

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 903.615 Relational Theories and Practice (B) Course Assessment and Delivery Outline

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

Mode 3, Semester 2, 2015  
NQF Level: 6, 15 credits

**Pre-requisites:** 902.615 *Relational Theories and Practice (A)*

**Co-requisites:** 931.615 *Professional Practice (B)*

**Auckland Delivery:** 23 July, 27 August, 17 September, 15 October

**Christchurch Delivery:** 30 July, 03, 24 September, 22 October

#### CONTENT OVERVIEW:

- Narrative, meaning-making, and subjectivity
- Narrative practices
- Critique of narrative therapy
- Narrative therapy's contribution to a relationally orientated counselling
- Weekly attendance at a group process workshop
- Personal counselling

#### ASSESSMENT TASKS AND DUE DATES:

##### 1. Reading & Online Discussion

Due weeks: 1, 2, Intensives week, 5, 6, 7

Word Count: 6 x 200 + 300 = 1500

Value: 25%

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.

With your post, please consider:

- What ideas most surprised you in the reading and why?
- How might these ideas affect your ongoing counselling practice? Please provide practical examples where possible.

##### 2. Essay

Auckland due date: Sunday, 13 September

Christchurch due date: Sunday, 20 September

Word count: 2000

Value: 35%

Learning Outcomes 1 & 2

Evaluate Narrative therapy's social view of identity, its main ideas and practices, and critically consider the ways in which it might give expression to the theological idea that people are "persons-in-relation."

### **3. Counselling Session and Analysis**

Auckland due date: Due Week beginning 02 November  
Christchurch due date: Due Week beginning 02 November  
Word count: 10 minute transcript & lecturer conversation  
Value: 35%  
Learning Outcomes 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 emerging use of NT  
The following questions will form the basis of your conversation with the lecturer

1. Name the skills 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

### **4. Personal Counselling Hours**

Auckland due date: end of week 12 (Friday, 30 October)  
Christchurch due date: end of week 12 (Friday, 30 October)  
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

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				
Ability to present a theologically inspired view of persons-in-relation,	Inadequate theological understanding	Adequate theological understanding	Good theological understanding	Excellent theological understanding
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Narrative therapy's social view of identity and practices are critiqued	Narrative therapy presented but not critiqued in the light of the theology	Limited ability to critique narrative therapy in the light of the theology	Good ability to critique narrative therapy in the light of the theology	Excellent ability to critique narrative therapy in the light of the theology
Ability to engage with relevant literature	Little or no engagement with relevant literature	Limited use of relevant literature	Good use of an adequate range of relevant literature	Excellent use of a wide range of relevant 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		

## Counselling Session and Analysis

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 limited map one or two work	Good demonstration of externalising conversation, and naming, mapping effects, and restorying	Excellent demonstration of externalising conversation, and effective naming, mapping effects, and restorying
	(- 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		

### Personal Counselling Hours

- The Counselling Log showing at least five sessions

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	30	
Group process workshop	36	
Reading & online discussion and reflection	14	25%
Essay	35	35%
Recorded session and reflection	25	35%
Reading	15	
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 – ~~two blocks~~four days 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

### Recommended Reading

Cook, R. and I. Alexander (Eds.) (2008). *Interweavings: Conversations between narrative therapy and Christian faith*. North Charleston, SC: CreateSpace Books.

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

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

### 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.
- Bor, R. & Watts, M. (Eds.). (2006). *The trainee handbook: A guide for counselling and psychotherapy trainees*. London, England: Sage.
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- Epston, D. (1999). *Co-research: The making of an alternative knowledge*. Retrieved from <http://www.dulwichcentre.com.au/co-research-david-epston.html>
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- Freeman, J., Epston, D. & Lobovits, D. (1997). *Playful approaches to serious problems: Narrative Therapy with children and their families*. New York: W. W. Norton.
- 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.
- Griffith, J. & Griffith, M. (2002). *Encountering the sacred in psychotherapy: How to talk with people about their spiritual lives*. New York, NY: The Guilford Press.
- Griffith, M. (1995). Opening therapy to conversations with a personal God. *Journal of Feminist Family Therapy*, 7(12), 123-139.
- Greenberger, D. & Padesky, C. (1995). *Mind over mood: Change how you feel by changing the way you think*. New York, NY: The Guilford Press.
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- Herman, J. (1992). *Trauma and recovery*. London, England: Basic Books.
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- Stallard, P. (2002). *Think good – feel good: A Cognitive Behaviour Therapy workbook for children and young people*. Chichester, England: John Wiley & Sons Ltd.
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- Weingarten, K. (2003). *Common shock: Witnessing violence everyday - how we are harmed, how we can heal*. New York, NY: Penguin Group USA.
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- White, M. & Epston, D. (1990). *Narrative means to therapeutic ends*. New York, NY: W. W. Norton & Co.
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- White, M. (2005). Children, trauma and subordinate storyline development. *The International Journal of Narrative Therapy and Community Work*, Nos. 3 & 4, 10-21.
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## 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 Lisa Spriggens, the Programme Leader on 0800 999 777 or [LSpriggens@laidlaw.ac.nz](mailto:LSpriggens@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		