

UNIT INFORMATION

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| UNIT CODE | CO215 | |
| UNIT NAME | Advanced Interpersonal Counselling Skills | |
| ASSOCIATED HIGHER EDUCATION AWARDS | Bachelor of Counselling | |
| DURATION | One semester | |
| LEVEL | Level 7 | |
| UNIT COORDINATOR | Lorryn Davies | |
| TEACHING STAFF | Lorryn Davies | |
| CORE / ELECTIVE | Core | |
| WEIGHTING | Unit credit points | 10 (0.125 EFTSL) |
| | Course credit points | 240 (3.0 EFTSL) |
| DELIVERY MODE | Face to face on site | |
| STUDENT WORKLOAD | Contact hours | 35 hours |
| | Reading, study and counselling practice | 55 hours |
| | Assignment preparation | 60 hours |
| | TOTAL | 150 hours |
| | Student requiring additional English language support are expected to undertake an additional one hour per week. | |
| PREREQUISITES / COREQUISITES / RESTRICTIONS | <i>Prerequisite</i> 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.

LEARNING DELIVERY PROCESS

This unit runs as an internal unit one semester, and intensive in the other. Whichever mode the unit is in, students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of every session** for units that are offered as Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

INTERNAL

When this unit runs as an internal class, there will be 1 lecture per week (3 hours). As this is a skills-based unit, there will be practice opportunities in class each week, so come prepared to participate. Please check the CHC timetable available on the CHC website.

INTENSIVE

There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website. Classes go from 9.00am to 5.00pm every day unless told otherwise by the lecturer.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Plus, CHC learning portal resources:

- Power points of lectures
- Essential readings and other useful resources
- Assessment guides
- Discussion forums
- News forum
- Turnitin assessment and feedback tool

IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. Interpersonal process approach to counselling
 - Process-oriented approach
 - Bio-psycho-social-spiritual model
 - Client Response Specificity (CRS) – working with the client's theory of change
 - Multicultural considerations
2. Containment and advanced interpersonal skills
 - Interpersonal and intrapersonal – entry points
 - Pacing, Presence, Mindful Awareness, Attunement and Exploratory Questions
 - Co-regulation and therapeutic containment
 - God and containment
 - Boundaries and the ethics of relational psychotherapy
3. The Window of Tolerance
 - Reflection-in-action/reflection-on-action
 - Observing the implicit story
 - Triune brain
4. Immediacy skills – basic
 - 1st person reflections of feeling
 - Process comments/statements about nonverbals
5. Emotion-focused Skills
 - Connecting with present-moment experience
 - Expressing emotion
 - Uncovering core meaning
6. Affect regulation
 - The therapeutic window as an affect regulation tool
 - Polyvagal theory
 - Affect regulation skills
7. Conceptualisation/case formulation Skills
 - 5 P's
 - BEING
 - Triangulation
 - Karpman's Drama Triangle
 - Meaning-making
 - Dance of Emotional Blackmail
8. Relational themes and dynamics
 - Interpersonal and intrapersonal dynamics
 - Defences
 - Transference and countertransference
 - Parallel process
 - Malan's triangles of insight and Interpretation
 - Observing and linking skills
9. Advanced Immediacy
 - Re-enactment
 - Reparative Experiences/ Corrective Emotional Experience (CEE)
 - Process comments/statements
 - Self-involving comments
 - Meta-communication
10. Advanced counselling skills
 - Gentle confrontation skills; working with ambivalence, discrepancies, and incongruencies
 - Determining Goals, Psychoeducation, Homework Directives, Ending Therapy

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-on-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

ASSESSMENTS 3A & 3B MUST BE SUCCESSFULLY COMPLETED (MINIMUM PASSING GRADE) TO PASS THIS UNIT, OTHERWISE YOU WILL RECEIVE A FAILING GRADE.

TASK 1: SKILLS DIARY

Task 1A: Self-Evaluation Tool

Utilise the *self-evaluation tool* provided on Moodle to assess and record the development of your skills. You are to record this weekly by rating your skills on a scale from 1-6.

Word Length/Duration: 5 weekly self-evaluation of skills
 Weighting: Hurdle Assessment
 Learning Outcomes: 3, 5, 6
 Assessed: Formative – week 3
 Summative – week 11
 Submission Method: Turnitin

Task 1B: Learning Log

Utilise the *Skills Learning Log* provided on Moodle to record and reflect on the application of your skills to your ongoing counselling practice sessions. You are required to complete five (5) entries with one (1) entry per fortnight due between week three (3) and eleven (11). You will need to reflect on the skills outlined in the box under the Assessment Elaboration section below, applying and integrating relevant theory throughout.

Word Length/Duration: 2,000 words (5 x 400)
 Weighting: 40%
 Learning Outcomes: 3, 5, 6
 Assessed: Formative – week 3
 Summative – week 11
 Submission Method: Turnitin

TASK 2 COUNSELLING INTERVIEW, ANNOTATED TRANSCRIPT AND PROCESS REPORT

Task 2A: Counselling Interview

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.

Task 2B: Annotated Transcript and Process Report

The recording is to be accompanied by a process report for a 15-minute section of the interview.

Word Length/Duration: Report: 1,500 words and Interview: 30 minutes (excluding the transcript)
 Weighting: 60% (Report: 30% and Interview: 30%)
 Learning Outcomes: 1-6
 Assessed: Week 16
 Submission Method: Turnitin

ASSESSMENT ALIGNMENT

| Assessment Task | Learning Outcomes | Content | Course Outcomes | Graduate Attributes | PACFA Course Objectives |
|-----------------|-------------------|---------|--------------------------------|---------------------|-------------------------|
| Task 1 | 1, 3, 5, 6 | 1-10 | K2, K4, S1, A1, A2 | 1-6, 8 | A, B |
| Task 2A | 1, 3, 4 | 1-10 | S3, S4, S5, A3 | 1, 4-8 | A, B, E, G, H |
| Task 2B | 1-6 | 1-10 | K3, K4, K5, S1, S5, S6, A1, A2 | 1-8 | A, B, C, D, F, G, H, I |

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Teyber, E., Teyber, F. H. (2017). *Interpersonal Process in Therapy: An integrative model* (7th ed.). Cengage Learning.

RECOMMENDED RESOURCES FOR ASSIGNMENTS

BOOKS

Corey, G., Corey, M. S., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.). Brooks/Cole.

Cormier, S., Nurius, P., Osborn, C. (2017). *Interviewing strategies for helpers* (8th ed.). Cengage.

Egan, G. & Reese, R. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage.

Finlay, L. (2016). *Relational Integrative Psychotherapy: Processes and Theory in Practice*. Wiley.

Geller, S. M. & Greenberg, L. S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. American Psychological Association.

Hill, C. E. (2020). *Helping skills: Facilitating exploration, insight, and action* (5th ed.). American Psychological Association.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Brooks/Cole.

Johnson, D. W. (2014). *Reaching out: Interpersonal effectiveness and self-actualization* (11th ed.). Prentice Hall.

McLeod, J. (2019). *Introduction to counselling and psychotherapy: theory, research and practice* (6th ed.). Open University Press.

McLeod, J. & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners*. OUP.

Okun, B. F. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Brooks /Cole.

Warlow, J. (2010). *Living wholeness: The Christian wholeness framework for professional counsellors*. Wholeness Counselling Services.

JOURNALS

Journal of Psychology and Theology

Journal of Psychology and Christianity

Psychotherapy in Australia

OTHER

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.

SAMPLE

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