

LIDLAW COLLEGE

Te Wananga Amorangi

900.515 Foundations of Relational Practice (A) Course Assessment and Delivery Outline

Campus: Auckland and Christchurch
Lecturer: Watiri Maina

Mode 3, Semester 1, 2015
NQF Level: 5, 15 credits

Pre-requisites: none

Co-requisites: none

Auckland Delivery: 05 March, 02 April, 14 May, 04 June

Christchurch Delivery: 04, 26 March, 06, 28 May

CONTENT OVERVIEW:

- The significance of conversation within a relational understanding of the self
- Understanding the effects of personal relational history, choice, and self-awareness on the ability to engage/offer presence
- Introduction to the key features and developments of person-centred therapy
- Introduction to the core conditions
- Core micro-skills: listening to affect and meaning
- Process model
- Weekly attendance at a group process workshop

ASSESSMENT TASKS AND DUE DATES:

1. Reading & Online Reflection

Due weeks: 1, 2, 4, 5, 7, 10

Word Count: 200 + 50 x 6 = 1500

Value: 25%

Learning Outcomes 2 & 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: Person-Centred Counselling and the Significance of Counsellor–Client Relationship

Auckland due date: Sunday, 12 April

Christchurch due date: Sunday, 12 April

Word count: 1500

Value: 35%

Learning Outcomes 1 & 2

Watch the movie “Good Will Hunting” and write an essay on the concepts of person centred counselling and how they relate to the centrality of relationships within the Christian story. You will need to:

- a) Begin with a clear introduction and end with a strong conclusion that draws your discussion together
- b) Identify the key Person-Centred counselling concepts, including the core conditions, self actualisation and locus of evaluation
- c) Discuss how these key concepts are exhibited in the counselling relationship between Sean (Robin Williams) and Will (Matt Damon).
- d) Explain each of the key concepts of Person-Centred Counselling and how they relate to the centrality of relationship within the Christian story

3. Group Process Journal and Reflection

Auckland due date: Sunday, 31 May

Christchurch due date: Sunday, 31 May

Word count: 1000

Value: 35%

Learning Outcome 1, 2, 3, 4

This task has three parts:

- a) Each week after your group process meeting you will write a journal entry reflecting on your reactions (feelings, thoughts & body awareness) to the group experience and beginning counselling conversations in the group. Pay particular attention to the relational dynamics you see between yourself and others and how the class readings and lectures inform your ideas around your personal style of relating to others in the group. This journal will not be marked or handed in but will be part of your reflection in part C of the assignment.
- b) Meet with your Group Process leader to discuss the Group Process Review (attached) and any dynamics that have been a part of your developing competence as a counsellor
- c) Using your own journal reflections and the feedback from your meeting with your Group Process leader, write a 1000 word reflection on your current understanding of your development as a Person-Centred counsellor. As you write, take care to discuss places of growth around your personal style of relating, and ways you are incorporating ideas presented in the course.

4. Personal Counselling

Auckland due date: end of week 12 (Friday, 05 June)

Christchurch due date: end of week 12 (Friday, 05 June)

Word Count: N/A

Value: 5%

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

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>Missing postings: 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>Late postings: 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: Person-Centred Counselling and the Significance of Counsellor–Client Relationship

CRITERIA MET				
PCT concepts are discussed in the context of the movie	Limited or no identification of PCT concepts in the movie	Adequate identification of key PCT concepts evident in the movie	Good identification of key PCT concepts evident in the movie	Excellent identification of the key PCT concepts evident in the movie
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
PCT concepts are explained in the light of the Christian story	Inadequate explanation of the relationship between PCT and the Christian story	Adequate explanation of the relationship between PCT and the Christian story, with some engagement with the literature	Good explanation of the relationship between PCT and the Christian story, with adequate engagement with the literature	Excellent explanation of the relationship between PCT and the Christian story, with associated engagement with the 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 an reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

Group Process Journal and Reflection

CRITERIA MET				
Feelings and thinking associated with group participation are described	Little or no identification or description of personal reactions	Adequate description of personal reactions to group participation	Good description and explanation of personal reactions to group participation	Excellent description and explanation of personal reactions to group participation
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Links are made between feedback received and other learning from the course and experiences in group-process	Insufficient links made between feedback and other learning	Adequate links made between feedback and other learning	Good links made between feedback and other learning	Excellent links made between feedback and other learning
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Possible areas for future relational development are described	Little or no developmental insight is shown	Some developmental insight is shown	Good developmental insight is shown	Excellent developmental insight is shown
	(- 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 an reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

Personal Counselling

- A completed Personal Counselling Report has been submitted.

EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	28	
Group process workshop	24	
Essay	26	35%
Group Process journal and reflection	25	35%
Reading & Online reflection	24	25%
Personal Counselling	5	5%
Other reading	18	
Total for Course	150	100%

MODE OF DELIVERY

The delivery of this course is by Mode 3 – 2 blocks 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).

SELECTED REFERENCES

Key Texts

Tolan, J. (2012). *Skills in person-centred counselling and psychotherapy* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Geldard, D. & Geldard, K. (2012) *Basic Personal Counselling: A Training Manual for Counsellors* (7th ed.). Frenchs Forest: Pearson

Other Reading

Allender, D. B. (2005). *To be told: Know your story, shape your life* (1st ed.). Colorado Springs: Waterbrook Press.

Benner, D. G., & Pennington, M. B. (2004). *The Gift of Being Yourself*. Downers Grove: InterVarsity Press.

Corey, G. (2005). *Student manual for theory and practice of counseling and psychotherapy*. Wadsworth Publishing Company.

Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Sydney: Thomson, Brooks / Cole.

- Jackson, C. (2003). *The gift to listen: The courage to hear*. Minneapolis: Augsburg Books.
- McMinn, M. R., & Campbell, C. D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach* (1st ed.). Downers Grove: IVP Academic.
- Mearns, D., & Thorne, B. (2007). *Person-Centred counselling in action*. London: SAGE.
- Mearns, D. (2000). *Person-centred therapy today: New frontiers in theory and practice*. London: SAGE.
- Mearns, P. D. (2003). *Developing person-centred counselling* (2nd ed.). London: Sage Publications Ltd.
- Rogers, C. R. (1951). *Client-centered therapy, its current practice, implications, and theory*. Boston: Houghton Mifflin.
- Rogers, C. R. (1961). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Smith, A. (1995). *Stepping stone or stumbling block*. Palmerston North, New Zealand: Self.
- Tolan, J. (2012). *Skills in person-centred counselling and psychotherapy* (2nd ed.). Thousand Oaks, CA: Sage Publications
- Teyber, E. (2011). *Interpersonal Process in Therapy* (6th ed.). Belmont: Brooks/Cole.
- Yalom, I. D. (2002). *The gift of therapy*. New York: HarperCollins.

Online Counselling Journals

900.515 Foundations of Relational Practice (A)
Group Process Self/Leader Review

Student Name: _____

Date: _____

Group Process Leader: _____

Self Review:

Leader Review:

Rate the student on the learning outcomes for the course, on a scale of 1-5.

1.....	2.....	3.....	4.....	5.....
little or no strength	area of concern or mastery	developing	area of	shows strength ability

1. The student is able to express the key features of Person Centred Therapy. _____
2. In group process meetings, the student is able to identify and begin to discuss insight into their own relational dynamics and how relationships in the past and present have affected these dynamics. _____
3. The student shows curiosity and awareness about the stories and relational styles of self and other's through skills of active listening, attentive body language, seeking clarification and providing feedback. _____
4. The student is able to share their experience of others through appropriate and empathic comments consistent with an *I/Thou* relationship. _____
5. The student actively seeks feedback on their style of relating, and shows increasing ability for self and other reflection. _____
6. The student is able to identify themes, directions and emotions that emerge in the relational encounter and how this impacts the self and the other. _____
7. The student shows increasing ability to recognize student's own and other's dynamics, the stories that give rise to these, and comment on how this impacts relationships. _____

Student Name: _____

Leader Summative Feedback
Strengths
Learning edges
Comments in relation to programme re-selection trajectory

Lecturer Name: _____

Date: _____

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 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

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		