

LIDLAW COLLEGE

Te Wananga Amorangi

933.730 Practicum (B) Course Assessment and Delivery Outline

Campus: Auckland & Christchurch
Lecturer: Lisa Spriggins

Mode 4, Semester 2, 2015
NQF Level: 7, 30 credits

Pre-requisites: 932.730 Practicum (A)

Co-requisites: 905.715 Integrated Practice (B)

Auckland Delivery: 29 July, 26 August, 23 September

Christchurch Delivery: 30 July, 27 August, 24 September

CONTENT OVERVIEW:

- Crisis management
- Child protection
- Managing disclosures of abuse
- Managing suicidal ideation
- Nurturing spiritual and self care practices in support of the work
- Reflective counselling practice, including 60 hours of supervised counselling in a practicum placement

ASSESSMENT TASKS AND DUE DATES:

1. Transcript and Reflection x2

Auckland due date: Sunday, 13 September, Sunday, 18 October

Christchurch due date: Sunday, 13 September, Sunday, 18 October

Word count: 2 x 20 minute transcript + 2 x 2000 word reflection

Value: 50%

Learning Outcome 1, 2 & 3

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.
- 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 2000-word learning-reflection **for each transcript**, on the key aspects of the counselling work that was discussed in supervision, (eg an ethical dilemma, or theoretical / practical issue, self-awareness). The transcript is to be submitted with the learning reflection.

For each transcript identify:

- The key person centred engagement
- Evidence of your ability to work within the Narrative Therapy Maps 1 or 2
- The discourses that inform the client's story
- Themes in the client's story– emerging or ongoing
- Areas for your potential growth
- Issues you have taken to supervision

2. Practice Requirements

Auckland due date: Friday, 13 November

Christchurch due date: Friday, 13 November

Word count:

Value: 20%

Learning Outcome 1, 2, 3 & 4

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 course 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 course 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.

3. Placement Reflection & Visit.

Auckland due date: One week prior to scheduled placement visit (September and October)

Christchurch due date: One week prior to scheduled placement visit (September and October)

Word count: 1000

Value: 15%

Learning Outcome 1, 2 & 3

Write a 1,000 word reflection on the ways the placement has contributed to your growth as a safe and effective practitioner.

You are invited to comment on the following questions. These are suggestions for what you might comment on in this piece of writing, rather than a required format for your reflection.

- How has your practice been shaped by this placement?
- How has this placement developed your sense of being a safe and effective practitioner?
- What learning edges have been identified during this placement?
- What challenges have you faced and how have you overcome these?
- What are you now appreciating about your practice?

If you have more than one placement, write this reflection on your *main* placement. This sits alongside the placement visit, which is a three-way meeting between you, the placement liaison person and a member of the academic teaching staff.

4. **Final Programme Summary Meeting**

Auckland due date: October and November

Christchurch due date: October and November

Value: 15%

Learning Outcome 1, 2, 3 & 4

This is a meeting between the student, the course coordinator, and the head of school or her/his nominee. The supervisor is invited (at the student's expense if any) to attend the programme summary meeting.

Please come to this meeting with an awareness of current strengths and learning edges of your practice. The focus will be on the key competencies of professional issues, self, and theory/practice. The aim is to determine readiness for professional practice to the level of provisional association membership. You will also be invited to reflect on your overall experience of the programme. A summary sheet is attached as an appendix to this course outline that details the conversation format.

GRADING CRITERIA
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, major safety concerns adequately attended to	Good counselling skills evidenced, significant safety concerns clearly addressed,	Strong counselling skills evidenced, all 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, & some opportunities for development	Excellent identification of client engagement, purposeful narrative practice, discourse analysis & opportunities for development
	(- 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		

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 provisional membership level counselling, associated supervision, reports and paperwork	Demonstration of at least 60 hours of above provisional membership level 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 developed professional practices, and identify ongoing developmental needs	Reports for each placement setting and associated supervision indicate well developed 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 +)

Placement Reflection and Visit

CRITERIA MET				
Critical reflection on contribution of placement to counsellor development	Little critical reflection on the contribution of the placement	Adequate reflection on the way the placement experience contributed to formation	Good reflection on placement contribution to counsellor formation	Excellent critical reflection on placement contribution to counsellor formation
	(- D +)	(- C +)	(- B +)	(- A +)
Areas for potential growth identified	Limited ability to self-assess	Adequate ability to identify potential areas of development, with limited reflective ability on self in relationship	Skilled in identifying potential areas of development, and taking ownership where appropriate	Highly skilled ability to identify potential areas of development and taking ownership where appropriate
	(- D +)	(- C +)	(- B +)	(- A +)
Effective communication of ethical positioning as a counsellor	Inadequate articulation of counsellor ethical positioning in terms of the NZAC code of ethics	Adequate representation of counsellor ethical positioning in terms of the NZAC code of ethics with limited integration with other commitments	Well demonstrated counsellor ethical positioning and management in terms of the NZAC code of ethics and other commitments	Excellent demonstrated of counsellor ethical positioning and management in terms of the NZAC code of ethics and other commitments
	(- D +)	(- C +)	(- B +)	(- A +)

Final Programme Summary Meeting

CRITERIA MET				
Demonstration of critically reflective professional practice	Significant gaps evident in the demonstration of critically reflective professional practice	Some concerns expressed, however all aspects of professional practice reach minimum standard for provisional association membership	Practice feedback generally refers to safe, well networked, and critically reflective professional practice, and do not reference any significant concerns that would indicate a failure to meet provisional membership level	All forms of practice feedback attest to safe, ethical, well networked, and critically reflective professional practice exceeding provisional membership level
	(- D +)	(- C +)	(- B +)	(- A +)
Reflection on integration of theology, counselling theory, and personal identity	Limited reflection on integrated practice, and or lack of evidence in practice feedback	Some integration of theology, practice and personal formation is evidenced in feedback, with limited critical reflection demonstrated in conversation	A well-articulated integration of theology, counselling theory and personal formation is evidenced throughout written work, practice feedback, and interview conversation	An excellent integration of theology, counselling theory, and personal formation are reflected upon critically, with excellent practice examples given
	(- D +)	(- C +)	(- B +)	(- A +)
Application of theory to practice	Little or no linking of theory and practice, or critical reflection	Some ability to link theory and practice, along with a minimum standard of critical reflection	Many links are made between theory and practice, with specific examples given	Comprehensively demonstrated critical evaluation of theory in practice
	(- D +)	(- C +)	(- B +)	(- A +)

EXPECTED ALLOCATION OF STUDY HOURS

Assessment Overview	Time Allocation (in hours)	% of Total Grade
Lectures	35	
Transcription and reflection x 2	70	50%
Practice requirements, including supervision sessions	30	20%
Placement reflection	30	15%
Final programme meeting	5	15%
Practice hours	60	
Reading and reflection	70	
Total for course	300	100%

MODE OF DELIVERY

The delivery of this course is by Mode 4 – a 3 day block 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.

Besley, T. (2003). A risky business? A teenager's dilemma in disclosing sexual abuse. *New Zealand Journal of Counselling*, 24(2), 11-24.

Bird, J. (2006). *Constructing the narrative in super-vision*. Auckland, New Zealand: Edge Press.

Bond, T. (2010). *Standards and ethics for counselling in action* (3rd ed.). London, England: Sage.

Bor, R. & Watts, M. (Eds.).(2011). *The trainee handbook: A guide for counselling and psychotherapy trainees* (3rd ed.). London, England: Sage Publications.

Carey, M., Walther, S., & Russell, S. (2009). The absent but implicit: A map to support therapeutic enquiry. *Family process*, 48(3), 319-331

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

Corey, G. (2013). *Theory and practice of counselling and psychotherapy* (9th ed.). Sydney, Australia: Thomson, Brooks/Cole.

- Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and ethics in the helping professions* (8th ed.). Belmont, CA: Brooks/Cole.
- Crocket, K. (2002). Introducing counsellors to collaborative supervision. *The International Journal of Narrative Therapy & Community Work*, 4, 19-22
- Crocket, K., Agee, M. & Cornforth, S. (Eds.) (2011). *Ethics in practice: A guide for counsellors*. Wellington, New Zealand: Dunmore Publishing
- Culbertson, P. (2009). "Are you a Christian counsellor?" What Christian counselling could and shouldn't be about. *New Zealand Journal of Counselling*, 29(1), 1-21.
- du Preez, E. & Goedeke, S. (2013). Second order ethical decision-making in counselling psychology: Theory, practice and process. *New Zealand Journal of Psychology*, 42(3), 44-49.
- Freeman, J., Epston, D. & Lobovits, D. (1997). *Playful approaches to serious problems*. WW Norton: New York.
- Inskipp, F. & Proctor, B. (1993). *The art, craft & tasks of counselling supervision*. Twickenham: Cascade.
- Ludbrook, R. (2012). *Counselling and the law: A New Zealand guide* (2nd ed.). New Zealand: Dunmore Publishing.
- Marsh, I. (2013). The uses of history in the unmaking of modern suicide. *Journal of Social History*, 46(3), 744-756.
- Mearns, D. (2003). *Developing person-centred counselling*. London, England: Sage Publications.
- Mearns, D. & Cooper, M. (2005). *Working at relational depth in counselling and psychotherapy*. London, England: Sage Publications.
- Mearns, D. & Thorne, B. (2007) *Person-centred counselling in action*. (3rd ed.) London, England: Sage Publications.
- Meyer, D. & Ponton, R. (2006). The healthy tree: A metaphorical perspective of counselor well-being. *Journal of Mental Health Counselling*, 28 (3), 189-201.
- Monk, G., Winslade, J., et al. (1997). *Narrative therapy in practice: The archaeology of hope*. San Francisco: Jossey-Bass.
- Monk, G., Winslade, J. & Sinclair, S. (2008). *New horizons in multicultural counselling*. Thousand Oaks, CA: Sage Publications.
- Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Adelaide, Australia: Dulwich Centre Publications.
- Reeves, A. (2010). *Counselling suicidal clients*. London, England: Sage Publications.
- Reynolds, V. (2011). Resisting burnout with justice-doing. *The International Journal of Narrative Therapy and Community Work*, 4, 27-45.
- Skovholt, T. (2001). *The resilient practitioner: Burnout prevention and self-care strategies for counsellors, therapists, teachers, and health professionals*. Boston: Allyn & Bacon.
- Stout, L. (2010). Talking about the 'suicidal thoughts': Towards an alternative framework. *The International Journal of Narrative Therapy and Community Work*, 3, 3-15.
- Waldegrave, C., K. Tamasese, et al. (2003). *Just therapy: A journey*. Adelaide, Australia: Dulwich Centre Publications.
- White, M. (2007). *Maps of narrative practice*. New York: Norton Professional Books.
- Winslade, J. (2002). Storying professional identity. *The International Journal of Narrative Therapy & Community Work*, No 4, 33-39.
- Winslade, J. & Monk, G. (2007). *Narrative counseling in schools: Powerful and brief*. Thousand Oaks, California: Corwin Press

Practicum Visit
Awareness of strengths and learning edges
933.715 Assessment 4

Date:

Placement:
.....

People present :
.....

1. Thank placement for their partnership and support of the student
2. Invite feedback from student on placement provision
3. Ask PLP for feedback
 - a. About the student's work – strengths and learning edges?
 - b. Laidlaw's support and communication
4. Lecturer provide the PLP with feedback on the placement
5. Lecturer provide student with feedback – strengths and learning edges
6. Discussion points about general placement issues
 - a. .
 - b. .
 - c. .
 - d. .
7. Future placement provision
8. Meet and greet a client at some point?

Signed:

Dated:

Final programme summary
Awareness of strengths and learning edges
933.715 Assessment 4

Date

Student's name

Attendees

1. Introductions

2. **Overview:** brief self evaluation of professional identity

3. Professional issues

- a. Safety: Can you speak to a time in your practice where you have had to address safety, and how you managed this and looked after yourself in the process?
- b. Ethical issue: Can you speak to a time in your practice where you have had to address an ethical issue, and how you managed this and looked after yourself in the process?
- c. Can you speak to an experience of networking / building relationships with other professionals, and how did it contribute to your professional identity?
- d. What professional growing edges are you currently aware of, and how do you plan to address these?
- e. Supervisor and staff comments

4. Self-development

- a. Self care: what have you noticed about yourself in terms of the impact of the work, and how do you manage this?
- b. What developments have you noticed in terms of your ability to be present in the work, and how does this match your hopes for yourself in practice
- c. What personal growing edges are you currently aware of, and how do you plan to address these?
- d. Supervisor and staff comments:

5. Theory and Practice

- a. In what ways are person centred and narrative practices influential in your work
- b. What have you noticed about how theory and practice speak to each other
- c. What theory and practice growing edges are you currently aware of, and how do you plan to address these?
- d. Supervisor and staff comments

6. Summary

7. Programme feedback