

## 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><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

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	
<b>Total for course</b>	<b>150</b>	<b>100%</b>

## 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.