self-discipline in professional and personal areas, work to a professional timetable and continue in the process of personal and professional development;
12. apply at least one distinct counselling modality competently; and
13. describe a number of community counselling facilities and discuss their roles, and the effectiveness and adequacy of the services they provide.

CONTENT

This subject includes:

- supervised practical experience in counselling which offers opportunity for observation, counselling clients, case management, reflection and critical supervision;
- educational visits to a number of counselling facilities;
- on-campus sessions where issues raised by the above will be addressed;
- on-campus opportunities for counselling and counselling role-plays with peer evaluation and feedback

CO2423 Counselling Practicum

CREDIT POINTS:	12
DURATION:	1 year
CONTACT HOURS:	160 hours of client contact/ 32 hours of individual supervision/ 28 hours of group supervision
PREREQUISITES:	POSTGRADUATE ONLY: Entry into the Graduate Diploma in Counselling or permission from the Course Coordinator
DISCIPLINE CODE:	090513
EFTSL:	0.25

SUMMARY

This subject provides an intensive learning experience in practical counselling. Students will learn from experience of working with counselees in a clinical setting, supplemented by individual and group supervision, and the opportunity to reflect on their cases in other subjects in the course.

OUTCOMES

In this subject, the student will translate prior knowledge and understanding into counselling skills, become familiar with the presentations of a range of human conditions and develop counselling competence in a range of graded counselling experiences, beginning with easier cases and detailed supervision and eventually developing increased autonomy. On successful completion of the subject, the student will be able to:

1. carry out initial evaluations of need, plan strategies for intervention, seek emergency help or refer, as appropriate;
2. work individually and as part of a team;
3. critically evaluate all aspects of a counselling session;
4. apply generic counselling skills and work with people of all ages;
5. develop and demonstrate an integrative style of counselling with competence in all stages of the counselling process, including its completion;
6. use and continue to develop a network of supportive relationships with counsellors in other settings;
7. distinguish between when it is appropriate to use specifically Christian resources in counselling and when it is not;
8. demonstrate sensitivity to cultural and religious differences;
9. identify and apply ethical principles in counselling practice;
10. recognise the limits of his/her competence and promptly refer cases requiring referral; and
11. critically reflect and evaluate his/her counselling practice in line with his/her supervisor identifying areas of growth at regular intervals.

CONTENT AND METHODS

Counselling sessions

Students will be required to complete 160 hours of client contact in a counselling setting approved by the Course Coordinator. These consultations may be initially undertaken jointly with a supervisor and subsequently observed by a supervisor, or recorded for later supervision. For family work, either of these modes or a team approach with one-way screen supervision may be used. It is expected that students begin with easier counselling cases and close supervision, and progress to more complex cases and increasing autonomy as their skill and confidence increases.

Supervision

Supervision includes individual supervision with an on-site supervisor, reflective teams and group supervision. Individual supervision entails one hour per 5 hours of client contact time. Reflective teams entail a minimum of 4 sessions across 160 hours. Group supervision entails one hour per 5-10 hours of client contact time.

Group supervision will stand alone and will also be provided in the context of *Case Conference (2425)* sessions.

Other components

Book-keeping, record-keeping, phone contact, marketing, legal issues and other matters related to developing a counselling practice and case management will be addressed.

CO2425 Case Conference

CREDIT POINTS:	6
DURATION:	1 year
CONTACT HOURS:	36-40 case conference hours
PREREQUISITES:	POSTGRADUATE ONLY: Entry into the Graduate Diploma in Counselling or permission from the Course coordinator.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

In this subject students will gain a broader understanding of presenting problems, diagnosis, assessment and management through case conferences involving course participants and supervisors.

OUTCOMES

During this subject, the student will become familiar with many aspects of a wide range of presenting problems, including different facets of their assessment and management. On successful completion of the subject he/she will be able to:

1. evaluate presenting and underlying problems and think strategically about possible explanations – individual, systemic, cultural, psychological and spiritual;
2. explain and use conventional classificatory systems, especially the DSM-IV;
3. recognise spiritual dimensions in human problems and the role of spiritual resources in their resolution;
4. critically discuss cultural issues in counselling and show sensitivity and respect in dealing with clients of different cultural backgrounds;
5. demonstrate competence in assessment and wisdom in intervention in counselling situations;
6. prepare and discuss material for a group in an orderly, informative and coherent manner;
7. argue for, and defend, hypotheses; and
8. maintain confidentiality while presenting material from real life.

CONTENT AND METHODS

- Seminar groups will focus on case material from the ongoing work of participants and other colleagues, video and audio material from acknowledged experts, and textbook case studies raising important issues. Class contact will involve both formal case conferences and presentations, and informal group discussions of cases. Students will learn how to make clinical assessments in relation to the diagnostic criteria of DSM-IV, develop counselling plans and skills in case management, manage counselling interviews from the initial interview to termination ensuring appropriate follow-up.
- Seminar groups will consist of up to 12 students and two supervisors.

CO2435 Graduate Research Elective In Counselling

CREDIT POINTS:	12
DURATION:	2 semesters, or equivalent.
CONTACT HOURS:	Variable.
PREREQUISITES:	Graduate standing in Counselling, completion of GS5500 <i>Research Methodology</i> , or the permission of the Faculty Head.
DISCIPLINE CODE:	090513
EFTSL:	0.25

SUMMARY

This subject is a required subject of the Master of Counselling (Clinical) where a student has not completed any research previous to the Master's degree in their counsellor education, and the student does not choose to complete a *Masters Thesis in counselling* (CO2502). The student will undertake a small research project which requires formal research and enquiry into a field or area related to counselling and human services. This research will follow the required conventions for human service research. Either a qualitative or quantitative method can be utilised, with appropriate discussion of results, preceded by a comprehensive literature review.

OUTCOMES

On successful completion of this subject, the student will have developed an enhanced ability to:

1. exercise a spirit of enquiry and apply appropriate research methodology to their area of study;
2. integrate learning from practical experience, critical feedback and reflection, and research;
3. critically evaluate an area of study related to counselling and human services;
4. make observations, gather and analyse data, and draw conclusions;
5. discuss findings from the project in the light of relevant contemporary literature;
6. recognise sound and unsound claims, and critically evaluate the current literature in the area of the project; and
7. write clear and concise research papers/reports, according to accepted conventions in the discipline area and demonstrate skills in both analysis and synthesis of information/findings.

CONTENT

This subject entails research, reflection and analysis, along with discussion in relation to relevant literature. There is no set content; the topic selected for in-depth study and the specific aims and objectives of the project must be approved by the Faculty Head or other counselling faculty member responsible for research subjects at graduate level.

CO2440 Child Development And Counselling Children

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 lecture/tutorial.
PREREQUISITES:	Graduate standing in Counselling, or the permission of the Faculty Head.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject examines developmental, psychological and behavioural aspects of child development, providing knowledge, understanding and insights that will help counsellors function as members of management teams.

OUTCOMES

On successful completion of this subject the student will have developed a deeper understanding of developmental, psychological and social aspects of child psychology and will be able to:

1. describe and critically reflect upon the significance of attachment theory as it relates to childhood and its impact throughout the life span;
2. explore how sociological and cultural differences can impact on childhood e.g. indigenous Australians;
3. discuss the aetiology, diagnosis and management of a range of childhood disorders;

4. critique the effectiveness of different therapeutic approaches in childhood;
5. recognise symptoms that indicate the need to refer clients to specialist practitioners and demonstrate familiarity with available resources and facilities, and make appropriate referrals;
6. recognise the need for understanding and compassion towards individuals and families affected by childhood disorders;
7. describe a holistic approach to the management of a child with a disorder, with detailed attention to the role of counselling in the management program;
8. appreciate the family stresses caused by childhood disorders and provide counselling and/or referral to support groups for family members, when appropriate;
9. discuss the interaction of the spiritual, emotional and physical dimensions of a person, and the implications for counselling in relation to these childhood disorders;
10. demonstrate an understanding of ethical issues involved when counselling children; and
11. critically reflect on issues of confidentiality, transference and counter-transference and your own self-awareness particularly around your family of origin.

CONTENT

Includes the following topics:

- review of normal child development including attachment theory
- the role of the counsellor as a member of the management team
- diagnosis and therapy on some of the following
 - learning disorders
 - intellectual disabilities
 - pervasive developmental disorders e.g. autism, attention deficit/hyperactivity
 - depression in childhood
 - anxiety disorders in childhood e.g. school phobia, night terrors
- explicit skills required for counselling children e.g. creative therapies, narrative therapies.

CO2441 Counselling Adolescents

CREDIT POINTS:	6
DURATION:	1 semester.
CONTACT HOURS:	36-40 lecture/tutorial.
PREREQUISITES:	Graduate standing in Counselling, or the permission of the Faculty Head.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject examines adolescent development, providing a framework for understanding and counselling adolescents. Psychological and behavioural problems will be explored by providing knowledge, *understanding and insights which will help counsellors to work individually, or as a team member in this life span stage.*

OUTCOMES

On successful completion of this subject, the student will have a deeper understanding of adolescent developmental, psychological and behavioural problems, and will be able to:

1. discuss the aetiology, diagnosis and management of a range of adolescent issues;
2. critique the effectiveness of different therapeutic approaches to these problems;
3. recognise symptoms that indicate the need to refer clients to specialist practitioners, show familiarity with available resources and facilities and make appropriate referrals;
4. demonstrate an understanding and compassion towards individuals and families affected by these problems;
5. describe a holistic approach, including an understanding of cultural differences in the management of these problems, giving detailed attention to the role of counselling in the management program;
6. recognise and describe the family stressors that may be caused by adolescent problems/disorders and provide counselling and/or referral to support groups for family members, when appropriate;
7. explore and critically reflect on the interaction of the spiritual, emotional and physical dimensions of a person, and the implications for counselling in relation to presenting issues in this transitional stage; and
8. explore ethical issues in counselling adolescents including confidentiality and the importance of your own self-awareness and its impact on the counselling process.

Content

Includes the following topics:

- review of the developmental tasks of adolescents;
- adolescent worldviews & perspectives;
- adolescent spirituality;
- aetiological factors in adolescent developmental, psychological & behavioural disorders;
- approaches to counselling adolescents; e.g. cognitive therapies, creative therapies
- counselling in relation to adolescent issues, e.g. sexual concerns, alcohol & drug problems, eating disorders, suicidal intentions & behaviour, unplanned pregnancy, sexually transmitted diseases including HIV-AIDS, and abuse.
- attitudes & skills required for counselling adolescents; and

- contexts for adolescent counselling .

CO2443 Addiction Counselling

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial, plus others by arrangement
PREREQUISITES:	Graduate standing in Counselling , or the permission of the Faculty Head
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject equips students to understand the issues and dynamics surrounding the development of addictions and the focus of particular addictions. It will focus on a range of addictive behaviours. Students will examine the causes, characteristics, consequences and management associated with addictions.

OUTCOMES

On successful completion of this subject, the student will have the knowledge and basic skills to understand and work with concerns of addictions and will be able to:

1. discuss and indicate the various items that can become the focus of addiction, and their properties
2. identify various treatment options for addictive problems;
3. network with appropriate community resource facilities and professionals in the management of clients with addiction/s;
4. discuss the etiology of substance-related disorders from different perspectives and present a comprehensive theory of the addiction process;
5. recognise and describe the complex effects of various substance-related disorders at personal, family and community levels;
6. identify appropriate counselling approaches to help clients and their families with substance-related disorders;
7. demonstrate an understanding of ethical issues involved in counselling for addictive disorders and effective ways to work with these; and
8. express and describe a level of self and other awareness regarding substance use and addictive issues.

CONTENT

This subject examines the aetiology, epidemiology, assessment, characteristics, consequences and management of problems associated with addictions. Some of the topics involved are:

- A sociological perspective on addiction/s
- Etiology of addiction
- Types of addictions including : alcohol, drugs, gambling, shopping, love/sex
- Outlining the components of a holistic approach with clients and those affected by addictions
- Epidemiology of substance use & abuse
- Developmental perspectives of substance abuse & addictions
- Assessment, evaluation and referral processes
- Treatment of addictions
- Ethical issues in counselling addictions
- Preventive interventions.

CO2444 Trauma And Abuse Counselling

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial, plus others by arrangement
PREREQUISITES:	Graduate standing in counselling, or the permission of the Faculty Head
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject examines the complex issues of trauma and abuse in contemporary society. It is designed to raise students' awareness and knowledge of the nature and forms of abuse in relationships and to identify the trauma responses and consequences of individuals, families and communities.

OUTCOMES

On successful completion of this subject, the student will develop knowledge, skills and attitudes necessary to provide appropriate therapeutic responses to abuse and trauma and will be able to:

1. identify and discuss possible causative factors in "abusive" relationships;
2. recognise and describe the complex effects of various types of abuse on individuals, families and communities;
3. describe the nature and scope of the effects of child abuse and adult sexual assault;
4. articulate a Christian framework for working with those who have survived trauma
5. discuss the appropriateness and effectiveness of various counselling/psychotherapeutic methods for victims/survivors of child abuse and sexual assault;
6. discuss interventions that do not victimise nor re-traumatise clients with a view to participating in survivor led recovery;
7. identify a range of effective community resource facilities that support victims/survivors of sexual assault and child abuse;
8. assess the appropriateness of different counselling interventions that are supportive of the rights of clients through the implementation of practices which promote self-determination;
9. demonstrate an understanding of the range of complex ethical issues involved in counselling those who have suffered or are continuing to suffer the effects of abuse and trauma;
10. describe and apply a biopsychosocial framework to trauma and abuse; and
11. describe vicarious traumatisation and self care for the counsellor.

CONTENT

Most or all of the following topics will be covered:

- the social and political discourse of power and powerlessness and violence and abuse;
- participation in a 2 day workshop with YarrowPlace: rape and sexual assault service providers;
- discussing a context of a victimizing culture and the prevention of abuse;
- causes and impacts of abuse e.g. child abuse, date violence, elder abuse; physical and emotional abuse, including domestic violence and sexual assault;
- exploring a Christian framework that views the whole person as someone affected by abuse and trauma rather than as a "problem";
- explain a Christian framework that identifies and works holistically with the survivor, recognising the purpose defense strategies play in the client's survival;
- recognising defense strategies as symptoms of trauma rather than viewing the symptoms as the problem;
- aspects of counselling that include - psychological, physical, spiritual, relational;
- critically reflecting on and describing counselling interventions that facilitate safe and holistic approaches to opening possibilities with clients;
- growth and strength as foundational assumptions that promote safety and security;
- specific therapy principles and techniques that facilitate safe interventions and indications for referral;
- specific concerns of managing client dissociative features of trauma;
- ethical and professional concerns regarding minimising the re-traumatisation of clients;
- the repressed memory debate;
- legal aspects of abuse including mandatory reporting; and
- self awareness, transference and counter transference.

DELIVERY STRATEGY

Students will learn through a 5 day intensive, or lecture series over a semester with case studies, tutorials, field work and/or bibliographic research, preparing papers and feedback comments on their work

CO2446 Special Graduate Counselling Elective

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial plus others by arrangement
PREREQUISITES:	Graduate standing in Counselling, or the permission of the Faculty Head.
DISCIPLINE CODE:	090513
EFTSL:	0.125

SUMMARY

This subject will develop the student's knowledge, understanding and skills in a specific area or field of counselling.

OUTCOMES

On successful completion of this subject, the student will be able to:

1. discuss the philosophy of the specific area of counselling studied;
2. compare and contrast different approaches to the specific area/field of counselling studied;
3. critique one or more approaches to the specific area/field of counselling studied;
4. design counselling programs/services/presentations which illustrate knowledge and understanding of key principles in the specific area/field of counselling studied;
5. critique programs/services/papers/presentations in the specific area/field of counselling studied; and
6. demonstrate skills in practical counselling in relation to the area/field of counselling studied.

CONTENT

This will depend on the specific area/field of counselling that is addressed in any given semester when this subject is offered. Areas covered in depth in other subjects will not be included, but topics introduced, but not expanded, in other subjects may be included.

Possible areas/fields of study include: advanced study of a particular model or method of counseling e.g. creative therapies, social psychology, health counselling, educational counselling and others.

CO2502 Thesis In Counselling

CREDIT POINTS:	24 (20,000 words)
DURATION:	1 year (or part time equivalent)
CONTACT HOURS:	Variable
PREREQUISITES:	Completion of G S5500 <i>Research Methodology</i> and entry into the thesis component of the Master of Counselling.
DISCIPLINE CODE:	090513
EFTSL:	0.5

SUMMARY

The Masters Thesis in Counselling provides opportunity for the student to undertake original research which makes a contribution to knowledge directly relevant to the professional practice of Counselling.

OUTCOMES

On successful completion of this subject, the student will have submitted a thesis, which makes an original contribution to knowledge in an area of professional ministry practice, and will have demonstrated the ability to:

1. develop and defend a research proposal, which entails the original investigation or testing of ideas, and demonstrates a thorough understanding of research methods and techniques relevant to the proposed study;
2. plan, undertake, describe, summarise, evaluate and discuss a research study, using recognised methods and adhering to sound ethical guidelines;
3. present research findings in a well-structured cohesive thesis, according to recognised academic conventions;
4. thoroughly and competently review and critique literature in a specialised field of study;
5. integrate, synthesise, analyse, evaluate, and clearly and systematically present information from a wide range of sources;
6. demonstrate a comprehensive understanding of the researched topic; and
7. enhance knowledge, understanding and skills gained in previous studies, and relate a specific field of study to a wider field of knowledge and/or practice.

METHODS

The methods employed for this subject are described in detail in Part D of the Postgraduate Ministry and Theology submission which was presented to DFEEST on 4th April 2008.

Essentially, the subject entails consultative education and supervised independent research which will normally be directly related to some aspect of the student's professional work.

As is normal in theses at this level, a comprehensive review and analysis of literary resources will form part of the work.

Over sight, guidance and support will be provided by the student's supervisor, but the bulk of the work must be done by the individual student.

CONTENT

Each student will develop a research topic relevant to the practice of counselling, which investigates a hypothesis, seeks to provide an answer to a problem or clarifies a concept. This topic, with modification, if necessary, will be the basis of the research in this subject.

Each topic must be approved by the Academic Postgraduate Committee as explained in Part D of the Postgraduate Ministry and Theology submission.

CO2503 Major Thesis In Counselling

CREDIT POINTS:	48 (40,000 words)
DURATION:	2 years (or part time equivalent)
CONTACT HOURS:	Variable
PREREQUISITES:	Completion of G S5500 <i>Research Methodology</i> and entry into the thesis component of the Master of Counselling.
DISCIPLINE CODE:	090513
EFTSL:	1.0

SUMMARY

The Major Masters Thesis in Counselling provides opportunity for the student to undertake significant original research which makes a contribution to knowledge directly relevant to the professional practice of Counselling.

OUTCOMES

On successful completion of this subject, the student will have submitted a thesis, which makes an original contribution to knowledge in an area of professional ministry practice, and will have demonstrated the ability to:

1. develop and defend a research proposal, which entails the original investigation or testing of ideas, and demonstrates a thorough understanding of research methods and techniques relevant to the proposed study;
2. plan, undertake, describe, summarise, evaluate and discuss a research study, using recognised methods and adhering to sound ethical guidelines;
3. present research findings in a well-structured cohesive thesis, according to recognised academic conventions;
4. thoroughly and competently review and critique literature in a specialised field of study;
5. integrate, synthesise, analyse, evaluate, and clearly and systematically present information from a wide range of sources;
6. demonstrate a comprehensive understanding of the researched topic; and
7. critically evaluate knowledge, understanding and skills gained in previous studies, and relate a specific field of study within a wider context of counselling theory and/or practice.

METHODS

The methods employed for this subject are described in detail in Part D of the Postgraduate Ministry and Theology submission which was presented to DFEEST on 4th April 2008.

Essentially, the subject entails consultative education and supervised independent research which will normally be directly related to some aspect of the student's professional work.

As is normal in theses at this level, a comprehensive review and analysis of literary resources will form part of the work.

Over sight, guidance and support will be provided by the student's supervisor, but the bulk of the work must be done by the individual student.

CONTENT

Each student will develop a research topic relevant to the practice of counselling, which investigates a hypothesis, seeks to provide an answer to a problem or clarifies a concept. This topic, with modification, if necessary, will be the basis of the research in this subject.

Each topic must be approved by the Academic Postgraduate Committee as explained in Part D of the Postgraduate Ministry and Theology submission.

CO2534 Masters Counselling Internship

CREDIT POINTS:	24
DURATION:	Full year
CONTACT HOURS:	Approximately 10 client-centred hours per week and at least 20 supervision hours and 24 group supervision hours.
PREREQUISITES:	Completion of the Graduate Diploma or approval of the Faculty Head.
DISCIPLINE CODE:	090513
EFTSL:	0.5

SUMMARY

In this subject, the student will undertake practical counselling in a field placement under the supervision of a suitably qualified counsellor and will engage in critical reflection on practical experiences with her/his supervisor and in group supervision.

OUTCOMES

In this subject, the student will draw on knowledge, understanding and skills, developed through previous study and counselling experience, and will extend his/her competence in providing appropriate counselling for clients with a variety of presenting problems and underlying needs. On completion of the subject, the student will be better able to:

1. undertake initial evaluations of presenting problems, considering individual, systemic, psychological and spiritual aspects;
2. devise strategies for intervention, seek emergency help or refer, as appropriate;
3. demonstrate the effective use of generic counselling skills and work with people from a range of ages;
4. employ a specific style of counselling intervention, with a high level of competence in all stages of the counselling process, including its termination;
5. develop and defend hypotheses;
6. function effectively as an individual counsellor and as part of a team;
7. reflect critically on all aspects of counselling sessions and use this reflection as a tool for ongoing personal and professional development as a counsellor;
8. explore and discuss issues relating to her/his counselling experience in the light of relevant theory, and research;
9. show in-depth appreciation of ethical and professional issues and approach and address these in an appropriate manner;
10. employ and continue to develop a network of supportive relationships with counsellors in other settings;
11. develop professional relationships of trust and confidence with referring sources;
12. articulate in supervision when it is appropriate to use Christian spirituality in counselling;
13. demonstrate sensitivity to cultural and religious differences;
14. recognise the limits of his/her competence and recognise and promptly refer cases requiring forms of intervention other than counselling;
15. integrate theological, psychological and practical understandings, recognising tensions in the integrative process, and explain her/his philosophy of Christian counselling; and
16. demonstrate an understanding of issues relating to the psychological and spiritual health of the counsellor and take appropriate steps to maintain his/her self-care in these areas.

CONTENT AND METHODS

Students will work with counselees on an appointment basis in an established counselling centre, agency, or industry site where counselling is part of the service (eg: schools). The student will either receive supervision at the internship site, from the Masters Co-ordinator, or from

an approved supervisor, external to Tabor Adelaide, deemed suitable by the Masters Co-ordinator. The supervision will involve a formal collaborative relationship in which supervisors will be required to monitor and assist graduate counsellors to develop and extend their effectiveness and professionalism in the counselling role. Supervisors will be required to submit formal detailed reports of the supervisory process to the Co-ordinator of the Masters Program. The twenty hours of personal supervision and the twenty four hours of group supervision will be spread out evenly over the two semesters of the internship. Students will also attend case conferences, staff meetings and other professional meetings at their counselling internship site, deemed necessary by the site manager and the Masters Coordinator.

Critical reflection on counselling experiences, discussion of relevant reading, and discussion of issues relevant for future counselling practice will take place in group supervision, which will be run for all students engaged in *Masters Counselling Internship*.

All counselling activities will be recorded in an activity log-book which is to be counter-signed by the student's supervisor. Students will be required to write case reports and referral letters, when appropriate, and to keep a reflective journal. Case studies, discussion and reflection papers will be required for on-campus group supervision.

TM1101 CREATIVE LIVING

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial, plus others by arrangement
PREREQUISITES:	None
DISCIPLINE CODE:	091703
EFTSL:	0.125

SUMMARY & PURPOSE

This foundational subject introduces students to the God of grace and helps them to see themselves as loved by that God. It introduces the student to Jesus Christ who is presented as the one human being who truly reflects the image of God, it is from him that we understand who God is and who we are as human beings in relation to God. This subject will help students to understand and enjoy living gratefully in the grace of God. The approach is to present Jesus Christ as the one human being who truly reflects the image of God.

This is a core subject for the BMin, BTh, BIS, and MACS degrees. Together with TM2110 Understanding the Biblical Narrative, TM2111 Reading the Bible Faithfully, and TM3112 Exploring the Christian Faith it constitutes a Christian Studies minor that is available to students outside the Ministry, Theology, and Culture faculty. TM1101 contributes to the minor by providing the student with a basic understanding of the Christian gospel.

OBJECTIVES

On successful completion of this module, the student will be able to...

- 1) identify biblical and theological foundations for affirming human dignity.
- 2) describe the nature of Christian freedom and its outworking in various life situations.
- 3) show how God's relationship with us is the power and pattern of our relationships with others.
- 4) demonstrate how an understanding the Christian life as participation in the Triune life of God has specific relevance for the practice of prayer and for knowing and doing the will of God.

CONTENT

This subject addresses four topics:

- 1) Dignity: believing in the affirmation of God
- 2) Mastery: living in the freedom granted to us by God
- 3) Community: loving as we have been loved by God
- 4) Spirituality: participating in the triune life of God.

TM1104 SPIRITUAL FORMATION

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	15 contact hours per 3 semesters
PREREQUISITES:	Students must enrol in TM1104 Spiritual Formation after completing 24cps of study
DISCIPLINE CODE:	091703
EFTSL:	0.125

SUMMARY & PURPOSE

Tabor College Tasmania is committed to transformational education and, because of this, it requires every student participating in a B.Soc Sci (Couns) or BMin degree to participate in a program of Spiritual Formation managed by the college. It is the intent of this program that each student, whatever their previous spiritual experience, will develop an increased maturity in their own spiritual lives through their participation in a wide variety of spiritual practices, disciplines, and experiences. While every subject taught by Tabor College Tasmania contributes to a student's growth in head, hand, and heart, this subject allows for a particular and ongoing concentration upon developing the student's spiritual maturity. For this reason, the requirements of this subject cannot be completed in less than three semesters; normally, students will complete the equivalent of 15 contact hours per semester.

OBJECTIVES

The student will be able to...

1. express an understanding of the process of how individuals are formed spiritually.
2. engage with spiritual practices and disciplines from the various Spiritual Traditions.
3. report a growing experience of spiritual maturity.

CONTENT

A biblical framework for Christian formation; indicators of true and false Christian spirituality; spiritual disciplines; spiritual practices; Spiritual Traditions; community as a context for Spiritual Formation.

TM2110 UNDERSTANDING THE BIBLICAL NARRATIVE

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial
PREREQUISITES:	None
DISCIPLINE CODE:	091703
EFTSL:	0.125

SUMMARY AND PURPOSE

This overview subject introduces the student to the key people, events, and themes of the Bible by exploring the "grand narrative" of Scripture.

This is a core subject for the MACS. Together with TM1101 Creative Living, TM2111 Reading the Bible Faithfully, and TM3112 Exploring the Christian Faith it constitutes a Christian Studies minor that is available to students outside the Ministry, Theology, and Culture faculty. TM2110 contributes to the minor by introducing students to the content of the Bible.

OBJECTIVES

Students will be able to...

- 1) identify the major characters and events within the biblical story.
- 2) describe the biblical story of redemption as a unified, coherent narrative of God's ongoing work within his world.
- 3) articulate key themes from the biblical story.
- 4) demonstrate an understanding of a Christian believer's place within the biblical story.

CONTENT

- 1) The biblical story from Genesis to Revelation.
- 2) Major biblical figures including God, Adam, Noah, Abraham, Joseph, Israel, Moses, Aaron, Samuel, Saul, David, Isaiah, Jeremiah, Daniel, Ezra, John the Baptist, Jesus, Pharisees, Sadducees, Peter, John, Holy Spirit, Paul, James, Church.
- 3) Major biblical events including Creation, Fall, Abrahamic Covenant, Exodus, Sinai Covenant, Conquest, Kingdom, Temple, Divided Kingdom, Exile, Return, Maccabean Revolt, Roman conquest, life of Jesus, Resurrection, Pentecost, Spread of the Church, Jerusalem Council, Second Coming.
- 4) Major biblical themes such as the *missio Dei*, Kingdom of God, covenant.

TM2111 READING THE BIBLE FAITHFULLY

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial,
PREREQUISITES:	None
DISCIPLINE CODE:	091703
EFTSL:	0.125

SUMMARY & PURPOSE

This overview subject equips the student with the necessary skills and knowledge that will allow them to interpret and apply more accurately and faithfully the biblical text. Essentially, this subject will explain to students what they should try to pursue (and also avoid) when reading the Bible. This subject has a strong practical element with students given opportunity to interact and engage with the biblical text.

This is a core subject for the MACS. Together with TM1101 Creative Living, TM2110 Understanding the Biblical Narrative, and TM3112 Exploring the Christian Faith, it constitutes a Christian Studies minor that is available to students outside the Ministry, Theology, and Culture faculty. TM2111 contributes to the minor by helping students learn to use the Bible in a manner consistent with its nature.

OBJECTIVES

Students will be able to...

- 1) employ some basic principles of interpretation in order to read the Bible more faithfully,
- 2) recognize and appreciate the role the reader plays in the interpretive process
- 3) apply more accurately the Biblical text to their contemporary context
- 4) recognize some common mistakes in biblical interpretation and application and learn how to avoid these
- 5) appreciate some of the reasons for the variety of Bible translations.

CONTENT

- 1) Basic principles of biblical interpretation, with particular reference to the importance of context (socio-historical, literary) and genre.
- 2) The role of the reader in the interpretive process and characteristics of faithful readers.
- 3) Guidelines for applying the biblical text to the 21st century world.
- 4) Common mistakes people make when attempting to apply the biblical text.
- 5) Key features of the different English language translations.
- 6) Available resources that aid the interpretive process.

TM3112 EXPLORING THE CHRISTIAN FAITH

CREDIT POINTS:	6
DURATION:	1 semester
CONTACT HOURS:	36-40 seminar/tutorial,
PREREQUISITES:	None
DISCIPLINE CODE:	091703
EFTSL:	0.125

SUMMARY & PURPOSE

This overview subject introduces the student to the distinctive teachings of the Christian Faith through exploring some of the great questions of "life, the universe, and everything."

This subject is a core subject within the MACS. Together with TM1101 Creative Living, TM2110 Understanding the Biblical Narrative, and TM2111 Reading the Bible Faithfully, it constitutes a Christian Studies minor that is available to students outside the Ministry, Theology, and Culture faculty. TM3112 contributes to the minor by providing the student with a basic understanding of Christian Doctrines.

OBJECTIVES

At the end of this subject, students will...

- 1) be able to identify major teachings of the Christian Church.
- 2) have begun the process of forming a reasoned and consistent theological method.
- 3) be developing their own understanding of a Christian response to the great questions of life.

CONTENT

Explores Christian doctrine through exploring significant questions such as: Has Evolution disproved God - is God real? (Epistemology) Are all religions basically the same? (General Revelation) Which God is the real God? (Special Revelation) How does God speak to us? (Scriptures/Hermeneutics) Why did Jesus die for us? (Atonement) What is spirituality? (Christian living) Do Christians have to attend church? (Ecclesiology) Why do bad things happen to good people? (Theodicy) What happens to us when we die? (Individual Eschatology) Is Jesus coming back soon? (Eschatology) Is sin a social construct? (Hamatology).