

**UNIT OUTLINE**

**Unit Code:** CO215

**Unit Title:** Advanced Interpersonal Counselling Skills

**Semester:** 2

**Year:** 2020

|  |  |
| --- | --- |
| **Unit code** | CO215 |
| **Unit name** | Advanced Interpersonal Counselling Skills |
| **Associated higher education awards** | Bachelor of Counselling |
| **Duration** | One semester |
| **Level** | Intermediate |
| **Unit coordinator** | Lorryn Davies |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10  Course credit points: 240 |
| **Delivery mode** | Face-to-face on site |
| **Student workload** | *Face-to-face on site*  Contact hours 35 hours  Reading, study, and preparation 55 hours  Assignment preparation 60 hours  **TOTAL 150 hours** |
| Students requiring additional English language support are expected to undertake an additional one hour per week. |
| **Prerequisites/ co-requisites/ restrictions** | *Prerequisites*  SO100 Academic and Professional Communication  SO114 Foundational Interpersonal Skills |
| **Rationale** | Essential elements of helpful and effective counselling include the therapeutic relationship, appropriate use of listening skills and a commitment to understand the client and their role in creating change. As such, this unit is underpinned by an interpersonal process approach to counselling: a relational, experiential and collaborative approach that privileges the subjective experience and worldview of the diversity of clients that seek counselling. Building on the foundational counselling skills and with current neuroscience principles integrated throughout, this unit focuses on developing advanced interpersonal skills in counselling.  Students will learn and develop these skills through regular supervised practice sessions where they will receive constructive feedback. Additionally, they will be shown demonstrations throughout the unit. Considering the practical and experiential nature of the unit, students will develop their reflective capacity *during* sessions and *after* sessions which will enable them to apply the skills in an intentional and focused way.  As self-awareness and the ability to monitor the impact of self on others is a key value for Christian Heritage College’s counselling graduates, students will also have the opportunity to reflect on their own progress towards professional competence. |
| **Prescribed text(s)** | Teyber, E., Teyber, F. H. (2017). *Interpersonal Process in Therapy: An integrative model* (7th ed.). USA: Cengage Learning. |

|  |  |
| --- | --- |
| **Recommended readings** | **Books**  Corey, G., Corey, M. S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Pacific Grove, CA: Brooks/Cole.  Cormier, W. H., Nurius, P., Cormier, L. S., & Miller, G. R. (2013). *Interviewing strategies for helpers* (7th ed.)*.* Pacific Grove, CA: Brooks/Cole.  Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Pacific Grove, CA: Brooks/Cole.  Geller, S. M. & Greenberg, L. S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. Washington DC, USA: American Psychological Association.  Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington DC, USA: American Psychological Association.  Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counselling: Facilitating client development in a multicultural society* (9th ed.). Pacific Grove, CA: Brooks/Cole.  Johnson, D. W. (2014). *Reaching out: Interpersonal effectiveness and self-actualisation* (11th ed.). Englewood Cliffs, NJ: Prentice Hall.  McLeod, J. (2013). *An introduction to counselling* (5th rev. ed.). Sydney, Australia: McGraw-Hill.  McLeod, J. & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners.* Maidenhead, UK: OUP.  Okun, B. F. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Pacific Grove, CA: Brooks /Cole.  Warlow, J. (2010). *Living wholeness: The Christian wholeness framework for professional counsellors.* Brisbane, QLD, Australia: Christian Wholeness Counselling Services.  **Journals**  *Journal of Psychology and Theology*  *Journal of Psychology and Christianity*  *Journal of Counselling and Development*  *Psychotherapy in Australia*  In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).  These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices. |
| **Specialist resource requirements** | Digital recording device |
| **Content** | 1. An interpersonal process approach to counselling, underpinned by neuroscience principles 2. Utilising reflection-in-action to apply microskills within an intentional counselling process 3. Advanced interpersonal skills to effect interpersonal and intrapersonal change 4. Immediacy skills 5. Affect regulation skills and the therapeutic window 6. Conceptualisation/case formulation skills 7. Client Response Specificity; working with the client’s theory of change 8. Relational themes and dynamics within the counselling room 9. Gentle confrontation skills; working with ambivalence, discrepancies, and incongruencies. 10. The place of Christian spirituality in counselling 11. Developing ethical maturity and practice |

|  |  |
| --- | --- |
| **Learning outcomes** | On completion of this unit of study, students will have demonstrated that they have:   1. Understood the process of counselling by utilising reflection-in-action, micro-skills and advanced interpersonal skills to facilitate an intentional counselling process; 2. described their developing conceptualisation of the counsellee from a bio-psycho-social-spiritual perspective; 3. developed and used advanced skills for working with the therapeutic window and the interpersonal and intrapersonal dynamics that occur in session; 4. utilised reflection-in-action to examine their own intrapersonal processes, how these contribute to their use of self in sessions and how they impact the therapeutic relationship and process; 5. reflected on their own personal and professional competencies as a counsellor, as well as ethical, cultural and worldview issues relevant to professional counselling; 6. communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation. |
| **Assessment tasks** | **In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 3.**  **Task 1: Online Forum Posts**  With an expectation of confidentiality, you are to participate in six (6) online discussions in which you are to interact with your class peers and lecturer, critically reflecting on your insights and understandings of the learning materials.  Word Length/Duration: Online Forum posts – 1800 words (6 x 300 words)  Weighting: 30%  Learning Outcomes: 2, 4-6  Assessed: Weeks 3, 5, 7, 9, 11, 13  **Task 2: Counselling interview**  Submit a video recording of a counselling session recorded in class for formative feedback on skill development. Following submission of the video, you will be required to utilise reflection-on-action when reflecting on the session and to discuss your developing case conceptualisation during a feedback session with your lecturer.  Word Length/Duration: Interview - 20 minutes  Weighting: Interview – 20%  Learning Outcomes: 2, 3, 5  Assessed: Week 6  **Task 3: Counselling Interview, Annotated Transcript and Process Report**  Submit a final video recording of a counselling session (a minimum of 30 minutes in length and at least the third (3rd) counselling session with the same client) demonstrating competency in the application of the microskills and advanced interpersonal skills within an intentional counselling process. This recording is to be accompanied by a process report for a 15-minute section of the interview.  Word Length/Duration: Interview - 30 minutes; Report - 1,500 words, excluding transcript  Weighting: Interview – 25%; Report - 25%  Learning Outcomes: 1- 6  Assessed: Week 15 |
| **Unit summary** | Building on the foundational counselling skills, this unit focuses on developing students’ use of advanced interpersonal skills and application of an interpersonal process approach to counselling. These skills and students’ self-reflective capacity will be developed through regular supervised practice sessions, enabling them to work intentionally and effectively with the diversity of clients that seek counselling. |