

LIDLAW COLLEGE

Te Wananga Amorangi

904.715 Integrated Practice (A) Course Assessment and Delivery Outline

Campus: Auckland & Christchurch
Lecturer: Lex McMillan

Mode 3, Semester 1, 2015
NQF Level: 7, 15 credits

Pre-requisites: 903.615 *Relational Theories and Practice (B)*

Co-requisites: 932.730 *Practicum (A)*

Auckland Delivery: 25 February, 18 March, 29 April, 13 May

Christchurch Delivery: 26 February, 19 March, 30 April, 14 May

CONTENT OVERVIEW:

- Models of counselling integration
- Inter-disciplinary and Intra-disciplinary integration
- Extending narrative practice
- Dialogic and incarnation integration
- The concept of Self – a key to integration
- The concept of Transformation in Counselling – theoretical and personal integration
- Supervision and Incarnation
- Weekly attendance at a group process workshop - Group supervision
- Integrity of the student's faith, scholarship and practice

ASSESSMENT TASKS AND DUE DATES:

1. Reading & Online Reflection

Due weeks: 1, 2, 3, 6, 7, 10

Word Count: $6 \times 150 + 6 \times 50 = 1200$

Value: 20%

Learning Outcomes 1, 2, & 3

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. Annotated Bibliography

Auckland due date: Sunday, 22 March

Christchurch due date: Sunday, 22 March

Word count: $8 \times 150 = 1200$

Value: 15%

Learning Outcome 3

Begin your literature search by attending a scheduled advanced library research skills workshop with the librarian. Select a bibliography of not less than eight key works (peer-reviewed journal articles and four book chapters) that relate to the range of approaches to counselling integration. Ensure that one work relates to an incarnational approach and another to a dialogic approach

For the annotated bibliography, use standard APA format for the citations, then add a brief abstract (approximately 150 words) for each entry, describing the method of integration used in each key work.

3. Essay

Auckland due date: Sunday, 24 May

Christchurch due date: Sunday, 24 May

Word count: 2500

Value: 35%

Learning Outcomes 1 & 2

Trinitarian theology suggests both dialogic and incarnation appropriate approaches to the integration of theology and counselling. In the light of this, demonstrate how these understandings of integration are currently influential in your practice, and how they might invite development in the future. Please give actual examples from practice.

4. Counselling Session Recording and Analysis

Auckland due date: Sunday, 14 June

Christchurch due date: Sunday, 14 June

Word count: 15 minute transcript + 1000

Value: 30%

Learning Outcomes 4

This task has four parts:

1. Video-tape a 45 minute person-centred counselling conversation with a client, taking care to demonstrate person-centred relational engagement and Narrative counselling practice.
2. Transcribe and analyse a 15-minute segment of the taped-conversation on the template provided, (see Practice Manual). Transcript will not be marked as part of this assignment.
3. Present the video to your group process group, and engage in a reflecting team conversation about the work.
4. Write a 1000-word summary of learning that critically engages with:
 - Counsellor process and responses noticed when presenting video
 - Feedback from group about PCT & Narrative practices present in video
 - Learning about the strengths of the practice demonstrated
 - Learning about further opportunities for practice development
 - Ethical issues present in the work

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>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> | | | |

Annotated Bibliography

| CRITERIA MET | | | | |
|---|--|--|---|--|
| The literature selected for annotation is of high academic quality | Selections chosen not representative of integration methods, | Four reviewed journal articles and four book chapters representing integration methods | Four relevant peer reviewed journal articles and four recent book chapters from recognised academic publishers representing integration methods | Four highly relevant peer reviewed journal articles and four recent book chapters from recognised academic publishers representing a range integration methods |
| | (- D +) | (- C +) | (- B +) | (- A +) |
| Readings accurately annotated, and each author's integration method accurately identified | Fails to grasp the author's methods of integration | Annotations refer to each author's method of integration, and adequate summary | Good annotations capturing each author's method of integration, and adequate summary | Insightful annotations capturing each author's method of integration, and succinct summary |
| | (- 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 | | |
| Advanced library research course has been attended | YES | NO | | |

Essay

| CRITERIA MET | | | | |
|---|--|---|---|---|
| Dialogic and incarnational approaches to integration are discussed in the light of trinitarian theology | Inadequate discussion about dialogical and/or incarnational integration in the light of trinitarian theology | Adequate discussion about dialogical and incarnational integration with limited rationale drawn from trinitarian theology | Good discussion about dialogical and incarnational integration with clear rationale drawn from trinitarian theology | Insightful discussion about dialogical and incarnational integration in the light of trinitarian theology |
| | (- D +) | (- C +) | (- B +) | (- A +) |
| Discussion about the current and future influence of dialogic and incarnational approaches to integration on practice | Inadequate treatment of practice based integration | Adequate discussion about current practice with limited insight into likely future developments | Clear discussion about current practice and thoughtful future developments identified | Excellent practice-based discussion about current practice and insightful future developments identified |
| | (- 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 | 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, drawing on group feedback | Inadequate reflection of person-centred engagement and/or narrative practice, no group feedback included | Adequate reflection of person-centred engagement and narrative practice, some group feedback included | Good critical reflection on integrated person-centred engagement and narrative practice, good use of group feedback | Excellent critical reflection on integrated person-centred engagement and narrative practice, excellent engagement with group feedback |
| | (- D +) | (- C +) | (- B +) | (- A +) |
| The written reflection critically engages counsellor process, ethical issues, and strengths and further opportunities for development, drawing on group feedback | Lacks critical reflection, no group feedback included | Adequate reflection on each aspect of professional practice, some group feedback included | Good critical reflection on each aspect of professional practice, good use of group feedback | Excellent reflection on each aspect of professional practice, excellent engagement with group feedback |
| | (- 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 | | |

EXPECTED ALLOCATION OF STUDY HOURS

| Assessment Overview | Time Allocation (in hours) | % of Total Grade |
|--|----------------------------|------------------|
| Lectures | 32 | |
| Group process workshop | 27 | |
| Reading & online reflection | 14 | 20% |
| Annotated bibliography | 15 | 15% |
| Essay | 25 | 35% |
| Counselling session recording and analysis | 20 | 30% |
| Reading | 17 | |
| Total for course | 150 | 100% |

MODE OF DELIVERY

The delivery of this course is by Mode 3 – a single block 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 Text

Palmer, S. and R. Woolfe, Eds. (2000). *Integrative and eclectic counselling and psychotherapy*. London: Sage.

Reading Week One

Required Reading

Eck, B. (1996). Integrating the integrators: An organizing framework for a multifaceted process of integration. *Journal of Psychology and Christianity*, 15(2), 101-116.

Horton, I. (2000). Principles and practice of a personal integration. In S. Palmer & R. Woolfe (Eds.), *Integrative and eclectic counselling and psychotherapy* (pp. 329 - 340). London: Sage.

Additional Reading

Giovazolias, T. (2005). Counselling psychology and the integration of theory, research and practice: A personal account. *Counselling Psychology Quarterly* 18(2), 161-168.

Worthington, E. L. (1994). A blueprint for intradisciplinary integration. *Journal of Psychology and Theology*, 22, 79-86.

Reading Week Two

Required Reading

Hollanders, H. (2000). Eclecticism/integration: Some key issues and research In S. Palmer & R. Woolfe (Eds.), *Integrative and eclectic counselling and psychotherapy* (pp. 31-55). London: Sage.

Additional Reading

Clarkson, P. (2000). Eclectic, integrative and integrating psychotherapy or beyond schoolism In S. Palmer & R. Woolfe (Eds.), *Integrative and eclectic counselling and psychotherapy* (pp. 305-312). London: Sage.

Reading Week Three

Required Reading

Andersen, R. (2001). The kingdom of God as therapeutic context *The shape of practical theology* (pp. 223-249). Downers Grove, IL: IVP Academic.

Ware, K. (2004). Seek first the kingdom: Orthodox monasticism and its service to the world. *Theology Today*, 61, 14-25.

Additional Reading

Bufford, R. K. (1997). Consecrated counselling: Reflections on the distinctives of Christian counselling. *Journal of Psychology and Theology*, 25, 111-122.

Reading Week Four

Required Reading

Myerhoff, B. (1982). Life history among the elderly: Performance, visibility, and re-membering. In J. Ruby (Ed.), *A crack in the mirror: Reflexive perspectives in anthropology* (pp. 99-117). Philadelphia: University of Pennsylvania Press.

Additional Reading

White, M. (1997). *Narratives of therapists' lives*. Adelaide: Dulwich Centre Publications. Chapter 4: Definitional ceremony (pp. 93-114)

Reading Week Five

Required Reading

Waldegrave, C. (1990). Social justice and family therapy. *Dulwich Centre Newsletter*, 1, 5-26.

Reading Week Six

Required Reading

Wosket, V. (2000). Integration and eclecticism in supervision In S. Palmer & R. Woolfe (Eds.), *Integrative and eclectic counselling and psychotherapy* (pp. 271-290). London: Sage.

Additional Reading

Tan, S. (2009). Developing integration skills: The role of clinical supervision. *Journal of Psychology and Theology*. 37(1). 54-61.

OTHER RESOURCES

Corey, G. (2009) *The art of integrative counseling*. Belmont, CA: Brooks Cole

Griffith, J. & Griffith, M. (2002). *Encountering the sacred in psychotherapy: How to talk with people about their spiritual lives*. London: Guilford Press.

- Good, G. (2006). *Counseling and psychotherapy essentials: Integrating theories, skills and practices*. New York, Norton.
- Green, J. B. (2004). *What about the soul?: Neuroscience and Christian anthropology*. Nashville, Abingdon Press.
- Gregersen, N. H. (2000). Varieties of personhood: Mapping the issues. *The Human Person in Science and Theology*. N. H. Gregersen, W. B. Drees and U. Görman. Grand Rapids, Mich., W.B. Eerdmans Pub.: xii, 218 p.
- Grenz, S. J. (2006). The social God and the relational self. R. Lints, M. S. Horton and M. R. Talbot. Grand Rapids, Mich., William B. Eerdmans Pub. *Personal identity in theological perspective*: vi, p.226.
- Gunton, C. E. (1993). *The one, the three and the many: God, creation and the culture of modernity*. Cambridge, Cambridge University Press.
- Hoffman, M. T. (2011). *Toward mutual recognition: Relational psychoanalysis and the Christian narrative*. Routledge, New York.
- Holmes, P. (2005). *Becoming more human: Exploring the interface of spirituality, discipleship and therapeutic faith community*. Milton Keynes, Paternoster.
- Ingam, J. (1995). Contemporary issues and Christian models of integration: Into the modern/postmodern age. *Journal of Psychology and Theology*, 23, 3-14.
- Ivey, A. (1997). *Theories of counseling and psychotherapy: A multicultural perspective*. Boston, Allyn & Bacon.
- Krotke, W. (2000). The humanity of the human person in Karl Barth's anthropology. *The Cambridge Companion to Karl Barth*. J. Webster. Cambridge, Cambridge University Press: 159 -177.
- Lapworth, P and C. Sills. (2010). *Integration in counselling and psychotherapy*. Los Angeles: Sage.
- Lana, R. E. (1991). *Assumptions of social psychology: A reexamination*. Hillsdale, N.J., L. Erlbaum.
- Laurenson, E. C. (2000). Theology, science, and postmodernism: Responding to Stanley Grenz. *Journal of Religion & Science* 35(4): 907-1009.
- Middleton, J. R. and B. Walsh (1995). *Truth is stranger than it used to be*. Downers Grove, InterVarsity Press.
- Moltmann, J. and W.-M., Elizabeth (1983). *Humanity in God*. London, SCM.
- McMinn, M. (1996). *Psychology, theology and spirituality in christian counselling*. Wheaton, Ill: Tyndale House Publishers, Inc.
- Pannenberg, W. (2004). *Anthropology in theological perspective*. London: T & T Clark International.
- Parker, I. (1999). *Deconstructing psychotherapy*. London, Sage.
- Pargament, Kenneth (2007). *Spiritually integrated psychotherapy: Understanding and addressing the sacred*. Guilford Press, New York.

- Schwöbel, C., C. E. Gunton, et al. (1991). *Persons, divine, and human: King's College essays in Theological Anthropology*. Edinburgh, T & T Clark.
- Volf, M. (1998). The Trinity is our social program: The doctrine of the Trinity and the shape of social engagement." *Modern Theology* 14(3): 404-21.