

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 902.615 Relational Theories and Practice (A) Course Assessment and Delivery Outline

**Campus:** Auckland and Christchurch  
**Lecturer:** Donald McMenamain

Mode 3, Semester 1, 2015  
NQF Level: 6, 15 credits

**Pre-requisites:** 901.515 *Foundations of Relational Practice (B)*

**Co-requisites:** 930.615 *Professional Practice (A)*

**Auckland Delivery:** 26 February, 19 March, 30 April, 28 May

**Christchurch Delivery:** 05, 26 March, 14 May, 04 June

#### CONTENT OVERVIEW:

- A relational counselling approach
- Engaging the social dimension of life in counselling
- Introduction to narrative therapy's social constructionist philosophy
- Introduction to narrative therapeutic practices
- Weekly attendance at a group process meeting

#### ASSESSMENT TASKS AND DUE DATES:

##### 1. Reading & Online Discussion and Reflection

Due weeks: 1, 2, 4, 5, 6, 7

Word Count: 6 x 200 + 300 = 1500

Value: 20%

Learning Outcome 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.

With your post, please consider:

- What ideas most surprised or struck you in the reading?
- How might these ideas affect your ongoing counselling practice? Please provide a practical example where possible.

##### 2. Annotated Bibliography & Life Story

Auckland due date: Sunday, 26 April

Christchurch due date: Sunday, 03 May

Word count: Part A – 750 (5 x 150) & Part B 500

Value: 25%

Learning Outcomes 1,

### **Part A – Annotated Bibliography**

Write an annotated bibliography of 5 key works from the reader. Use standard APA format for the title, then add a brief summary (approximately 150 words) for each entry, giving an overview of the key ideas of the work.

Further formatting style and examples are contained on the following website:

[http://library.ucf.edu/Rosen/guide\\_annotated.php](http://library.ucf.edu/Rosen/guide_annotated.php)

### **Part B – Life Story**

In 500 words, making reference to your own life story, describe one experience you have had of being adversely positioned in a discourse. How did this impact on you? What were the social ideas that were acting upon you? To what extent did you accept or resist this positioning, and give a rationale?

### **3. Essay: Narrative Therapy and Relational Counselling**

Auckland due date: Sunday, 14 June

Christchurch due date: Sunday, 21 June

Word count: 1500

Value: 35%

Learning Outcomes 1 & 2

Discuss the key concepts and practices of narrative therapy.

You will need to:

- a) Consider the key ideas of social constructionism as they relate to narrative therapy
- b) Discuss narrative therapy's theory of change and key therapeutic practices

### **4. Recorded Session and Reflection**

Auckland due date: Week beginning 08 June

Christchurch due date: Week beginning 08 June

Word count: 10 minute video recording & lecturer conversation

Value: 20%

Learning Outcome 3

Present a 10 minute videotape of a session with a peer to your lecturer, and choose 3 segments in the video which demonstrate 2 areas of strength of practice, and 1 area for development. In this session attempt to show good PCT engagement, and beginning use of NT

The following questions will form the basis of your conversation with the lecturer

1. Name the skill you were demonstrating in this segment
2. Give a rationale for choosing this skill/response or your larger purpose for the session
3. Identify what was going on for you during this transaction
4. If you felt you got lost, what contributed to you getting lost and how would you propose to find your way back to purposeful practice

## GRADING CRITERIA

### Reading & 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><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>			

## Annotated Bibliography & Life Story

CRITERIA MET				
Readings accurately annotated	Inadequate grasp of the readings	Adequate summary but does not sufficiently identify the author's main intent	Good summary and key idea overview that mostly captures the author's main intent	Excellent summary and key idea overview which captures the author's main intent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
One experience of positioning has been accurately identified and discussed	No experience of personal positioning within a discourse provided	Discourse has been identified, but personal positioning not well considered	Good application to personal context in relation to identified discourse. Impact of positioning identified but not well justified	Excellent application to personal context in relation to identified discourse. Impact of positioning justified
	(- 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		

## Essay: Narrative Therapy and Relational Counselling

CRITERIA MET				
Coherent overview and discussion of social constructionism	Inadequate discussion of the topic	Social constructionism summarised but discussion in relation to narrative therapy limited	Good overview and discussion with some key linked between theory and practice identified	Insightful overview and discussion of topic with coherent engagement of narrative practice
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Narrative therapeutic practices are discussed	Little or no understanding of the theories and practices	Theory and practices identified with adequate ability to link them	Theory and practices identified with some ability to link them	Very well able to discuss the interrelationship between theory and practice
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	Not up to tertiary standard	Good structure but many errors throughout, limited use of the literature	High standard but further work needed in; paragraph structure, writing style and editing, and engagement with the literature	Very high standard structure, written expression, editing, spelling and style, and engagement with the literature
	(- 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		

## Recorded Session and Reflection

CRITERIA MET				
Effective person-centred engagement is demonstrated	Inadequate demonstration of the core conditions, body awareness, interpersonal presence & immediacy	Adequate demonstration of the core conditions, body awareness, interpersonal presence & immediacy	Good demonstration of the core conditions, body awareness, interpersonal presence & immediacy	Excellent demonstration of the core conditions, body awareness, interpersonal presence & immediacy
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Demonstration of emerging use of Narrative Maps One and/or Two	Lacks demonstration of narrative work	Adequate demonstration of externalising conversation, and very limited map one or two work	Good demonstration of externalising conversation, and some map one or two work	Excellent demonstration of externalising conversation, and map one or two work
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Demonstrated ability to identify strengths and weakness in relation to future development	Very little ability to articulate strengths and weaknesses	The articulation is adequate but not well linked to future development	Clear articulation of both strengths and weaknesses in relation to ongoing development	Excellent articulation of both strengths and areas for development
	(- 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 -+)
Submitted to Turnitin	YES	NO		

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	32	
Group process workshop	24	
Reading & online discussion and reflection	17	20%
Annotated bibliography & life story example	15	25%
Essay	25	35%
Recorded session and reflection	20	20%
Reading	17	
<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 following the teaching session, plus a group process workshop held weekly over the course of the semester (12 weeks).

## BIBLIOGRAPHY

### Recommended Reading

Denborough, D. (2014). *Retelling the stories of our lives: Everyday narrative therapy to draw inspiration and transform experience*. Adelaide, Australia: Dulwich Centre Publications

Morgan, A. (2000). *What is Narrative Therapy?* Adelaide, Australia: Dulwich Centre Publications

White, M. (2007). *Maps of narrative practice*. New York, NY: W.W. Norton Professional Books.

### Resources

Anderson, H. (2001). Postmodern collaborative and person-centred therapies. What would Carl Rogers say? *Journal of Family Therapy*, 23, 339-360.

Anderson, H. & D. Gehart (Eds.). (2007). *Collaborative therapy: Relationships and conversations that make a difference*. New York, NY: Routledge.

Anderson, R. (2001). *The shape of practical theology*. Downers Grove, IL: InterVarsity.

Balswick, J., King, P., & Reimer, K. (2005). *The reciprocating self: Human development in theological perspective*. Downers Grove, IL: InterVarsity Press

Bird, J. (2004). *Talk that sings: Therapy in a new linguistic key*. Auckland, New Zealand: Edge Press.

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- Grenz, S. (1996). *A primer on postmodernism*. Grand Rapids, MI: Eerdmans.
- Grenz, S. (2001). *The social God and the relational self: A Trinitarian theology of the imago Dei*. Louisville, KY: Westminster John Knox Press.
- Gergen, K. (2009). *Relational being: Beyond self and community*. Oxford, England: Oxford University Press.
- Gilligan, S. & Price, R. (Eds.). (1993). *Therapeutic conversations*. New York, NY: W. W. Norton & Co.
- Griffith, J. (1994). *The body speaks: Therapeutic dialogues for mind-body problems*. New York, NY: Basic Books.

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