

# LIDLAW COLLEGE

*Te Wananga Amorangi*

## 932.730 Practicum (A) Course Assessment and Delivery Outline

**Campus:** Auckland & Christchurch  
**Lecturer:** Lisa Spriggins

Mode 4, Semester 1, 2015  
NQF Level: 7, 30 credits

**Pre-requisites:** 931.615 Professional Practice (B)

**Co-requisites:** 904.715 Integrated Practice (A)

**Auckland Delivery:** 11 March, 01 April, 27 May

**Christchurch Delivery:** 12 March, 02 April, 28 May

### CONTENT OVERVIEW:

- Ethical dilemma management
- Applied code of ethics and school code of ethics
- Counselling relationships: parallel process and counsellor/client positioning
- Value conflicts
- Supervision, session planning & bi-cultural considerations
- 60 hours client work and associated supervision

### ASSESSMENT TASKS AND DUE DATES:

#### 1. Ethics-in-Practice Case Study

Auckland due date: Sunday, 12 April

Christchurch due date: Sunday, 12 April

Word count: 2000

Value: 25%

Learning Outcome 1, 2 & 3

Write a case study based on a minimum of four sessions with a single client, focusing on an ethical dilemma.

The case study should include:

#### 1. Case overview

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

#### 2. Presentation of ethical issue

- Discussion about the following aspects of the work which related to an ethical issue:

- a. How did you recognise there was an ethical concern?
- b. Show how you considered the nature and dimensions of the concern, including your own personal/professional values, cultural issues, ethical principles, laws or employer policies.
- c. What possible outcomes are there for all parties involved?
- d. Show how you used the Code of Ethics to guide your response.
- e. How did you communicate these concerns to your client?
- f. What was the outcome and what was the impact of this on your work with them?
- g. What did you notice about your response to the outcome?
- h. What was your client's response?
- i. What have you learned from this experience that you can take forward in to your practice?

### 3. Evidence of theoretical model in practice

- 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 approach. 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. 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.

### 5. 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.

This case study is to be written in an academic style with references made to the counselling literature, and a reference list at the end. Please include specific reference to the following three texts: Crocket, K., Agee, M. & Cornforth, S. (Eds.) (2011), Bor, R. & Watts, M. (Eds.) (2006), & Bond, T. (2000).

## 2. Transcript and Reflection x 2

Auckland due date: Sunday, 10 May, Sunday, **07 June**

Christchurch due date: Sunday, 10 May, Sunday, **07 June**

Word count: 2 x 10 minute transcript, + 2 x 1000 word reflection

Value: 40%

Learning Outcome 2, 3, & 4

Provide two separate transcripts of at least 10 minutes each of an audio recording of a counselling session.

### Transcript

- a. Audio-tape record two counselling sessions, and transcribe a twenty minute section of both recordings.

- b. Play the audio-tapes to your supervisor and give them a copy of the transcript to comment on. The section of the audio recording that has been transcribed must have been discussed with your supervisor and noted in your supervision journal before writing the learning reflection for each transcript.
- c. Include the supervisor's comments in the third column of your transcript, where you also reflect on your own thoughts/feelings about the session, the client, and how the client's story may connect with your own in terms of parallel-process or positioning.

### **Reflection**

Write a 1000-word learning-reflection **for each transcript** on the key aspect of this counselling work as discussed in supervision, (eg an ethical dilemma, or theoretical / practical issue). The transcript is to be submitted with the learning reflection.

### **3. Practice Requirements**

Auckland due date: Thursday, 18 June

Christchurch due date: Thursday, 18 June

Word count:

Value: 25%

Learning Outcome 1, 2, 4, 5

This task has six components:

- a. Counselling Log – a completed Log indicating the completion of 60 counselling hours.
- b. Supervision Log – the supervision journal showing a record of 6 supervision sessions and supervisor signatures beside each entry. A record of each transcript reflective conversation needs to be included.
- c. Supervisor's Report – the supervisor's report must be completed at or near the end of 60 counselling hours (or at the Clinical Coordinator's request) and signed by both student and supervisor.
- d. Placement Report – the placement report must be completed at or near the end of 60 counselling hours (or at the Clinical Coordinator's request) and signed by both student and placement liaison person.
- e. Client evaluation – two evaluations on the forms provided in the practicum book.
- 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.

### **4. Course Coordinator Meeting**

Auckland due date: During June

Christchurch due date: During May

Word count:

Value: 10%

Learning Outcome 1, 2, & 5

Interview with course Coordinator – you will meet with the course Coordinator to reflect on your counselling practice, placement and supervisory relationship. Please come to this meeting with an awareness of current strengths and learning edges of your practice.

## 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 +)
Understanding of ethical issue and reflexive process evidenced	Understanding of ethical issue not adequate, reflexive process not adequately discussed	Good understanding of ethical issue shown, adequate reflexive process discussed, with some examples	Good understanding of ethical issue shown, with good reflexive process and outcomes discussed, with good examples	Excellent understanding of ethical issue shown, with clear, reflexive process and outcomes discussed, with good, appropriate examples
	(- 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 methodology	Highly skilled ability to describe and apply person centred and narrative methodology
	(- 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 +)
Counsellor self-awareness is discussed	Little discussion that evidences counsellor self-awareness	Adequate discussion of self-awareness and self-reflection	Good discussion of self-awareness and critical self-reflection	Critical discussion of self-awareness and critical self-reflection
	(- 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		

## Transcript and reflection x 2

CRITERIA MET				
Key aspects of counselling are identified	Little critical reflection on integrated practice issues	Adequate reflection on integrated practice including some key practice aspects	Critical reflection on practice including ethical dilemma, theoretical issue, & self-awareness	Excellent critical reflection on integrated practice including ethical dilemma, theoretical issue, & self-awareness
	(- D +)	(- C +)	(- B +)	(- A +)
The contribution of supervision is discussed	Lacks evidence of effective use of supervision	Discussion evidences adequate use of supervision	Good critical reflection evidencing robust use of supervision	Excellent critical reflection evidencing robust use of supervision
	(- D +)	(- C +)	(- B +)	(- A +)
Counselling skills & safe practice evidenced	Little counselling skill evidenced, any safety concerns not attended to	Competent counselling skills evidenced, any safety concerns adequately attended to	Good counselling skills evidenced, any safety concerns clearly addressed,	Strong counselling skills evidenced, any safety concerns clearly addressed
	(- D +)	(- C +)	(- B +)	(- A +)
The transcript identifies key aspects of PCT and narrative practice	Inadequate identification of PCT and/or narrative practices	Adequate identification of client engagement, narrative practice	Good identification of client engagement, narrative practice	Excellent identification of client engagement, purposeful narrative practice
	(- 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		

## Practice Requirements

CRITERIA MET				
Evidence of completing the required amount and standard of counselling, supervision, and associated paperwork	Incomplete hours or supervision, and / or report/s that indicate adequate professional practices have not been reached	At least 55 hours of practice and associated supervision with adequate placement and supervision report feedback	Demonstration of 60 hours of competent counselling, associated supervision, reports and paperwork	Demonstration of at least 60 hours of above competent counselling, associated effective use of supervision, and competent recordkeeping
	(- D +)	(- C +)	(- B +)	(- A +)
Placement and supervisor reports	One or more report indicate a pattern of failure to reach minimum safe practice levels	Reports for each placement setting and associated supervision indicate adequately developing professional practices, and identify ongoing developmental needs	Reports for each placement setting and associated supervision indicate well developing professional practices, and only refer to minor professional concerns	Reports for each placement setting and associated supervision indicate well developed professional practices, and do not refer to any significant professional concerns
	(- D +)	(- C +)	(- B +)	(- A +)
Client evaluation	Failure to submit evaluation reports indicating safe or effective work and/or relational engagement	Two client evaluation reports indicate some successful work including adequate outcomes and relational engagement	Two client evaluation reports indicate successful work including identifiable outcomes and appropriate relational engagement	Two or more client evaluation reports indicate highly successful work including helpful outcomes and appropriate relational engagement
	(- D +)	(- C +)	(- B +)	(- A +)
Related activities	An in appropriate range of activities and/or not engaged with well	An somewhat appropriate range of activities partially engaged with	An appropriate range of activities engaged with well	An excellent range of activities engaged with insightfully
	(- D +)	(- C +)	(- B +)	(- A +)

## Course coordinator meetings

CRITERIA MET				
Awareness of development of ethical, safe, professional practice	Inadequate engagement with professional practices	Adequate engagement with most key aspects of professional practice	Good critical engagement with most aspects of professional practice	Critical engagement with ethical, safety and professional practice
	(- D +)	(- C +)	(- B +)	(- A +)
Awareness of self in practice	Little insight into the impact of self in practice	Adequate engagement with the impact of self in practice	Good engagement with the impact of self in practice	Insightful conversational engagement with the impact of self in practice
	(- D +)	(- C +)	(- B +)	(- A +)
Understanding of the integration of theory & practice	Little insight shown into the integration of theory and practice	Adequate articulation of theory in practice	Good articulation of integrated theory in practice	Excellent articulation of integrated theory in practice
	(- D +)	(- C +)	(- B +)	(- A +)

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	33	
Case study	30	25%
Transcription and reflection x 2	50	40%
Practice requirements, including supervision sessions	30	25%
Course coordinator meeting	2	10%
Counselling practice hours	60	
Reading and reflection	55	
<b>Total for course</b>	<b>300</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 Text

Crocket, K., Agee, M. & Cornforth, S. (Eds.) (2011). *Ethics in practice: A guide for counsellors*. Wellington, New Zealand: Dunmore Publishing

### Resources

Anderson, H. & Swim, S. (1995). Supervision as collaborative conversation: Connecting the voices of supervisor and supervisee. *Journal of Systemic Therapies*, 14(2), 1-13.

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