

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### **931.615 Professional Practice (B)** **Course Assessment and Delivery Outline**

**Campus:** Auckland and Christchurch  
**Lecturer:** Sarah Penwarden

Mode 4, Semester 2, 2015  
NQF Level: 6, 15 credits

**Pre-requisites:** 930.615 *Professional Practice (A)*

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

**Auckland Delivery:** 12, 13 August, 21, 22 October

**Christchurch Delivery:** 05, 06 August, 14, 15 October

#### **CONTENT OVERVIEW:**

- Cultural consultation & competence
- Developing diversity sensitive counselling practices
- Working with depression & anxiety
- Working with trauma, sexual abuse and loss
- 50 hours supervised practice and 8 hours of clinical supervision

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

##### **1. Case Study**

Auckland due date: Sunday, 11 October

Christchurch due date: Sunday, 11 October

Word count: 1500

Value: 30%

Learning Outcomes 1, 2 & 3

The case study will include:

##### **1) Case Overview**

- a) Background to referral: how client was referred and on what grounds counsellor accepted the case
- b) Presenting issues and biographical details e.g. age, gender, ethnicity.
- c) Summary and process of interviews, including key changes or turning points.

##### **2) Ethical Practice**

- a) Discussion about related ethical issues showing how ethical issues emerged and how they were managed.

##### **3) Evidence of Theoretical Model in Practice**

- a) Describe the approach/model used. Include reference to the reasons you chose to work in this way and provide *specific examples* of key characteristics of the counselling approached. Illustrate your examples by including such things as actual transcript extracts, questions asked or reflections given. The purpose of this aspect of your writing is to provide evidence of your counselling approach in action.

##### **4) Self Awareness and Reflective Practice**

- a) Counsellor self-awareness
  - Demonstrate your awareness of your own story and how you noticed this during your work with this client. Identify both your strengths and learning edges as seen through the work with this client.
- b) Reflection on the contribution of supervision
  - Discuss the impact of supervision and training on your work, including reference to specific supervision conversations that influenced the way you worked subsequently.

## **2. Transcription and 800 word Reflection**

Auckland due date: Sunday, 01 November

Christchurch due date: Sunday, 01 November

Word count: 10 minute transcript & 800 word reflection

Value: 30%

Learning Outcomes 1, 2, 3

For this task, the student will transcribe at least 10 minutes of an audio recording of a counselling session from their placement, which is to be discussed with the supervisor and noted on the supervision journal.

### **Reflection**

Write an 800-word learning-reflection for the transcript on the key aspect of this counselling work as discussed in supervision, (eg an ethical dilemma, or theoretical / practical issue).

## **3. Practice Requirements**

Auckland due date: Friday, 13 November

Christchurch due date: Friday, 13 November

Value: 40%

Learning Outcomes 1, 3 & 4

This task has five components which will be submitted to the course coordinator by the due date:

- a) Counselling Log – a Log indicating the completion of 50 counselling hours. (.)
- b) Supervision Log – the supervision journal needs to show a record of 8 supervision sessions – a minimum of 1 per each three weeks, 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) 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

### Case Study

CRITERIA MET				
Case overview provided and relevant issues identified	Partial identification of case details and poor identification of relevant issues	Good collection and adequate collation of case details, and some relevant issues identified	Good collection and collation of case details and relevant issues identified	Excellent collection and collation of case details and relevant issues identified insightfully
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Ethical issues are identified and managed	Inability to identify ethical issues	Adequate ability to identify and manage ethical issues	Well able to identify and manage ethical issues	Very well able to identify and manage ethical issues
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Theoretical model is evidenced	Little evidence of ability to describe or apply methodology	Collections of statements, rather than a coherent representation of practice	Adequate ability to describe and apply person centred and narrative therapy	Highly skilled ability to describe and apply person centred and narrative therapy
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
The contribution of supervision is discussed	Failed to identify the impact of supervision	Adequate discussion on the impact of supervision	Good discussion on the impact of supervision, including growth in self awareness	Insightful discussion on the impact of supervision, including excellence in self awareness
	(- 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 and 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				
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
Demonstration of emerging use of Narrative Maps	Lacks demonstration of narrative work  (- D -+)	Adequate demonstration of externalising conversation, and limited Narrative map work  (- C -+)	Good demonstration of Narrative map work including externalising conversation, and restorying  (- B -+)	Excellent demonstration of Narrative map work including externalising conversation, and effective restorying  (- A -+)
Developing counselling skills and safe practice evidenced	Little counselling skills evidenced, any safety concerns not attended to  (- D -+)	Developing counselling skills evidenced, any safety concerns clearly addressed  (- C -+)	Competent counselling skills evidenced, any safety concerns clearly addressed  (- B -+)	Good counselling skills evidenced, any safety concerns clearly addressed  (- A -+)
Use of supervision and awareness of positioning evidenced	Failed to use supervision well, or demonstrate insight into positioning  (- D -+)	Uses supervision adequately and demonstrates some insight into counsellor and client positioning  (- C -+)	Uses supervision effectively and demonstrates Insight into counsellor and client positioning  (- B -+)	Uses supervision insightfully and demonstrates a high level of understanding of counsellor and client positioning  (- A -+)
Areas for potential growth as a counsellor identified	Limited ability to self assess  (- D -+)	Adequate ability to identify potential areas of development  (- C -+)	Skilled in identifying potential areas of development  (- B -+)	Highly skilled ability to identify potential areas of development  (- A -+)
Quality of written expression	Not up to tertiary standard  (- D -+)	Good structure but many errors throughout  (- C -+)	High standard but further work needed in; paragraph structure, writing style and editing  (- B -+)	Very high standard structure, written expression, editing, spelling and style  (- A -+)
Submitted to Turnitin	YES	NO		

## Practice Requirements

- Assessment will be based on completion of the required counselling and supervision logs, *satisfactory* placement and supervisor reports, and completion of appropriate paper work as contained in the Professional Practice B manual.

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures, including final interview with Clinical Coordinator	25	
Case study	30	30%
Transcription and reflection	20	30%
Practice requirements, including supervision meetings	25	40%
Practice hours	50	
<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.

## OPTIONAL REFERENCE MATERIAL

Atkinson, D. J. & Field, D. H. (1995). *New dictionary of Christian ethics and pastoral theology*. Downers Grove, IL: IVP.

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

Bourne, E. (1994). *The anxiety and phobia workbook*. Oakland, CA: New Harbinger

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

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

Crocket, K., Agee, M. & Cornforth, S. (2010). *Ethics in practice: A guide for counsellors*. Wellington, New Zealand: Dunmore Publishing Ltd.

Freedman, J. Combs, G. (2002). *Narrative therapy: The social construction of preferred realities*. New York, NY: Norton.

- Hawkins, P, & Shohet, R. (1993). *Supervision in the helping professions*. London, United Kingdom: Open University Press.
- Ludbrook, R. (2003). *Counselling and the law: A New Zealand guide*. Auckland, New Zealand: Dunmore Publishing Ltd.
- Manthei, R. (1996). *Thinking about counselling supervision*. Christchurch, New Zealand: University of Canterbury.
- Mearns, D. & Cooper M. (2005). *Working at relational depth*. London, United Kingdom: Sage.
- Rave, E. & Larsen, C. (1995). *Ethical decision making in therapy*. New York, NY: Guilford Press.
- Stott, J. (1985). *Issues facing Christians today*. Basingstoke, United Kingdom: Marshalls.
- Wehrenberg, M. (2010). *The 10 best-ever anxiety management techniques*. New York, NY: Norton
- Wepa, D. (2007). *Clinical supervision in Aotearoa/New Zealand: A health perspective*. Auckland, New Zealand: Prentice Hall.
- White, M. (2007). *The maps of narrative practice*. New York, NY: Norton.
- Frame, M. W. & Williams, C. B. (2005). A model of ethical decision making from a multicultural perspective, *Counselling and Values*, 49(3), 165-179

**Web sites:**

Codes of Ethics for NZAC and NZCCA.

[www.compass.ac.nz](http://www.compass.ac.nz)

[www.headspace.org.nz](http://www.headspace.org.nz)

<http://www.phobic.org.nz/>

[www.thelowdown.co.nz](http://www.thelowdown.co.nz)