

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 901.515 Foundations of Relational Practice (B) Course Assessment and Delivery Outline

**Campus:** Auckland and Christchurch  
**Lecturer:** Watiri Maina

Mode 3, Semester 2, 2015  
NQF Level: 5, 15 credits

**Pre-requisites:** 900.515 Foundations of Relational Practice (A)

**Co-requisites:** none

**Auckland Delivery:** 30 July, 27 August, 17 September, 29 October

**Christchurch Delivery:** 23 July, 13 August, 10 September, 21 October

#### CONTENT OVERVIEW

- Advances in person-centred therapy
- Deepening relational engagement and 'personalising' through the use of person-centred counselling, and related therapeutic skills and insights
- Weekly attendance at a group process workshop

#### ASSESSMENT TASKS AND DUE DATES

##### 1. Reading and Online Reflection

Due Weeks: 2, 3, 6, 7, 10, 11

Word Count: 200 + 50 x 6 = 1500

Value: 20%

Learning Outcomes 1 & 4

The online discussion requires you to engage with various themes and topics. These tasks will require you to prepare an initial post of 150-250 words, followed by at least one response to another post of about 50 words. Students are expected to complete all online discussions in a timely manner, in the weeks designated above. Weekly readings will be provided in the course reader and/or key course texts.

Over the course of the semester, you will participate in six online discussions related to the assigned reading. In your response to the assigned reading, you should: (a) briefly summarise the author's key point/s (b) identify key issues for counselling, and (c) one way in which your own life has been influenced by the issue in question.

##### 2. Essay: Complementary Counselling Practices

Auckland due date: Sunday, 06 September

Christchurch due date: Sunday, 06 September

Word count: 1500

Value: 35%

Learning Outcome 2

Write an essay in which you describe and consider advances in person-centred therapy that have led to it being variously referred to as 'dialogical person-centred' counselling, and 'two-person-centred' counselling. Include in your discussion particular reference to immediacy, (Teyber, 2011,

p. 81-90; Corey, 2009, p. 177 ), body-awareness (Yalom, 2002, p. 65; Rothschild, 2000) and interpersonal presence (Mearns & Cooper, 2005, p. 37; Yalom, 2002) .

### **3. Video and Lecturer Interview**

Auckland due date: Week beginning 16 November  
Christchurch due date: Week beginning 9 November  
Word count: 10 minute transcript  
Value: 35%  
Learning Outcomes: 1 & 3

This task has three components:

- a) Video-tape a 30-minute person-centred therapy conversation with a peer, taking care to demonstrate rapport, core conditions, immediacy, establishing purpose, and skills which enable the peer “client” to make a change in their awareness of feeling, thinking or behaviour.
- b) Transcribe and analyse a 10-minute portion of the videotaped conversation on the template provided (see “Transcript Table” under Practicum Information on School of Counselling main page on Moodle).
- c) Meet with your lecturers to discuss the 10 minute video segment and completed written transcription.

**Note:** This assignment is integral to measuring a student’s ability to move into a community placement for year two study and professional practice. Therefore, your video review meeting will be attended by your class lecturer and other School of Counselling faculty. Through this review process, your counselling abilities will be assessed to determine if they are sufficiently developed to allow you to enter your community placement and the year 2 courses.

### **4. Personal Counselling**

Auckland due date: end of week 12 (Friday, 30 October)  
Christchurch due date: end of week 12 (Friday, 30 October)  
Word Count: N/A  
Value: 10%  
Learning Outcome 4

5 hours of personal counselling with a counsellor who has full NZAC or NZCCA membership (or a similar approved professional membership).

This item will be assessed on a pass fail basis on the successful completion of the personal counselling report (appendix 2), and personal counselling log (appendix 3).

## GRADING CRITERIA

### Reading and Online Discussion

- Engagement with the material
- Constructive online participation
- Structure and presentation
- Timeliness

CRITERIA MET				
Engagement with the material	Posting is unrelated to the topic or trivial  (- D -+)	Posting is on topic and shows some understanding  (- C -+)	Posting is on topic and is well considered  (- B -+)	Posting is on topic and insightful  (- A -+)
Constructive online participation	No reference is made to other student postings  (- D -+)	Limited engagement with other posts and the set reading  (- C -+)	Good engagement with other posts and the set reading  (- B -+)	Weaving together the material and the remarks of others into a coherent conversation  (- A -+)
Structure and presentation	Postings are inadequately presented  (- D -+)	Postings have adequate presentation  (- C -+)	Postings are presented with minimal errors  (- B -+)	Postings have concise writing, structure, and accurate spelling and grammar  (- A -+)
Timeliness	<p><b>Missing postings:</b> At least 4 postings must be completed to pass the assessment. If one posting is missing a full grade deduction will occur (A to B) and if two postings are missing a C- will be the highest grade.</p> <p><b>Late postings:</b> Postings will not be accepted if more than one week late (Forums will be closed). For each late posting one mark will be deducted (A to A-).</p>			

## Essay

- Discusses recent advances in person centred counselling
- Ability to engage with range of literature
- Quality of written expression
- References (APA) and essay structure accuracy

CRITERIA MET				
Discusses recent advances in person centred counselling	Little and/or poor outlining and discussion of recent advances in PCT	outlining and discussion of recent advances in PCT	Good outlining and discussion of recent advances in PCT (including the three issues named in the question)	Excellent outlining and discussion of recent advances in PCT (more than the three issues named in the question)
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Ability to engage with range of literature	Little or inadequate engagement with literature	engagement with literature	Good engagement with literature	Excellent engagement with literature
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	Not up to tertiary standard	Good structure but many errors throughout	High standard but further work needed in; paragraph structure, writing style and editing	Very high standard structure, written expression, editing, spelling and style
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Accuracy in referencing (APA) and reference list	Inadequate referencing and/or no reference list Plagiarism detected	Many inaccuracies in referencing and reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## Video and Lecturer Interview

- Quality of written transcript reflection; awareness of skills used and reasons for doing so
- Ability of student to reflect on their work orally in the lecturer/student interview and engage with feedback given
- Result from the Skills Assessment Criteria Scale to be added following lecturer student interview

CRITERIA MET				
Quality of transcript reflection; awareness of skills used and reasons for doing so	Insufficient depth of transcript provided	Adequate analysis of the transcript linked to examples	Articulate and coherent analysis of the transcript linked to examples	Expert analysis presented with support from examples taken from the transcript
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Ability of student to reflect on their work orally in the lecturer/student interview and engage with feedback given	Unable to adequately reflect on the work and/or engage with feedback	Basic reflection on the work and limited engagement with feedback	Reflects on the work and engages with a majority of feedback	Robustly reflects on the work and actively engages with feedback
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Result from the Skills Assessment Criteria Scale to be added following lecturer student interview. *	0 - 29	30 - 43	44 - 57	58 - 75
	(- D -+)	(- C -+)	(- B -+)	(- A -+)

\*A minimum of 30 marks are required on the Skills Assessment Criteria Scale (appendix 1) to pass, and at least a score of 50% in each of the first three criteria (empathy, congruence and engaging the client).

## Personal Counselling

- Completed counselling log recording 10 sessions (see appendix 3)
- Personal counselling report indicating engagement in the counselling process (see appendix 2)

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	28	
Group process meeting	24	
Essay	26	35%
Reading, online discussion and reflection	24	25%
Recorded session and reflection	25	35%
Personal Counselling	5	5%
<b>Total for course</b>	<b>150</b>	<b>100%</b>

## MODE OF DELIVERY

The delivery of this course is by Mode 3 – blocks of intensive teaching, with required reading and/or assignments prior to and following the teaching sessions, plus a group process workshop held weekly over the course of the semester (12 weeks).

## REFERENCES

### Key Texts

Mearns, D. and M. Cooper (2005). *Working at relational depth in counselling and psychotherapy*. London ; Thousand Oaks, SAGE.

Mearns, P. D. (2003). *Developing person-centred counselling* (2nd ed.). London: Sage Publications Ltd.

### Other Reading

Cooper, M., O'Hara, M., Schmid, P. F., & Wyatt, G. (2007). *The handbook of person-centred psychotherapy and counselling* (First Edition.). Hampshire: Palgrave Macmillan.

Hill, C. E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd ed.). Washington, DC: American Psychological Association.

Lerner, H. (1990). *The dance of intimacy*. New York: Harper Paperbacks.

Mangis, M. W. (2007). Kicking the patient: Immediacy in the consulting room. *Journal of Psychology & Theology*, 35(1), 43-51.

McMillan, M. (2004). *The person-centred approach to therapeutic change*. Sage therapeutic change series. London: SAGE Publications.

Mearns, D., & Thorne, B. (2007). *Person-Centred counselling in action*. London: SAGE.

O'Connor, R. (2003). An integrative approach to treatment of depression. *Journal of Psychotherapy Integration*, 13(2), 130–170.

Parker, S., Dewberry, J., Lloyd, B., & Smith, J. R. (2009). Moving away, against and toward God: Karen Horney's neurotic trends and relationship to God. *Journal of Psychology & Christianity*, 28(1), 36-43.

Rothschild, B. (2000). *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*, New York: Norton Publishers

Teyber, E. (2009). *Interpersonal process in therapy*. Belmont: Brooks/Cole.

Tisdale, T. C. (2007). From the shadow of the object to the shadow of the Almighty: A story of transformation. *Journal of Psychology & Theology*, 35(1), 52-64.

Tudor, L. E., Keemar, K., Tudor, K., Worrall, M., & Valentine, J. (2004). *The person-centred approach: A contemporary introduction*. Houndmills, Basingstoke, Hampshire U.K.: Palgrave Macmillan.

Yalom, I. D. (2000). *Love's executioner: And other tales of psychotherapy*. New York: Harper Perennial Modern Classics.

Yalom, I. D. (2002). *The gift of therapy*. New York: HarperCollins.  
Online Counselling Journals

**901.515 Foundations of Relational Practice B**  
*Skills Assessment Criteria Scale*

<b>1. Empathy</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>2. Congruence</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>3. Warmth, engaging the client, building relationships</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>4. Establishing the client's purpose or goal</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>5. Use of microskills, eg. attending listening, paraphrasing, questioning</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>6. Use of appropriate challenge</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>7. Checking perception of feelings, validating feelings</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent
<b>8. Maintaining focus</b>	1	2	3	4	5
	<hr/>				
	Poor/Inadequate				Excellent

**9. Use of observation (verbal and non verbal) and identifying inconsistencies**

1	2	3	4	5
Poor/Inadequate				Excellent

**10. Facilitating change**

1	2	3	4	5
Poor/Inadequate				Excellent

**11. Summarising, including closing session (if applicable)**

1	2	3	4	5
Poor/Inadequate				Excellent

**12. Appropriate use of self disclosure (if applicable)**

1	2	3	4	5
Poor/Inadequate				Excellent

**13. Immediacy (if applicable)**

1	2	3	4	5
Poor/Inadequate				Excellent

**14. Student's awareness of their own response to client**

1	2	3	4	5
Poor/Inadequate				Excellent

**15. Student's awareness of their personal growth and change during the course**

1	2	3	4	5
Poor/Inadequate				Excellent



## Appendix 2

LIDLAW COLLEGE  
*Te Wananga Amorangi*

Bachelor of Counselling  
Personal Counselling Report



### To the Counsellor

As part of the Laidlaw College counsellor education, our students undertake at least 10 hours of personal counselling in their first year, and 5 hours in both the second and third years. At the end of their counselling contract with you, or the end of the academic year whichever comes first, we ask that you in consultation with the student complete this form.

We are *not* asking for any confidential details about the specifics of the counselling conversations. We do however want to be sure that the hours with you were useful counselling hours for someone in a counsellor education programme. In particular, we would value your reflection on whether the student's self awareness is appropriate for someone in practicum. We want this to be an open and transparent process, and so would value your responses being formulated in consultation with the student.

Please return this form directly to us by addressing it to The School of Social Practice Administrator, Private Bag 93104 Henderson, Auckland 0650.

If you have any questions about this, or concerns you wish to convey before the contract ends, please do not hesitate to contact Lex McMillan, the Head of the School of Counselling on 09 837 9743 or L.spriggins@laidlaw.ac.nz

Thank you for your valuable work.

**Name of Student:** \_\_\_\_\_

Year 1 (901.515 Foundations of Relational Practice (B))

Year 2 (903.615) Relational Theories & Practice (B)

Year 3 (905.715) Integrated Practice (B)

1. How many hours counselling did the student have with you?

2. In your opinion, did the student engage well with the counselling process? YES/NO

3. Other comments you might wish to offer

\_\_\_\_\_

### Counsellor contract details

Name \_\_\_\_\_

Phone/email \_\_\_\_\_

Professional Affiliation /Membership \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



Bachelor of Counselling

**PERSONAL COUNSELLING LOG**

- Year 1 (901.515 Foundations of Relational Practice (B))  (10 hours)
- Year 2 (903.615) Relational Theories & Practice (B)  (5 hours)
- Year 3 (905.715) Integrated Practice (B)  (5 hours)

Due date: end of week-twelve

Name of Student		
Name of Counsellor		
Counsellor's Professional Membership		
Total hours for this year:		
Session	Date	Signature of Counsellor
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		