

LIDLAW COLLEGE

Te Wananga Amorangi

910.615 Relational Psychology B Course Assessment and Delivery Outline

Campus: Auckland and Christchurch
Lecturer: Jane Hepburn

Mode 1, Semester 2, 2015
NQF Level: 6, 15 credits

Pre-requisites: none

Co-requisites: none

Auckland Delivery: 21, 28 July, 04, 11, 25 August, 01, 08, 15, 22 September, 13, 20, 27 October

Christchurch Delivery: 21, 28 July, 04, 11, 25 August, 01, 08, 15, 22 September, 13, 20, 27 October

CONTENT OVERVIEW:

- Epistemological models
- Languaging psychiatric and psychosomatic disorders
- Diagnostic and Statistical Manual edition five (DSM-5)
- Addictions
- Abuse
- Anxiety and grief
- Depression
- The spiritual dimension

ASSESSMENT TASKS AND DUE DATES:

1. Reading & Online Discussion and Reflection

Due weeks: 1, 2, 4, Intensives week, 5, 6

Word Count: 200 + 50 x 6 = 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.

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-1: Psychiatric Disorder and Classification

Auckland due date: Sunday, 27 September
Christchurch due date: Sunday, 27 September
Word count: 2000
Value: 40%
Learning Outcomes 2 & 3

Discuss the power and effects of power involved in diagnosis and labelling as described in Neimeyer and Raskin (Eds.) (2000), and explain how its use may variously benefit and inhibit the aims of counselling.

In order to do this, you will need to include a summary of the main use and format of the Diagnostic and Statistical Manual edition four/five (DSM-5), and a brief discussion of the history of its development.

3. Essay-2: Redemption and Brokenness

Auckland due date: Sunday, 08 November
Christchurch due date: Sunday, 08 November
Word count: 2000
Value: 40%
Learning Outcomes 1 & 2

Considering a particular psychiatric disorder covered in the course, discuss and evaluate how as counsellors we may be able to hold and work on behalf of hope for life being better, alongside the often tragic and ongoing effects of the disorder and associated relational brokenness. Your answer should include both theoretical and practice perspectives.

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>			

Essay 1: Psychiatric Disorder and Classification

CRITERIA MET				
The power issues and their effects involved in diagnosis are related to counselling effectiveness	Little or no identification of the issues, and/or not related to counselling aims	Adequate outlining and explanation of power issues, as they relate to counselling aims	Very good outlining and explanation of power issues, as they relate to counselling aims	Excellent outlining and explanation of power issues, as they relate to counselling aims
	(- D →)	(- C →)	(- B →)	(- A →)
Main use of the DSM IV(V) is summarised and brief history discussed	Little or no understanding of the DSM 5 use	Good understanding of the DSM 5 use	Very good understanding of the DSM 5 use	Excellent understanding of the DSM 5 use
	(- 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		

Essay 2: Redemption and Brokenness

CRITERIA MET				
A psychiatric disorder is identified and discussed in light of how we as counsellors can hold and work on behalf of hope	Limited understanding of the issues	Adequate discussion engaging a psychiatric disorder in terms of hope	Good discussion engaging a psychiatric disorder in terms of hope	Excellent discussion engaging a psychiatric disorder in terms of hope
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Identification and evaluation of counsellor strategies designed to hold hope in the face of tragedy	Minimal identification and evaluation of the strategies, with little or no reference to the literature	Some identification of the strategies and adequate evaluation with limited reference to the literature	Identification and good evaluation of the strategies from good engagement with the literature	Excellent identification and evaluation of the strategies from sound 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		

EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	30	
Essay 1	30	40%
Essay 2	40	40%
Online discussion and reflection	25	20%
Reading and reflection	25	-
Total for course	150	100%

MODE OF DELIVERY

The delivery of this course is by weekly teaching sessions with required reading.

REFERENCES

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Neimeyer, R. A., & Raskin, J. D. (Eds.). (2000). *Constructions of disorder: Meaning-making frameworks for psychotherapy* (1st ed.). Washington, DC: American Psychological Association.

Other Reading

Allender, D. (1990). *The wounded heart: Hope for adult victims of sexual abuse*. Colorado Springs, CO: NavPress.

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

Baker encyclopedia of psychology & counseling. (1999). Baker reference library (2nd ed.). Grand Rapids, MI: Baker Books.

Best, H. M. (2003). *Unceasing worship: Biblical perspectives on worship and the arts*. Downers Grove, IL: IVP Books.

Buechner, F. (1992). *Telling secrets*. San Francisco, CA: HarperOne.

Carnes, P. (1992). *Don't call it love: Recovery from sexual addiction*. New York, NY: Bantam.

Carnes, P. (2008). *Facing the shadow: Starting sexual and relationship recovery* (2nd ed.). Carefree, AZ: Gentle Path Press.

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- Carnes, P., & Moriarity, J. (1997). *Sexual anorexia: Overcoming sexual self-hatred*. Center City, MN: Hazelden Publishing.
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- Collins, G. R. (2007). *Christian counseling: A comprehensive guide* (3rd ed.). Nashville, TN: Thomas Nelson.
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- McWilliams, N. (1994). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process* (1st ed.). New York, NY: The Guilford Press.
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- Mungadze, J. (2000). Is it dissociation or demonization? Sorting out spiritual and clinical issues in the treatment of dissociative disorders. *Journal of Psychology & Christianity*, 19(2), 139-143.
- Mungadze, Jerry. (2000). Spiritual conflict in light of psychology and medicine. Retrieved from <http://www.lausanne.org/all-documents/psychology-and-medicine.html?format=phocapdf>
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