

Division of Health Sciences
School of Psychology



DISCOVERERS WELCOME

Counselling

Program Handbook



Master of Counselling
Postgraduate Diploma in Counselling
Postgraduate Certificate in Counselling

WELCOME TO MURDOCH UNIVERSITY'S COUNSELLING PROGRAM

Welcome to the Murdoch University Counselling Program.

We look forward to joining with you on your journey toward becoming a professional counsellor. For some of you it will be your first step and for others it will be a continuation of a journey already begun. You have come from many different backgrounds and academic disciplines and we have selected you because we feel that each of you holds the potential to enter into a supportive counselling relationship with someone in distress....moreover, that you bring some life experience that will enrich the work of your peers. We hope that together you will encourage each other to grow and will feel supported by one another in both challenging times and in the excitement of learning about the world of counselling.

We think of Counselling as a meeting between two people in which both agree to focus on the issues and concerns of the client. With the warm support of a counsellor, clients often experience relief and an ability to reconsider troubling issues with more clarity and purpose. We hope that becoming a member of our community of counselling staff and trainees will assist you in developing those strengths that allow and support your professional engagement with others. As part of this process we will endeavour to develop your appreciation of the different ways that we can better understand and support people in making their way through life, both in times of distress and also at moments when an opportunity has been seized for reflective self-exploration.

Often we see people in times of distress. In understanding this distress, we must also understand something of human nature. In your time with us you will have an opportunity to consider human nature as a brilliant spectacle of possibilities that unfold in different ways according to each individual's unique set of potentialities and according to the responsiveness of the environment in which they grow. Our task as counsellors is to provide a space in which each individual is able to unfold more freely in a process of continual self-reflection and development. Carl Rogers called this lifelong process 'self-actualisation'.

Over the months to come, you will be exposed to different counselling frameworks and will have the opportunity to observe, consider and practice key elements of therapeutic work. Most importantly, and core to our program, you will have the opportunity to learn about the importance of relationships in therapy, as in life. The thread that weaves together our program is a belief that a strong, engaged and trusting counselling relationship enables us to support our clients in their most vulnerable moments.

Opening yourself up to the challenge of working with someone in distress or at crossroads in their life, is both exciting and daunting for most students. We strongly feel that the privilege offered to us by our clients, of hearing the stories of their lives, and of collaborating with them in constructing the story of their future, warrants a studied commitment to being the best counsellor we can be. In this regard, the program that you are about to embark upon is a personally demanding one. The time that we spend training as a counsellor provides us with a unique opportunity, indeed a responsibility, to explore the qualities,

experiences and beliefs that we bring to this work that may help or hinder our client's progress. Many of our students have found it helpful to work with a counsellor of their own, outside of the program, during their studentship. We support their decision to invest time, energy and resources in their own personal growth as part of a lifelong commitment to their own wellbeing and learning. This commitment is an essential part of remaining healthy in a career focussed on assisting others. In addition to gaining a better understanding of yourself, we believe that personal counselling provides a unique opportunity for you to experience what it is like to be a client.

In the pages that follow, you will be introduced to many important aspects of our program. Of course, it is impossible to cover everything in one handbook, so please feel free to approach the counselling staff if there is anything that you are unsure of. We are here to help.

In sum, welcome to Counselling at Murdoch.

Corinne Reid
Robyn Bett
Angela Ebert
Mandy Browne
Godfrey Barrett-Lennard
Wendy Pritchard



Pictured standing at the front door of Caladenia House, the Godfrey Barrett-Lennard Counsellor Training centre; from left to right: Goff; Mandy, Robyn, Angela, Wendy & Corinne

CONTENTS

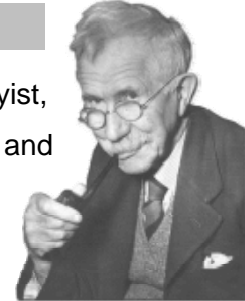
ABOUT MURDOCH UNIVERSITY	4
POSTGRADUATE COUNSELLING PROGRAMS	4
WHAT IS UNIQUE ABOUT OUR COUNSELLING PROGRAMS?	4
FACILITIES FOR COUNSELLING TRAINEES PROVIDED BY THE SCHOOL OF PSYCHOLOGY	7
COUNSELLING COURSE DESCRIPTIONS	9
REQUIREMENTS FOR ENTRY TO COUNSELLING COURSES	9
FEES AND AWARDS	10
SELECTION PROCESS	10
OUR LEARNING ETHIC	10
PROGRAM STRUCTURE	11
TEACHING STAFF	14
SUPPORT STAFF	20
UNIT DESCRIPTIONS	21
ADVISORY COMMITTEE	27
STUDENT FEEDBACK	27
HELPFUL WEBLINKS	29

MURDOCH UNIVERSITY

SCHOOL OF PSYCHOLOGY

ABOUT MURDOCH UNIVERSITY

Murdoch University was named after Australian academic and essayist, Sir Walter Murdoch, who was famous for his intelligence, wit and humanity and for his commitment to quality and equality in education. We strive to embody these characteristics in our Counselling programs.



Murdoch continues to be a dynamic, modern university with a flexible outlook. Home to nearly 13,000 students and 1300 staff from every racial, ethnic, and social group in Western Australia, the University also hosts about 2000 overseas students from about 40 different countries. Murdoch opened in 1975, and was the second university to be established in Western Australia.

Psychology was established at Murdoch during the very early years of the University. The School of Psychology is part of the Division of Health Sciences (which includes Veterinary and Biomedical Sciences, Chiropractic, and Pharmacy which came on line in 2005) and is physically located on the South Street campus in the Social Sciences Building.

The Counselling Program is located both at South Street as well as at Caladenia House, home of the Godfrey Barrett-Lennard Counsellor Training Centre at Cottesloe.

POSTGRADUATE COUNSELLING PROGRAMS

The School of Psychology at Murdoch University offers three postgraduate Counselling programs in an articulated tier system leading either to the qualification of a Postgraduate Certificate in Counselling (1 semester full-time or 1 year part-time), or a Postgraduate Diploma in Counselling (1 year full-time or part-time equivalent), or a Master of Counselling degree (2 years full-time or part-time equivalent). The Co-Chairs overseeing these programs are Dr Corinne Reid and Ms Robyn Bett.

WHAT IS UNIQUE ABOUT OUR COUNSELLING PROGRAMS?

1. We focus on experiential learning which means:

a. Observing real therapists in-action: From their first semester, our students observe the lecturing staff conducting therapy with real clients, from a viewing facility behind a

one-way mirror. Students then have an opportunity to discuss what they observe. From time to time, students are invited to participate in the therapy session with both therapist and client. You will see therapists work from differing approaches.

b. Doing group-work: You get to be a participant in an experiential group and you get a chance to learn how to lead such a group. This will provide peer support and feedback as well as an opportunity for challenging personal reflection on your development as a Counsellor.

c. Preparing for client-work: You are assessed on the development of your counselling skills from the very first semester as you prepare through practising counselling work with your class mates. We use video-analysis to assist us in providing you with feedback about your way of engaging with your 'client'.

d. All courses are case-based: That is, we draw on the extensive career experience of our counselling staff to bring each topic alive through the discussion of real cases.

e. Seeing clients: As you progress, students in the Postgraduate Diploma and Masters program will begin to see real clients under the close supervision and support of our counselling staff.

2. We have a commitment to social outreach. This means that you will participate in:

a. Community-based work: Your internal practicum will not occur in an on-campus clinic but rather in our community-based centre in Cottesloe. Caladenia House is the home of the Godfrey Barrett-Lennard Counsellor Training Centre. We have created this Centre to provide affordable counselling for adults and children. Clients are seen by our postgraduate students who are closely supervised by our Counselling Team.

b. Providing low-cost counselling: Caladenia House provides low-cost counselling for adults and children

c. Multicultural work: We focus on providing a service that is accessible to all.

d. External practicums: For the Masters program you will complete two external practica with local counselling agencies.

3. We focus on a relational approach to counselling. This means that:

a. We consider the complexities of people's lives when working with them, particularly the role of the key relationships in their lives.

b. You will have an opportunity to reflect on, and learn about your own relationship patterns and to consider how these might affect your work as a counsellor.

c. We train our students in group-work. Managing group dynamics is an important skill to have and a challenging art to master!

4. We are interested in your goals. This means that:

a. We try to tailor your learning opportunities to match your goals. If there is a particular client group that you are interested in working with, we try to attract these clients where possible.

b. We give you feedback on your progress toward your goals.

c. We are flexible in planning a pathway through our program that suits your personal and professional needs.

5. We are committed to 'real-world' research. This means that:

a. If you complete a Masters program, your research will be applied intervention research rather than experimental laboratory based research. We believe that these skills will be more relevant to you as a practitioner.

b. You will learn about evidence-based practice where that evidence base is drawn from diverse research approaches including both quantitative and qualitative methodologies

6. Our staff has diverse expertise in counselling.

Our counselling staff specialises in humanistic therapies, art therapy, drama therapy, cognitive-behaviour therapy, clinical psychology, work with children and families, and sport psychology. You will benefit from the diversity of expertise of each of our staff.

7. We believe in practicing what you preach!

Becoming a counsellor is a personal growth experience that can be quite emotionally demanding – we encourage all students to find themselves a counsellor outside of the program to supplement the personal development work that they complete as part of the program.

8. Credit for progress.

Finally, each level of our program, folds into the one above so that you can apply to progress based on your performance from Postgraduate Certificate to Postgraduate Diploma to Masters with 100% credit for work done.

FACILITIES FOR COUNSELLING TRAINEES PROVIDED BY THE SCHOOL OF PSYCHOLOGY

Caladenia House

Caladenia House is the home of the Godfrey Barrett-Lennard Counsellor Training Centre which provides an opportunity for postgraduate trainees to develop the art and skills of effective counselling whilst providing community access to affordable counselling for both adults and children. The supervising staff is a team of professional psychotherapists with a range of expertise from Art Psychotherapy to Sports psychology. The aim of Caladenia House as a community-based counselling facility is to create a lively place in which adults and children work together with our trainees and professional counsellors to promote individual wellbeing and fulfilling relationships. In recognition of the importance that relationships play in our lives, we offer couple, family and group counselling as well as individual counselling. We also pay particular attention to the needs of children and young people in our program, and have worked hard to make Caladenia House a place where young people feel welcomed. Our priority is to provide a warm and supportive environment in which each client can think over their concerns and re-connect with their personal strengths and life direction. It is this emphasis on a supportive therapeutic relationship and personalised attention, that is encapsulated in the work of Dr. Godfrey Barrett-Lennard, after whom our Counsellor Training Centre was named. Dr. Barrett-Lennard's long career has been dedicated to the promotion of a person-centred approach to Counselling. He has been a Visiting Fellow in Psychology at Murdoch University since the mid-1980's, following his career overseas, and has long argued for the need for programs that train professional Counsellors in this way. In March 2007, in recognition of his achievements, Godfrey Barrett-Lennard, was awarded the prestigious Doctor of the University (Murdoch).

Caladenia House clients are referred by general and specialist medical practitioners, other allied health professionals, school psychologists and principals, welfare services or are self-referred.

Completing your practicum at Caladenia House will mean that it is likely that you extend your weeks of contact beyond the University semester depending on client need. For example you may need to continue your work with a particular client once the semester has ended.

Student Study Rooms

Students have a study room at Murdoch University as well as at Caladenia House to provide you with computers and other study resources that facilitate your studies. Students have pigeonholes for personal mail and messages, access to email facilities and can receive assistance with software for research purposes.

The facilities include:

- Four computers for student use (and connected to Library and Web) at each site
- Cameras and large LCD screens to review counselling sessions
- Secure cabinets for client files and videos
- Bibliographies on therapy-related topics, and other key documents such as relevant Acts, & the APS and PACFA Code of Ethics and Guidelines
- Other resources include a printer, photocopier, fax machine, and other technical equipment.

Test Library & Resource Collection

Counselling students have access to the Murdoch Applied Psychology Library which is co-located in the Clinic Library on South St campus and at Caladenia House. The Library Assistant manages the operations of the Psychology Clinic book collection, resource files, toy library and the School's Test Library. At Caladenia House, Wendy Pritchard manages borrowing of materials. Whilst the main Murdoch University Library is very well stocked with clinical resources as well, the Psychology Clinic Library and Caladenia House Library have a large collection of high-demand books, manuals and videos relevant to clinical practice available on short term loan so that access is easy for all the students needing the resources. The Test Library holds an extensive range of psychometric resources for clinical and research use. Access to these resources is understandably more limited and needs to be monitored. The Test Library assistant works three half days a week and the library's hours are made available to students, via email and signage, at the beginning of each semester.

COUNSELLING COURSE DESCRIPTIONS

The Postgraduate Certificate in Counselling provides students with an introduction to the basics of counselling theory and practice, and is relevant to those people wishing to consider the possibility of developing a career in counselling. The Postgraduate Certificate requires completion of four units on either a part-time or full-time basis. Application is open to postgraduates who preferably have some relevant work or life experience.

The Postgraduate Diploma in Counselling is a year-long course which provides students with knowledge of the principles of counselling theory and practice, knowledge of counselling across varying contexts, and practical counselling experience with clients at Caladenia House. Students who complete the Postgraduate Diploma may apply for admission to the Master of Counselling and will be exempt from the units already completed which are common to both degrees.

The Master of Counselling is a two-year course (or part-time equivalent) which provides students with knowledge of the principles of counselling theory and practice, advanced knowledge of counselling in varying contexts, and supervised practical counselling experience. Students must also complete a supervised research project.

REQUIREMENTS FOR ENTRY TO COUNSELLING COURSES

Entry to the programs is competitive and requires a recognised Bachelor's degree or its equivalent in any discipline. **Applicants will be interviewed.** Application forms for the Counselling programs are available from the Prospective Student Centre at Murdoch University (1300 MURDOCH; admit@murdoch.edu.au or online at <http://choose.murdoch.edu.au/index.html>). Overseas applicants should contact the International Office at Murdoch University on internat@murdoch.edu.au. Proficiency in oral and written English is essential in order to manage the demands of the coursework, and the work with clients during practical placements in particular.

Admission to the Counselling programs will be conditional on obtaining a National Police Clearance and a Working with Children Check. This National Police Clearance costs approximately \$40.00, and is obtained through your local police station. Only serious offences of relevance to clinical practice would be considered cause for concern by the selection panel. The Working with Children Check information can be found at <http://www.checkwwc.wa.gov.au/default.htm>. In order to be able to complete an external placement in the Health Department, students may be required to provide evidence that they have been vaccinated against a number of infectious diseases.

FEES AND AWARDS

Enquiries on fees can be made to the Prospective Students Centre. Full payment is usually made by the end of the first week of semester and is based on the unit loading for the semester. Students may apply for a loan through the Federal Government's loan schemes (<http://www.goingtouni.gov.au>; 1800 020 108) to meet the cost of their educational fees.

SELECTION PROCESS

Applicants should hold a Bachelors degree or equivalent. If you have overseas qualifications you should ensure that, should you seek registration within Australia after graduation, your undergraduate qualification meets the requirements of the relevant Registration Board. You should also check, if relevant, that the Australian qualification will be recognised in your own country when you return. Applicants are assessed on the basis of their academic performance, with an emphasis on your progressive performance over time, the quality of your referees' reports, and, where relevant, your experience in counselling or related fields. A short-list of applicants who rank highly on these criteria will be invited to attend an interview with the selection panel comprising members of the teaching staff. Telephone interviews can be held for those who might be outside Perth at the time of the interviews, though a face-to-face interview is preferable and more advantageous for the applicant.

It is important that you supply any outstanding grades to the Admissions Office as soon as they are available at the end of the academic year, as long delays could mean missing out on an offer. It is also important that your referees submit their references by the due date as a late submission means your application is incomplete and may not be as competitive. Applicants wishing to enrol part-time are not disadvantaged at all in the selection process – we are very happy to have part-timers in the program. In fact, flexible enrolment is offered, so that part-time students who work or who are parents can complete the degree at a manageable pace. Every attempt is made to have part-time students feel very much a part of the program.

OUR LEARNING ETHIC

Murdoch has always paid particular attention to quality teaching and is the only Australian university to achieve a 5 star rating in 10 of the 11 past years (*Good Universities Guide*). We plan to continue this commitment and the Counselling staff was greatly encouraged to be nominated for the Teaching Excellence Award in 2006 in our first year as a teaching team. We will continue to work hard to maintain an innovative

and engaging program and we look forward to feedback about your experience in our program.

Each unit in the Counselling program is taught by an experienced practitioner whose aim is to weave a rich tapestry of practical training with considerations of philosophical and theoretical frameworks. We also have a commitment to encouraging your engagement with the idea of self-directed life-long learning and continual improvement as a practitioner. Thus, learning in our program is a collaborative process much like the therapeutic relationship where both parties are committed to the furtherance of the client (in this case, the student's) goals.

PROGRAM STRUCTURE

A full-time load in the first semester of the program requires approximately 3 days a week on campus lectures/seminars in teaching weeks as well as time for your study and written projects. In second semester, a full-time load requires approximately 1½ days per week class time, and the equivalent of 2 days per week for the internal placement from Semester 2 through December continuously. Part-time enrolment varies depending on the units taken, but when the internal placement is undertaken, actual client contact and supervision sessions require about 15 hours at Caladenia House each week and will extend beyond the end of semester. No units are offered in the evening. There are some constraints on the order in which units can be taken part-time, so advice should be sought from Corinne Reid or Robyn Bett, Co-chairs of the Counselling Programs (see contact details below).

Postgraduate Certificate in Counselling C1071

Course Structure – 12 points

Core Units -- 3 points

PSY531 Principles of Counselling 1 -- 3 pts
Murdoch: S1-internal (*formerly PSY405*)

Specified Electives -- 9 points

Choose three units from the following:

PSY532 Principles of Counselling 2 -- 3 pts
Murdoch: S2-internal (*formerly PSY439*) **Compulsory core unit for part-time students**

PSY 535 Counselling: Children, Couples and Families -- 3 pts
Murdoch: S2-internal

PSY530 Counselling: Working with Adults -- 3 pts
Murdoch: S1-internal (*formerly PSY409 Counselling for Adults*)

PSY624 Counselling: Working with Organisations -- 3 pts
Murdoch: S2-internal (*formerly PSY524*)

PSY527 Case Conceptualisation and Assessment -- 3 pts
Murdoch: S1-internal

PSY528 Experiential Learning in Individual and Group Counselling -- 3 pts
Murdoch: S1-internal

Postgraduate Diploma in Counselling P1054

Course Structure -- 24 points

Core Units -- 21 points

PSY531 Principles of Counselling 1 -- 3 pts
Murdoch: S1-internal (*formerly PSY405*)

PSY532 Principles of Counselling 2 -- 3 pts
Murdoch: S2-internal (*formerly PSY439*)

PSY528 Experiential Learning in Individual and Group Counselling -- 3 pts
Murdoch: S1-internal

PSY522 Counselling Practicum I -- 6 pts
Murdoch: S2-internal (*also available part-time over 2 consecutive semester mid-year to mid-year*)

PSY527 Case Conceptualisation and Assessment—3pts
Murdoch: S1-internal

PSY530 Counselling: Working with Adults -- 3 pts
Murdoch: S1-internal (*formerly PSY409 Counselling for Adults*)

Specified Electives – 3 points

Select 1 unit from the following

PSY535 Counselling: Children, and Families -- 3 pts
Murdoch: S2-internal

PSY624 Counselling: Working with Organisations -- 3 pts
Murdoch: S2-internal (*formerly PSY524*)

Master of Counselling M1143

Course Structure -- 48 points

Core Units -- 48 points

PSY531 Principles of Counselling 1 -- 3 pts

Murdoch: S1-internal (*formerly PSY405*)

PSY532 Principles of Counselling 2 -- 3 pts

Murdoch: S2-internal (*formerly PSY439*)

PSY535 Counselling: Children, and Families -- 3 pts

Murdoch: S2-internal

PSY530 Counselling: Working with Adults -- 3 pts

Murdoch: S1-internal (*formerly PSY409 Counselling for Adults*)

PSY528 Experiential Learning in Individual and Group Counselling -- 3 pts

Murdoch: S1-internal

PSY624 Counselling: Working with Organisations -- 3 pts

Murdoch: S2-internal (*formerly PSY524*)

PSY522 Counselling Practicum I -- 6 pts

Murdoch: S2-internal (*also available part-time over 2 consecutive semester mid-year to mid-year*)

PSY527 Case Conceptualisation and Assessment -- 3 pts

Murdoch: S1-internal

PSY620 Research Project -- 12 pts

Murdoch: H-internal, S1-internal, S2-internal, U-internal, Y-internal

PSY621 Counselling Practicum 2 -- 3 pts

Murdoch: H-internal, S1-internal, S2-internal, U-internal, Y-internal

PSY622 Counselling Practicum 3 -- 3 pts

Murdoch: H-internal, S1-internal, S2-internal, U-internal, Y-internal

PSY627 Professional Counselling Practice -- 3 pts

Murdoch: Y-internal **Must be taken with PSY621 and PSY622**

TEACHING STAFF

All teaching staff also practice professionally and supervise research projects. We feel that this enriches their teaching. Several staff members have strong research profiles and have attracted large grants. Most staff members in the counselling programs are eligible for membership of the Counselling and Clinical Colleges of the APS. In addition, one staff member is eligible for membership of the Sports College. All staff members meet membership requirements for the Psychotherapists and Counsellors Association of W.A. (PACAWA).

Corinne Reid BA (Hons.), M Clin Psych , PhD (Counselling Psychology)

Co Chair, Counselling Programs

Senior Lecturer

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My training was initially as a clinical psychologist in a strongly cognitive-behavioural framework. Over time, my practice has evolved into more humanistic ways of working and has been increasingly influenced by person-centred theorists and practitioners – this is now my predominant orientation. Most importantly, I believe that the client-therapist relationship is the most influential factor in successful therapeutic outcomes, and that therapy is about providing a space in which the individual can become 'freed up' to engage with a continual process of growth, or self-actualisation.

I have worked in the area of child sexual abuse and family breakdown, acquired head injury, terminal illness, and gerontology. In each of these areas, I have been interested in individual work but also work that involves significant others in the client's life. Such a systemic focus has also been heightened through my work with elite sportspeople and sporting organisations. I have been Psychologist for: the Australian Women's Hockey Team (1992-2000), Australian Olympic Team (1996, 2000), and Commonwealth Games Team (1998) and continue to work with coaches, individual sportspeople and teams. This experience has induced a strong awareness of systemic factors that influence an individual's ways of being.

Research:

My PhD work explored the potential of person-centred theories of personality to enhance our understanding of exceptional human achievement, with a focus on the

domain of Olympic sport. I have used a combination of quantitative and qualitative methodologies to build a model of personality development and individual growth based on the stories and personality profiles of more than 100 Olympians. The resultant *pathways framework* highlights each individual's unique journey to Olympic selection whilst also identifying a core role for the trait of hardiness in developing resilience in times of extreme stress. This model is intended to provide a framework for practitioners that will facilitate a person-centred approach to working with these exceptional individuals and teams.

I am also a founding member of PROJECT KIDS which is a research program exploring the social, emotional and intellectual development of children aged 7-11 years. PROJECT KIDS is uniquely built around a holiday activity program format using child-friendly assessment techniques to collect our data. As part of this project, I am presently involved in a study with Prof Dorothy Bishop (Oxford University), A/Prof Mike Anderson (UWA) and Dr Alison Fox (UWA), which will involve using innovative techniques to measure the development of children's brains. For this project we have been awarded a \$480,000 grant from the ARC.

My newest research venture is with the Community and School Working Together for Improved Indigenous Student Learning Outcomes: The Mungullah – East Carnarvon Primary School Project. This involves working with Dr Libby Lee from the School of Education to assist parents in the Mungullah Aboriginal community to support their young children in the transition from parent playgroup to school. This project has just received funding from the Department of Education, Science & Training (DEST); and from Aboriginal Education and Training Council (AETC) for \$238,000.

My final area of research interest is program evaluation. I have conducted evaluations for non-government agencies and also encourage my research students to develop expertise in evaluation. Currently, my students are conducting evaluations of group intervention programs for children who have been sexually abused, children with anxiety problems, perpetrators of domestic violence, adults experiencing depression and a host of others, usually in collaboration with a community based agency. These evaluations use both qualitative and quantitative research methodologies.

Selected Publications:

Fernandez, I., Reid, C. & Dziurawiec, S.(2006) Living with endometriosis: The perspective of male partners. *Journal of Psychosomatic Research* , 61, 433-438

Richardson, L., & Reid, C. (2006). I've lost my husband, my house and I need a new knee. Why should I smile?" An action research evaluation of a group CBT program for older adults with depression. *Clinical Psychologist*, 10, 2, 60-66.

Anderson, M. & Reid, C.(2005). *'I think therefore I am': The nature of human intelligence*. In M. Hewstone & F. Fincham Psychology. Blackwells, Oxford, CH13.

Reid, C., Stewart, E., & Thorne, G.(2004). Multidisciplinary health science teams in elite sport: Comprehensive servicing or conflict and confusion? *The Sport Psychologist*. June 2004.

Reid, C.(2004). *Losing to win: A clinical perspective on the experience of loss among elite athletes*. In D.Lavallee (ed.) Emotion and Coping in Sport. Nova Science, NY.

Anderson, M., Reid, C. & Nelson, J. (2001). Developmental changes in inspection time: What a difference a year makes. *Intelligence*, 29, 475-486.

Robyn Bett BA (Hons); M App Psych

Co Chair, Counselling Programs

Lecturer

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My interest in psychotherapy developed out of my immersion in improvisational theatre, Feldenkrais and storytelling. While working as a storyteller, and community theatre practitioner, I gained an honours degree and followed it with a Rotary Ambassadorial scholarship that enabled me to study Drama Therapy at New York University. Back home I developed the first Postgraduate Drama Therapy Training, part of the Art Therapy Program at Edith Cowan University. In 2005 I joined the team developing the post-graduate counselling programs at Murdoch University.

My particular interests within the program are working therapeutically in groups, working with children and families and the development and use of supervisory relationships.

I am currently involved in a project with colleagues from Edith Cowan University in the use of drama for developing emotional intelligence in academic leadership. I work clinically as the children's counsellor at Safecare Inc., a unique organization which provides treatment for interfamilial sexual offenders and their families. In private practice I work with adult and child clients, and provide supervision for small teams.

Angela Ebert BA (Hons); M App Psych (Clin/Health), PhD (Psychology)

Lecturer

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In my view the counsellor is a central tool in the counselling process. Theories and methods are helpful in understanding people and play their role in training, but the key factor is learning to understand how our engagement in a therapeutic relationship with other people influences what happens in the counselling context and consequently outside the counselling space. This relationship is most effective if we are confident and comfortable with this process and confident and comfortable with the person we are. Developing the ability to form and maintain a strong therapeutic alliance together with a stance of respectful cooperation with the client, the ability to conceptualise the person's life difficulties as well as their capacity to successfully deal with life challenges is central to my practice.

I have worked extensively in the field of acute and past trauma, including the provision of psychological care following major critical incidents, refugee trauma, sexual assault and early life trauma. I have worked in a range of settings, including cross-cultural, mental health and organisational. Apart from being a counselling practitioner, I have run training in cross-cultural counselling and trauma treatment for psychologists and allied health professionals. I have been in private practice for 6 years. I have an ongoing commitment to professional development and am currently completing my PhD, which researches factors facilitating recovery from refugee trauma.

My further research interests are in the areas of complex trauma, especially with a focus on recovery from complex trauma and resilience in adults; adult identity and development, and the assessment of psychological interventions in the treatment of chronic pain, cancer, and anxiety disorders, such as the application of Emotional Freedom Therapy (EFT) in the treatment of PTSD and other anxiety disorders.

Selected Publications:

Ebert, A. & Dyck, M. J. (2004). The experience of mental death, the core feature of complex posttraumatic stress disorder. *Clinical Psychology Review*, 24, 617-635.

Ebert, A. & Al Musawi, H. (2007). Reclaiming poise after persecution: Client-based cultural stories in trauma therapy. In G. Burns, *Healing with stories: Your casebook guide in effectively using therapeutic metaphors*. Hoboken, NJ, USA: John Wiley & Sons, Inc.

Mandy Browne BA(Art) Hons), MA (Art Therapy)

Lecturer

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Having many years experience as an exhibiting visual artist, performer and writer in WA and the Eastern States I've taught art in prisons, schools, universities and community based settings. I was drawn to the world of Art Psychotherapy through my research training in Melbourne (Body Voice Projects and Imagery to Action Dance Group) and a long involvement with Jungian analysis.

My work with pre-adolescent children embedded with dreadful early experiences and adults who have endured mental illness for many years has made me curious about the idea of the role of aesthetics within the psychotherapeutic dyad. I am keen to research further this possibility that artfulness and creativity can enhance such a relationship. It is not so much the making of art in therapy but the artfulness of therapy that drives me to explore more deeply the nature of the primitive, somatic responses to therapeutic engagement and the oceanic underworld of all that can't be spoken of. With this in mind I see part of my work in the program as inviting students to explore the imaginal in thinking about self and the counselling process.

As well as lecturing with the Counselling Program I have a private practice in psychotherapy working with adults and children.

Dr Godfrey (Goff) Barrett-Lennard, PhD

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I have been nominally retired for a number of years, after a career in academia and counselling-clinical practice. My PhD. in psychology from the University of Chicago dates from 1959. There I worked closely with Carl Rogers and studied with a range of other interesting people. This was followed by posts at Auburn University, Alabama, the University of New England, NSW, and then many years' teaching in Waterloo, Ontario – before I finally returned to Perth and moved into independent practice and a visiting affiliation with Murdoch (nowadays as an Honorary Fellow). Memberships include the Australian Psychological Society (Life Member and Fellow) and the American Psychological Association (Fellow of APA, extending to the specialty divisions of Psychotherapy and of Counselling, Clinical and Humanistic Psychology). I had no thought of any additional graduation, but recently one came to

me unsolicited: an *honorary Doctor of the University degree from Murdoch* (with a resplendent robe, to the delight of my grandchildren).

In the University Chicago Counselling Centre, my doctoral research focused on outcome-related qualities in the therapist-to-client relationship. Hundreds of studies have since drawn on the Barrett-Lennard Relationship Inventory, first developed in that research. A career-long interest in therapy and facilitative interpersonal and group processes are reflected in my writing, past teaching and workshops run for colleagues in Australia and overseas. A broad theme in a number of papers is the relation between structure and process, in family, group and community systems.

My book *Carl Roger's Helping System: Journey and Substance* (1998), and two subsequent works *Steps on a mindful journey: Person-centered expressions* (2003) and *Relationships at the centre: Healing in a troubled world* (2005) are visible later contributions. The 1998 book searches into the whole developmental process and story of the helping system Rogers founded, as well as providing a close, full account of its contributions to theory, research and practice. The 2003 volume gives practical voice to my thought and work over a range of topics in the counselling sphere, and includes appendices expressive of my own journey. The last book and recent papers speak to my concerned interest in relationship across a spectrum from self-relations and the helping affiliation to the working of family, community, organisational, ethnic and other big system relationships.

I no longer teach regularly, but consult on and sometimes jointly supervise thesis research, conduct occasional workshops, lecture-seminars and demonstrations (on invitation) and have a broadly mentoring role in the Counselling Training Program that bears my name. Some of my fresh work is furthered through conferences of special interest, such as that of the Society for Psychotherapy Research, and my planning for the forthcoming (10/08) World Congress for Psychotherapy in Beijing.

I have a big, quiet, airy upstairs study at home, containing most of my professional materials and where my writing and emailing mainly happens, and which is also an optional venue for meetings with students, colleagues or clients. Personal activities involve Helen's and my large family (5 children, 8 grandchildren ages 2 to 18), extended family members and friends, and getaway times in the country and on occasional overseas visits.

SUPPORT STAFF

Without our support staff our program could not operate. It is important that you get to know each of the following VIP's and that you support them in their ability to help you by approaching them with your query when they still have a reasonable amount of time to assist you.

Wendy Pritchard – Coordinator of Caladenia House

Ph: 9385 5835, email: *Caladenia.Counsel@murdoch.edu.au*

As already mentioned, Caladenia House is an essential feature of the counselling program. Wendy manages the day-to-day running of the Centre and is the first point of contact for clients. She is responsible for helping students to make their initial client appointments, maintaining confidential client material, informing students of client matters, and liaising between staff and students. Wendy promotes a calm atmosphere at Caladenia House, making life a bit easier for trainees and clients alike.

Louise Hood – Administrative Assistant/PA to the Dean, School of Psychology

Room 1.25 ph: 9360 2186 email; *L.Hood@murdoch.edu.au*

Louise is personal assistant to the Dean, Assoc Prof. Max Sully, and an administrative contact for the School of Psychology. She is available for general School queries, appointments with the Dean, general information about contacting staff members of the School and room bookings for non-central teaching rooms.

Bee Lay Addis – Administrative Officer, School of Psychology

Room 1.27 ph: 9360 2842; email; *B.Addis@murdoch.edu.au*

Bee Lay is the Administrative Officer for the School. She is a mine of information about any enrolment queries (e.g. how to enrol, how to change enrolment, dates and deadlines, etc.) and all those important details about the formal requirements of the program of study.

Technicians

David Nicholson, Francis Lee and Man Trac

Rooms 2.48 and 2.44A ph: 9360 2615 email; psychtechs@lists.murdoch.edu.au

David, Man and Francis are based in the School and provide technical support to all staff and trainees in the School. They are extremely helpful in terms of any equipment problems in the Counselling spaces on campus and at Caladenia House, and in offering advice on computing and research materials.

IT support is handled centrally via an IT Service desk on ext 6999 and 2000, and an enquiry desk is located inside the library entrance.

UNIT DESCRIPTIONS

PSY531 PRINCIPLES OF COUNSELLING 1

Coordinator: Mandy Browne

Prerequisites: Enrolment in PostgradCertCounsel or PostgradDipCounsel or MCounsel or permission of Program Chairs.

Unit Requirements: Up to 5 hours per week

Credit Points: 3 points

Unit Description

Being a counsellor is a lifelong process of learning, and of professional and personal growth. The aims of this unit are to expand students' knowledge of major theoretical frameworks for understanding human nature and the causes of human distress whilst providing the opportunity to develop and practice the associated core elements of the counselling relationship. Time is spent learning to critically appraise the counselling research and practice literature. This unit is a thorough introduction to counselling, and is a basis for all other coursework in the counselling program.

PSY532 PRINCIPLES OF COUNSELLING 2

Coordinator: Angela Ebert

Prerequisites: Completion of PSY531 Principles of Counselling 1

Unit Requirements: Up to 5 hours per week

Credit Points: 3 points

Unit Description

The intention of this unit is to extend essential counselling skills to include more challenging aspects of the counselling relationship and to develop interpersonal abilities to engage in, and maintain, constructive therapeutic relationships. It includes counselling in the context of couple and family relationships, and working with people of different cultures.

PSY528: EXPERIENTIAL LEARNING IN INDIVIDUAL AND GROUP COUNSELLING

Coordinator: Robyn Bett

*Prerequisites: Completion of, or concurrent enrolment in PSY531 Principles of Counselling 1, or by permission of the Program Chairs. **We recommend that where possible this unit is taken concurrently with PSY531***

Unit Requirements: 3 hours per week

Credit Points: 3 points

Unit Description

Students learn theoretical approaches to understanding and effectively working with group processes. Participation in small groups allows students to learn experientially about the rewards and challenges of group-work, and how to establish a therapeutic atmosphere in a group. Students have the opportunity for reflection and feedback on the development of interaction, support and acceptance within the group.

PSY527: CASE CONCEPTUALIZATION AND ASSESSMENT

Coordinator: Marjorie Collins

Prerequisites: Completion of, or current enrolment in PSY531 Principles of Counselling 1, or by permission of the Program Chairs

Unit Requirements: 3 hours per week

Credit Points: 3 points

Unit Description

This unit prepares students for counselling practice by providing a framework for conceptualizing and assessing common psychological problems encountered in counselling practice and introducing approaches to assessing therapeutic progress and outcomes.

PSY530: COUNSELLING: WORKING WITH ADULTS

Coordinator: Angela Ebert

Prerequisites: Completion of, or concurrent enrolment in, PSY531 Principles of Counselling 1 and PSY527 Case Conceptualization or by permission of the Program Chairs

Unit Requirements: 3 hours per week

Credit Points: 3 points

Unit Description

Students will be introduced to theories and intervention approaches which explain and promote health and well-being as well as mental health problems classified as mood disorders, anxiety, eating and personality disorders. A skills-based approach to dealing with these issues is covered, including how to incorporate research into counselling practice and how to evaluate the effectiveness of counselling interventions.

PSY535 COUNSELLING: WORKING WITH CHILDREN, AND FAMILIES

Coordinator: Robyn Bett

Prerequisites: Completion of, or concurrent enrolment in PSY532 Principles of Counselling 2 or by permission of the Program Chairs.

Unit Requirements: 3 hours per week

Credit Points: 3 points

Unit Description

Working with children and families means engaging explicitly within a web of relationships. In this unit students are encouraged to become familiar with the lived experience of children and families, and to develop their capacity to create counselling relationships. Students will become familiar with commonly encountered issues and gain an applied knowledge of theories and models that underpin counselling with children and families.

PSY624: COUNSELLING: WORKING WITH ORGANISATIONS

Coordinator: Corinne Reid

Prerequisites: Completion of Principles of Counselling 1 and concurrent enrolment in Principles of Counselling 2 or by the permission of the Program Chairs

Unit Requirements: 3 hours per week

Credit Points: 3 points

Unit Description

Working in an organisational context as a counsellor, life coach or as a consultant, poses many challenges for counsellors. Issues of confidentiality, ethics and systemic issues of alliance and allegiance come to the fore in both individual and group work. This unit provides an advanced treatment of issues, theories, and practices relevant to counselling practice within an organizational context. It also includes consideration of professional issues related to working within a multi-disciplinary team of different professions

PSY522: COUNSELLING PRACTICUM I

Coordinator: Robyn Bett

Prerequisites: Admission to Grad. Diploma of Counselling or Master of Counselling Programs; completion of PSY531 Principles of Counselling 1 and Completion of PSY528, and completion of, or concurrent enrolment in, PSY532, PSY527, PSY530 or by permission of the Program Chairs.

Unit requirements: Students work the equivalent of a total of 2 days per week at Caladenia House.

Credit Points: 6 points

Unit Description

In this unit students begin working with clients at Caladenia House, the community based Godfrey Barrett-Lennard Counsellor Training Centre. Students work with child and adult clients with the support of individual and group supervision. Close attention is paid to developing and maintaining counselling relationships, case conceptualisation, engagement in supervision, and professional practice. More detailed information can be found in the Practicum handbook.

PSY621: COUNSELLING PRACTICUM II

Coordinator: Corinne Reid

Prerequisites: Completion of PSY532 Counselling Practicum I or by permission of the Program Chairs.

Unit Requirements: Minimum of 2 days per week for 22 weeks

Credit Points: 3 points

Unit Description

Students complete their second placement in an external counselling environment, working with the supervision of a practising counsellor. Students will also be required to attend occasional seminars on professional and practical issues. More detailed information can be found in the Practicum handbook.

PSY622: COUNSELLING PRACTICUM III

Coordinator: Corinne Reid

Prerequisites: Completion of PSY532 Counselling Practicum I and PSY621 Counselling Practicum II or by permission of the Program Chairs.

Unit Requirements: Minimum of 2 days per week for 22 weeks

Credit Points: 3 points

Unit Description

Students complete a second placement in a different counselling environment, working with the supervision of a practising counsellor. Students will also be required to attend occasional seminars on professional and practical issues. More detailed information can be found in the Practicum handbook.

PSY627: PROFESSIONAL COUNSELLING PRACTICE

Coordinator: Robyn Bett

Prerequisites: 24 credit points in MCounselling or by permission of Program Chairs.

Enrolment to be concurrent with PSY621 Counselling Practicum II, and PSY622 Counselling Practicum III

Unit requirements: 2 hours per fortnight.

Credit points: 3 points.

Unit Description

Students participate in group supervision in the Counsellor Training Centre. This provides a link between students' training and supervision within the University and their work and supervision on external placement. Counselling and supervisory relationships, and case conceptualisation continue to be key elements in this unit. Through the students' engagement with a range of counselling services, counselling practice is considered in a broad professional context and students are exposed to issues relating to ethics and ethical conduct, indigenous and multicultural perspectives, working with other healthcare professionals, as well as good business and professional practice

PSY620: RESEARCH PROJECT

Coordinator: Corinne Reid

Prerequisites: 24 Credit points in Master of Counselling or by permission of Program Chairs.

Unit requirements: 12 hours per week (guideline only). To be discussed with your supervisors

Credit points: 12 points.

Unit Description

Evaluating the success of counselling work is an important element of our commitment to accountability as practitioners. In this unit, students are required to design, conduct, and report in journal article format, a substantial research project addressing an issue in counselling theory or practice. *Note that this project is worth 12 points from a 24 point yearly load.*

ADVISORY COMMITTEE

Our course advisory committee monitors and offers input into to the ongoing development of the Counselling programs. Meeting twice a year, the committee facilitates the maintenance of close links with the community, ongoing evaluation of the training in relation to employer's expectations and needs, and feedback by students. The committee consists of staff involved in teaching on the Counselling programs, staff in the School of Psychology, student representatives and counsellors working in Western Australia.

STUDENT FEEDBACK

As in our work as Counsellors, we have a philosophy of continual improvement and innovation in our teaching practice. We value openness to new ideas and different ways of thinking about things. We like to think creatively and collaboratively about the work that we do. As part of this process, we are interested in your experience of our program. We are also interested to hear about this to ensure that you have every opportunity to get the most from your time with us. There are several opportunities built into our program to provide feedback and/or to have discussions about what is working for you, what is not, or what ideas you have to contribute. Our philosophy of openness extends to sharing this feedback, ideas and/or issues amongst the

counselling staff team. We feel that this allows us to provide the best learning environment and also the best individual pastoral care by ensuring that all counselling staff has a comprehensive understanding of the issues facing each student.

Some of the individual and group opportunities to raise issues and provide feedback include: one-on-one meetings with the program staff mid-semester 1; routine student ratings of units and teaching; an open invitation to approach staff members if you are experiencing difficulty or have ideas to share; and a class feedback session midway during each semester and at the end of each semester.

If you are having trouble with a particular unit, your first point of contact should be your unit coordinator. We try to be open in hearing your concerns or challenges and to support you in finding the best way forward. If you feel that your concerns are not resolved, you may then wish to approach the Program Chairs to discuss the situation further. At that point, Robyn or Corinne will try to facilitate open discussion and resolution of the issue. If you still feel that your viewpoint is not being fairly attended to, we suggest that you let us know that you will seek further advice from the Dean of School, Assoc Prof Max Sully. Dr Godfrey Barrett-Lennard is also available to talk with students who are having difficulties that they are finding hard to resolve with other members of staff. There are also equity officers and other staff in the student guild who may be able to assist you though we hope that the opportunities outlined above will mean that any concerns will be addressed in a careful and considered way with the staff of the counselling program.

We also like to hear positive feedback about our program. We have greatly appreciated the many positive comments from our students which encourage us to continue the work we are doing. We are also delighted to have been nominated for a team teaching excellence award in 2006. Although we did not win the final award, it was gratifying to know that our students had felt nourished by our program.

HELPFUL WEBLINKS

Some helpful weblinks for you to check out:

Murdoch University

Counselling program homepage and Caladenia House homepage
http://www.psychology.murdoch.edu.au/counselling/ch_us.html

Counselling research group
<http://www.psychology.murdoch.edu.au/research/research.html> .

School of Psychology webpage
<http://www.psychology.murdoch.edu.au/index.html>

Grievance procedures
<http://www.oss.murdoch.edu.au/grievances/>

Academic integrity and plagiarism
<http://www.murdoch.edu.au/teach/plagiarism/>

Professional bodies:

The following three professional bodies provide guidelines for ethical and professional conduct and course accreditation for Counselling and Counselling Psychology: the Australian Psychological Society (APS) and the Psychotherapists and Counsellors Association of W.A. (PACAWA) and the Psychotherapists and Counsellors Federation of Australia (PACFA). Both the APS and PACAWA invite student membership and we encourage you to consider this as part of your professional development. Membership offers opportunities for professional development training, current information on topical issues, and access to employment information amongst other things. Check out their websites.

APS (Australian Psychological Society)
<http://www.psychology.org.au/>

PACAWA (Psychotherapists and Counsellors Association of WA)
<http://www.pacawa.iinet.net.au/>

PACFA (Psychotherapists and Counsellors Federation of Australia)
<http://www.pacfa.org.au/>

PACFA ethical guidelines and professional guidelines
http://www.pacfa.org.au/pacfa_resources.html

If you have any further queries about the Counselling program and entry requirements, please contact: Corinne Reid, Robyn Bett or Wendy Pritchard on 9385 583