

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### **905.715 Integrated Practice (B) Course Assessment and Delivery Outline**

**Campus:** Auckland & Christchurch  
**Lecturer:** Lex McMillan

Mode 3, Semester 2, 2015  
NQF Level: 7, 15 credits

**Pre-requisites:** 904.715 *Integrated Practice (A)*

**Co-requisites:** 933.730 *Practicum (B)*

**Auckland Delivery:** 22 July, 12 August, 09 September, 14 October

**Christchurch Delivery:** 23 July, 13 August, 10 September, 15 October

#### **CONTENT OVERVIEW:**

- The purpose of counselling and meta-theory of integration
- Integrated counselling, developing stories of faith, experience, theory and practice
- Kingdom of God as therapeutic context
- Working with stories of faith
- Persons-in-relation an integrated model reflecting PCT and NT
- Developing practices: Co-research, co-authoring and co-publishing
- Migration of identity & therapeutic letter writing
- Developing private and professional practices
- Group supervision (telling and re-telling)
- Weekly attendance at a group process workshop
- Personal counselling

#### **ASSESSMENT TASKS AND DUE DATES:**

##### **1. Reading & Online Reflection**

Due weeks: 1, 3, 4, Intensives week, 6, 8

Word Count: 6 x 200 + 6 x 50 = 1500

Value: 20%

Learning Outcomes 1, 2, 3, 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 responses to the assigned reading, select themes within the readings that particularly relate to your counseling practice and practice intentions, and critically engage with these and responses made by other students.

## 2. Essay

Auckland due date: Sunday, 23 August  
Christchurch due date: Sunday, 23 August  
Word count: 2500  
Value: 40%  
Learning Outcome 1 & 2

The essay requires you to *story* something of your own professional counsellor identity. This involves identifying some of the values, ideas and attitudes that represents you as a counsellor, including your strengths and learning edges, and what you might do to develop these. This requires an articulation of your work, in order to say “This is who I am as a counsellor and this is what I’m trying to do in the world” (Winslade, 2002, p. 35).

You will need to select a piece of counselling work that you’re pleased with and, using it as an example of your work, critically reflect on:

- The purpose of counselling and how this relates to your life and commitments.
- The contribution of your own supervision.
- Include feedback from peers, supervisors, lecturers or clients.

## 3. Counselling Session Recording and Analysis

Auckland due date: Sunday, 25 October  
Christchurch due date: Sunday, 25 October  
Word count: 15 Minutes of transcript + 1000 word summary  
Value: 35%  
Learning Outcome 3 & 4

This assessment is comprised of two parts

1. Videotape a 45-minute counselling conversation with a client, demonstrating dialogical person-centred and Narrative counselling practice
2. Transcribe and analyse a 15-minute segment of the taped conversation on the template provided, (see Practice Manual).
3. Present the video to a group of peers, and engage in a reflecting-team conversation about the work.
4. Write a 1000-word summary of learning and development opportunities that critically engages with
  - Counsellor process and responses
  - Learning about the strengths of the practice demonstrated
  - Learning about further opportunities for practice development
  - Discussion about the ways in which you have modified the two-primary counselling models in the light of your theological anthropology
  - Ethical issues and responses represented in the work

## 4. Personal Counselling Hours

Auckland due date: Friday, 30 October  
Christchurch due date: Friday, 30 October  
Word Count:  
Value: 5%  
Learning Outcome 4

Before the due date, please complete at least 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 & Online Discussion and Reflection

CRITERIA MET				
Engagement with the material	Posting is unrelated to the topic or trivial	Posting is on topic and shows some understanding	Posting is on topic and is well considered	Posting is on topic and insightful
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Constructive online participation	No reference is made to other student postings	Limited engagement with other posts and the set reading	Good engagement with other posts and the set reading	Weaving together the material and the remarks of others into a coherent conversation
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Structure and presentation	Postings are inadequately presented	Postings have adequate presentation	Postings are presented with minimal errors	Postings have concise writing, structure, and accurate spelling and grammar
	(- D -+)	(- C -+)	(- B -+)	(- 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

CRITERIA MET				
Counsellor practise is storied in relation to wider intentions	Unsatisfactory Answer is unrelated to the question and /or lacks satisfactory engagement with source material	Counsellor identity is storied in which some personal and professional commitments are included, and adequate literature engaged with	Counsellor identity is storied in which personal and professional commitments are clearly represented, and and relevant literature is engaged with	Counsellor identity is storied in which personal and professional values, ideas and attitudes are artfully included and relevant literature is engaged with critically
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Supervision and other sites for practice feedback are engaged with, and practice examples given	Inadequate reflection of reflexivity	Adequate reflection on the contribution of supervision and other sites for reflexivity, with some examples given	Good reflection on the contribution of supervision and other sites for reflexivity, with a range of examples given	Excellent reflection on the contribution of supervision and other sites for reflexivity, with insightful examples given
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
The relevant literature is engaged with accurately	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 -+)
References (APA) and technical apparatus are employed accurately	Inadequate referencing and/or no reference list Plagiarism detected	Inaccuracies in referencing and reference list	Minor errors in referencing	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## Counselling session recording and analysis

CRITERIA MET				
Reflection on person-centred and narrative practices	Inadequate reflection of person-centred engagement and/or narrative practice	Adequate reflection of person-centred engagement and narrative practice	Good critical reflection of integrated person-centred engagement and narrative practice	Excellent critical reflection of integrated person-centred engagement and narrative practice
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Demonstrating professionally competent counselling practice	Professional competent practice is not adequately evidenced	The written reflection identifies some of the following: counsellor process, ethical issues, and strengths and further opportunities for development,	The written reflection identifies counsellor process, ethical issues, and strengths and further opportunities for development, but critique is undeveloped	The written reflection critically engages counsellor process, ethical issues, and strengths and further opportunities for development,
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
The relevant literature is engaged with accurately	Literature not relevant or not up to tertiary standard	Adequate engagement with some relevant literature	Good engagement with a variety of relevant literature	Excellent engagement with a variety of highly relevant literature.
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
References (APA) and technical apparatus are employed accurately	Inadequate referencing and/or no reference list Plagiarism detected Writing not up to tertiary standard	Inaccuracies in referencing and reference list, good structure but many errors throughout	Minor errors in referencing, high standard of writing but further work needed in paragraph structure, writing style and editing	All referencing and reference list accurate and consistent, very high standard in structure, written expression, editing, spelling and style
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## Personal Counselling

- A completed Personal Counselling Report and log have been submitted affirming that the required hours have been completed and that the student engaged well in counselling

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	30	
Group process workshop	30	
Reading & online reflection	25	20%
Essay	30	40%
Counselling session recording and analysis	25	35%
Personal counselling	10	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 session, plus a group process workshop held weekly over the course of the semester (12 weeks).

## REFERENCES

### Key Texts

Shults, F. L. & S. Sandage (2006). *Transforming spirituality: Integrating theology and psychology*. Grand Rapids: Baker Academic.

### READING WEEK ONE: Counsellor Identity

Required Reading

Lang, S. (2005). 'Decolonialism' and the counselling profession: The Aotearoa/New Zealand experience. *International Journal for the Advancement of Counselling*, 4, 557-572.

Winslade, J. (2002). Storying professional identity. *International Journal of Narrative Therapy & Community Work*, 4, 33-38.

### READING WEEK TWO: Culture and counselling

Required Reading

Crocket, A. (2012). Cultural safety: Towards postcolonial counselling practice? *British Journal of Guidance & Counselling*, 40(3), 205-220.

Rogers, N. (2012). Shifting landscapes of counselling identities in Aotearoa New Zealand. *British Journal of Guidance & Counselling*, 40(3), 191-204.

### READING WEEK THREE: Power and knowledge

#### Required Reading

Brown, C. (2007). Situating knowledge and power in the therapeutic alliance. In C. Brown, & T. Augusta-Scott (Eds.), *Narrative therapy: Making meaning, making lives* (pp. 3-22). Thousand Oaks, CA: Sage Publications.

#### Additional Reading

Brown, C. (2007). Situating knowledge and power in the therapeutic alliance. In C. Brown, & T. Augusta-Scott (Eds.), *Narrative therapy: Making meaning, making lives* (pp. 3-22). Thousand Oaks, CA: Sage Publications.

### **READING WEEK FOUR: Personhood**

#### Required Reading

Vanhoozer, K. (1997). Human being, individual and social. In C. Gunton (Ed.), *Cambridge companion to Christian doctrine* (pp.158-188). Cambridge: Cambridge University Press.

#### Additional Reading

Lee, C. (2004). Agency and purpose in narrative therapy: Questioning the postmodern rejection of metanarrative. *Journal of Psychology and Theology* 32(3): 221-231.

Watson, P. J. (2004). After postmodernism: Perspectivism, a Christian epistemology of love, and the ideological surround. *Journal of Psychology and Theology*, 32(3), 248-261.

### **READING WEEK FIVE: Integration**

#### Required Reading

Jones, S. (2006). Integration: Defending it, describing it, doing it. *Journal of Psychology and Theology*, 34(3), 252-259.

Pembroke, N. (2008). The theologian psychotherapist requires diversity competence not non-specific orientation: A response to Stephen Bright. *Psychotherapy in Australia*, 14(2), 66-70.

### **READING WEEK SIX: Collaborative therapy**

#### Required Reading

Anderson, H. (2007). Dialogue: People creating meaning with each other and finding ways to go. In H. Anderson & D. Gehart (Eds.), *Collaborative therapy: Relationships and Conversations that Make a Difference* (pp. 33-59). New York: Routledge.

#### Additional Reading

Gergen, K., McNamee, S., & Barrett, F. (2001). Toward transformative dialogue. *International Journal of Public Administration*, 24(7&8), 679-707.



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 5 hours of personal counselling in both semesters of year one, and 5 hours in both the second and third years. At the end of their counselling contract with you, or the end of the associated course 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 response being formulated in consultation with the student.

Please return this form directly to us by addressing it to The School of Counselling 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 [lmcmillan@laidlaw.ac.nz](mailto:lmcmillan@laidlaw.ac.nz)

Thank you for your valuable work.

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

- |  |                          |
|--|--------------------------|
| Year 1 (901.515 Foundations of Relational Practice (A))      | <input type="checkbox"/> |
| Year 1 (901.515 Foundations of Relational Practice (B))      | <input type="checkbox"/> |
| Year 2 (903.615) Relational Theories & Practice (B)          | <input type="checkbox"/> |
| Year 3 (905.715) Integrated Practice (B)                     | <input type="checkbox"/> |
| 1. How many hours counselling did the student have with you? | <input type="checkbox"/> |

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

**Counsellor contract details**

Name \_\_\_\_\_

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

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

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