

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### **930.615 Professional Practice (A) Course Assessment and Delivery Outline**

**Campus:** Auckland and Christchurch

**Lecturer:** Sarah Penwarden

Mode 4, Semester 1, 2015

NQF Level: 6, 15 credits

**Pre-requisites:** none

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

**Auckland Delivery:** 11, 12 March, 13, 14 May

**Christchurch Delivery:** 18, 19 March, 20, 21 May

#### **CONTENT OVERVIEW:**

- Beginning professional practice issues
- Ethics, codes of ethics, ethical decision making
- Note taking
- Supervision & transcript for reflection
- Contracting & session planning
- Safety management and referral
- Self care
- 30 hours supervised practice and 5 hours of clinical supervision

#### **ASSESSMENT TASKS AND DUE DATES:**

##### **1. NZAC Code of Ethics Reflection**

Auckland due date: Sunday, 05 April

Christchurch due date: Sunday, 12 April

Word count: 1000

Value: 30%

Learning Outcomes 2 & 3

Write a reflection that summarises the main points of connection between the NZAC code of ethics and your own values, indicating at least three aspects that would potentially conflict with your own values and how you might resolve these as a counselling professional.

## **2. Transcription and Reflection**

Auckland due date: Sunday, 24 May

Christchurch due date: Sunday, 31 May

Word count: 10 minute transcript & 500 reflection

Value: 40%

Learning Outcomes 1 & 3

Record a 45 minute counselling conversation with a client from your placement, demonstrating both the core relational conditions and the beginning foundational practices of Narrative Therapy. Transcribe a 10-minute segment of the interview, paying particular attention to your own self-awareness and use of narrative practices. Play recording and discuss this with your Supervisor and note your reflections in your supervision journal.

In addition, write a reflection on the key aspect of the session that was discussed in supervision (e.g. positioning, an ethical dilemma, or a theoretical/practical issue). This is to be submitted with the transcript.

## **3. Practice Requirements**

Auckland due date: Thursday, 18 June

Christchurch due date: Thursday, 18 June

Value: 30%

Learning Outcomes 1

This task has six components:

- a) Counselling Log – a Log indicating the completion of 30 counselling hours. (If these hours have not been completed by the due date please indicate the actual completed hours on the log.)
- b) Supervision Log – the supervision journal needs to show a record of 5 supervision sessions (minimum of 1 per month), and supervisor signatures beside each entry. A record of the transcript reflective conversation also needs to be included.
- c) Supervisor's Report – the supervisor's report must be completed for the end of semester (or at the Clinical Coordinator's request) and signed by both student and supervisor.
- d) Placement Report – the placement report must be completed for the end of semester (or at the Clinical Coordinator's request) and signed by both student and Placement Liaison.
- e) Four examples of your client notes
- f) Log of related activities - Use this log to record activities related to your placement such as staff meetings, meetings with your placement co-ordinator, extra reading, writing up case notes, professional development, workshops, conference attendance, etc. Please note travel time is not applicable.

## GRADING CRITERIA

### NZAC Code of Ethics Reflection

CRITERIA MET				
Evidence of engagement with NZAC code of ethics	Poor understanding of the Code's main points with poor discussion	Adequate understanding of the Code's main points with adequate discussion	Very good understanding of the Code's main points with good discussion	Excellent understanding of the Code's main points and pertinent discussion
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Identification of points of agreement and value conflict with students own positioning	Inadequate awareness of value agreement and conflict with the Code	Adequate awareness of value agreement and conflict with the Code	Good awareness of value agreement and conflict with the Code	Excellent awareness of personal value agreement and conflict with the Code
Professional resolution for value conflicts	Strategies proposed and related discussion inadequate	Adequate strategies proposed with limited discussion	Good strategies proposed and discussed	Excellent strategies proposed and evaluated
	(- 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 an reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## Transcription and Reflection

CRITERIA MET				
Core relational conditions and beginning narrative evidenced	Inadequate demonstration of the core conditions, and narrative practice	Adequate demonstration of the core conditions,, and using narrative practice	Good demonstration of the core conditions, and using narrative practice	Excellent demonstration of the core conditions, and using narrative practice
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Use of supervision and awareness of ethical practice	Lacking in self awareness, limited ethical insight and inadequate use of supervision	Adequate self awareness, ethical insight and passive use of supervision	Good self awareness, ethical insight and some active use of supervision	Excellent self awareness, ethical insight and active use of supervision
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	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 weaknesses in relation to ongoing development
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Accuracy in referencing (APA) and reference list	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		

## Practice Requirements

- Assessment will be based on completion of the required counselling and supervision hours, *satisfactory* placement and supervisor reports and completion of appropriate paper work as specified. All requirements are set out in the 930.615 Practice Manual.

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures, including final interview	30	
Ethical Decision making assignment	40	30%
Transcription and reflection	25	40%
Practice requirements, including supervision meetings	25	30%
Practice hours	30	
<b>Total for Course</b>	<b>150</b>	<b>100%</b>

## MODE OF DELIVERY

The delivery of this course is by Mode 4 - blocks of intensive teaching, plus practicum placement (which begins in the same semester as the block course, and ends when required practicum hours have been completed). Refer to the Practice Manual for details regarding practicum placements.

## REFERENCES

### Key Texts

Bond, T. (2000). *Standards and ethics for counselling in action*, (2<sup>nd</sup> Ed) London: Sage.

Crocket, K., Agee, M., Cornforth, S. *Ethics in practice: A guide for counsellors*. Palmerston North, New Zealand: Dunmore

Codes of Ethics for NZAC and NZCCA.

### Other Reading

Baxter, R. & Mayor, T. (2008). *Supervision Scrapbook*. PO Box 6485 Wellington 6141, New Zealand.

Carroll, M. & Gilbert, M. (2005). *On being a supervisee: Creating learning partnerships*. London: Vukani.

Corey, G. (2001). *Theory and practice of counselling and psychotherapy (6th Ed.)*. Pacific Grove, CA: Brooks/Cole.

Galloway, K. (1994). *Struggles to love: The spirituality of the beatitudes*. London: SPCK.

- Hawkins, P. & Shohet R. (1993). *Supervision in the helping professions*. London: Open University Press.
- Ludbrook, R. (2003). *Counselling and the law*. New Zealand: New Zealand Association of Counsellors.
- Manthei, R. (1996). *Thinking about counselling supervision*, Christchurch, New Zealand: University of Canterbury.
- Mearns, D. & Cooper M. (2005). *Working at Relational Depth*. London: Sage.
- Stassen, G. H. (1992). *Just Peacemaking: Transforming initiatives for justice and peace*. Louisville, KY: Westminster/John Knox.
- Stassen, G.H & Gushee, D. (2003). *Kingdom Ethics: Following Jesus in contemporary context*. Downers Grove, IL: InterVarsity.
- Wepa, D. (2007). *Clinical supervision in Aotearoa/New Zealand: A health perspective*. Auckland, New Zealand: Prentice Hall.