

**UNIT OUTLINE**

**Unit Code:** CO315

**Unit Title:** Consolidating Interpersonal Counselling Skills

**Semester:** 1

**Year:** 2020

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| **Unit code** | CO315 |
| **Unit name** | Consolidating Interpersonal Counselling Skills |
| **Associated higher education awards** | Bachelor of Counselling |
| **Duration** | One semester |
| **Level** | Advanced |
| **Unit coordinator** | Jenny House |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10  Course credit points: 240 |
| **Delivery mode** | Online Delivery plus Face-to-face on campus (Intensive) |
| **Student workload** | *Synchronous Online Delivery and 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*  CO315 2Consolidating Interpersonal Counselling Skills |
| **Rationale** | Being a counselling professional of excellence requires ongoing intentional honing of skills, reflective practice and supervision. It is, therefore, imperative that counselling students develop the skills and personal philosophy that underpin a culture of professional excellence, which includes an open, transparent, and error-centric model of clinical practice. Miller, Hubble and Duncan argue that individual achievement and the quest for excellence flourishes in supportive communities.  Consequently, this unit focuses on the further development and consolidation of students’ foundational and advanced interpersonal process skills as they develop capacity to reflect on their counselling practice with openness and transparency. Such reflection includes highlighting strengths and weaknesses within the student’s counselling practice and the exploration of a Christian worldview that fosters ethical maturity and professional excellence. This unit also introduces the student to collaborative peer learning as a means of promoting ongoing practices for professional counselling excellence and will provide opportunity for students to receive feedback as to their progress towards becoming a professional counsellor. |
| **Prescribed text(s)** | Kottler, J. A., & Carlson, J. (2014). *On being a master therapist: Practicing what you preach.* Hoboken, NJ: Wiley.  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., & Corey, C.(2017). *Issues and ethics in the helping professions* (10th ed.). Pacific Grove, CA: Brooks/Cole.  Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2016). *Intentional interviewing and counseling: 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. & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners.* Maidenhead, UK: OUP  Rossouw, P. (Ed.). (2014). *Neuropsychotherapy: Theoretical underpinnings and clinical applications.* Brisbane, Australia: Mediros.  Sbanotto, E., Gingrich, H., & Gingrich, F. (2016). *Skills for effective counseling: A faith-based integration.* Downers Grove, IL: IVP Academic.  Smaby, M., & Maddux, C. (2011). *Basic and advanced counseling skills: The skills counsellor training model.* Belmont, 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 Counseling and Development*  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** | Nil |
| **Content** | 1. Review of previous learning of interpersonal processes and skills for counselling 2. Principles of developing and maintaining a culture and mindset of excellence in counselling    1. Exploring values and principles    2. Developing the capacity for professional openness and transparency    3. Giving, receiving and utilising feedback 3. Meta-cognition of the counsellor within the counselling process    1. What are the meta cognitive skills    2. Working with immediacy on an intrapersonal and interpersonal level    3. Consideration of dynamics within the counselling room including defensive responses, transference and parallel process 4. IPR (Interpersonal Process Recall) model    1. IPR as a supervision tool    2. IPR as a self reflective tool, developing meta-cognition and critical reflection on awareness and understandings of the appropriate use of micro and advanced counseling skills in therapeutic processses    3. Participating in IPR sessions to increase awareness of interpersonal dynamics    4. Participating in all three roles of the IPR model 5. Identifying weaknesses, “sticking points” and strategies for growth and improvement    1. Giving and receiving feedback as part of best practice    2. Critically reflecting on understanding and use of micro and advanced interpersonal skils and process through IPR    3. Practise counselling interviews 6. Case conceptualisations and assessments   6.1 Different models of case conceptualisation for assessment of the counsellee’s world in a detailed and multifaceted manner that considers all aspects of the ‘person’  6.2 Different assessment tools for consideration of mental health issues  6.3 Practice counselling interviews and collaborative case conceptualisation   1. Conceptualising within various counselling theories   7a Revision of the 5 waves of Counselling schools  7b Consideration of underpinning neuroscience principles   1. Stating working goals and planning interventions    1. Examining the change triangle    2. Working collaoratively with client goals 2. A Christian worldview that fosters ethical maturity and professional excellence    1. What are aspects of ethical maturity and professional excellence    2. Strategies for maintaining a lifelong mindset of excellence as a professional counsellor |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. appropriately applied micro-skills, meta-processes and advanced skills in the various stages of the counselling process; 2. analysed their meta-cognition in order to critically evaluate their own counselling practice; 3. developed the capacity for professional openness and transparency in the context of reflective practice; 4. conceptualised the counsellee’s world in a detailed and multifaced manner including physical, intellectual, emotional, social, and spiritual aspects of their person; 5. critically reflected on cultural, spiritual and ethical issues in counselling and described professional responses consistent with ethical principles and a Christian worldview; and 6. communicated at an appropriate tertiary standard with special attention to correct grammars, 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 Tasks 1 and 3.**  **Task 1: Participation in Interpersonal Process Recall (IPR) sessions.**  Participation is mandatory at all IPR sessions due to the experiential nature of the unit.  Students will be required to present a videorecording of themselves being the counsellor for one of the IPR sessions.  Word Length/Duration: 45 minutes (video recording)  Weighting: Pass/fail  Learning Outcomes: 1-6  Assessed: Weeks 2-13  **Task 2: Online Forum & Meta-Reflection**  You are to engage in a reflective process of your learning after each IPR session (in the online forum via Moodle™) specific to your role in the IPR session: Counsellor, Inquirer or Observer.  You are also to interact with class peers and lecturer in this online forum, as part of ‘Developing a culture of excellence,’ discussing your insights and understanding of the learning materials. These posts are to be used as the basis of a meta-reflection that synthesises your learning throughout the semester, with a particular focus on developing excellence in counselling.  Word Length/Duration: 2,000 words (Part A: 4 x 200 word forum posts and Part B: 1200 word Meta-Reflection)  Weighting: 40%  Learning Outcomes: 1-6  Assessed: Week 12  **Task 3: Counselling Interview, Annotated Transcript & Process Report**  Submit a final digital video recordingof a follow up counselling interview with the client that was presented as part of your IPR session.  This video recording is to be accompanied by a process report for a 20-minute section of the interview in which you are to reflect on (following the sample format on moodle):   1. your meta-cognition and meta-skills in the interview; and 2. how your IPR reflections have influenced your follow up interview.   Word Length/Duration: Interview - 45 minutes; Report - 1,500 words  Weighting: Interview - 30%; Report - 30%  Learning Outcomes: 1-6  Assessed: Week 15 |
| **Assessment elaboration** | **Task 1: Participation in Interpersonal Process Recall (IPR) sessions.**  Participation is mandatory at all IPR sessions due to the experiential nature of the unit.  Students will be required to present a videorecording of themselves being the counsellor for one of the IPR sessions.  Word Length/Duration: 45 minutes (video recording)  Weighting: Pass/fail  Learning Outcomes: 1-6  Assessed: Weeks 2-13  **Unpacking the task**  Each week, as part of the course delivery, you will be asked to join in the *Interperonal Process Recall* sessions, rotating roles, so that you engage and give feedback on your experiences in each of the Counsellor, Inquirer and Observer roles. When it is your turn as the counsellor, you will observe and reflect on a videorecording of yourself counselling another, who has given permission for it to be seen by others in the unit, with all normal confidentiality guidelnes followed. Whilst this is pass/fail assessment task, in order to pass you need to enagage actively throughout the semester.  From time to time during the unit you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning.  **Task 2: Online Forum & Meta-Reflection**  You are to engage in a reflective process of your learning after each IPR session (in the online forum via Moodle™) specific to your role in the IPR session: Counsellor, Inquirer or Observer.  You are also to interact with class peers and lecturer in this online forum, as part of ‘Developing a culture of excellence,’ discussing your insights and understanding of the learning materials. These posts are to be used as the basis of a meta-reflection that synthesises your learning throughout the semester, with a particular focus on developing excellence in counselling.  Word Length/Duration: 2,000 words (Part A: 4 x 200 word forum posts and Part B: 1200 word Meta-Reflection)  Weighting: 40%  Learning Outcomes: 1-6  Assessed: Weeks 1-10 (Task 2a) Week 12 (Task 2b)  **Unpacking the task**  **Part A** The purpose of participating in the on-line forum is to enhance your individual and peer learning process. It is **NOT** a regurgitation of the content covered in lectures and readings rather, it is to be an attempt on your part to engage in your individual processing, following IPR sessions, as well as peer learning from one another. These are formative tasks.  With an expectation of confidentiality and respecting the anonymity of others, you are to contribute to a minimum of **four (4)** forum discussions, reflecting on your experience and learning from your involvement of IPR as the Counsellor, Inquirer, and Observer, to you personally as well as your role and growth as a counsellor. There should be an entry about each role and the fourth entry can be from these or your responses to any other learnings/readings related to the unit.  Please note: First entry is due not later than Week 6. You are expected to engage actively throughout the semester so that it contributes to the collaborative learning with peers. The following points are a guide for your reflections and posts:   * It is a personal response to new information * There is neither right nor wrong, in reflective thinking * Important connections between what you know and what you don’t know * It is your response to related thoughts and feelings * An opportunity to gain self-knowledge * It is a process of making meaning * It is not just conveying information * You generally use personal pronouns such as “I” * Language is usually tentative   Use the *What?* And *So what?* Elements of Rolfe’s reflective model for your forum posts, as seen in the diagram below.  **Part B**  Your MoodleTM posts are to be used as the basis for a meta-reflection that synthesises your significant learning in relation to you as a counsellor as well as the impact on the development of your attitude, application, and strategies for maintaining excellence as a counselling professional.  \*\*Your forum posts are to be included as an appendix to your essay, as well as responses from peers and lecturer (please put in italics) to these posts.  In approaching the meta-reflection, you should take a step back from your initial forum posts using *the Now what*? element of Rolfe’s reflective model (see below), asking yourself “what is the bigger learning now that ties all of these individual reflections together for me?”  Then use your readings to support your reflection. Remember, this is about you and your experience, it is not to be just a theoretical paper. Remember to support your writing with the literature. In other words – don’t just state what you think. Rather, demonstrate how what you think has been informed by the literature using appropriate, relevant citations.  ***Reflective practice using the Rolfe et al (2001) framework***    Therefore, you need to also discuss how you would APPLY THE CONCEPTS, NEW AWARENESS OR PROCESSES AND SKILLS OF COUNSELLING TO YOURSELF AND YOUR WORK AS A COUNSELLOR. The following points are a possible guide for your discussion:   * Your reactions and learning’s relevant to your IPR experiences and content covered in class/readings. That is, what did it mean to you and your practice as a counsellor? * How your conceptualisations and understandings have been challenged, changed or reinforced by your IPR experiences or the particular frameworks and concepts covered in class. * Your analysis of the applications and implications of your insights to you personally and to your work as a counsellor. * What is new to your awareness from your IPR experiences? * What are the links in your learning? * What did you find significant? * What did you find confusing, inspiring, difficult, interesting and why?   **Task 3: Counselling Interview, Annotated Transcript & Process Report**  Submit a final digital video recordingof a follow up counselling interview with the client that was presented as part of your IPR session.  This video recording is to be accompanied by a process report for a 20-minute section of the interview in which you are to reflect on (following the sample format on moodle):   1. your meta-cognition and meta-skills in the interview; and 2. how your IPR reflections have influenced your follow up interview.   Word Length/Duration: Interview - 45 minutes; Report - 1,500 words  Weighting: Interview - 30%; Report - 30%  Learning Outcomes: 1-6  Assessed: Week 15  **Unpacking the task**  Submit a final digital video recordingof a follow up counselling interview with the client that was presented as part of your original IPR session.  This video recording is to be accompanied by a process report for a 20-minute section of the interview in which you are to reflect on:   1. your meta-cognition and meta-skills in the interview; and 2. how your IPR reflections have influenced your follow up interview.   **Important:** *Your process report should have an introduction, table of transcript and reflections, and a conclusion. The table should be formatted the same as the sample provided on moodle, along with comments in each column of the table, including the aspects to reflect upon shown on the sample.* |
| **Unit summary** | This unit focuses on the development, consolidation and application of students’ meta-cognitive skills and their capacity to reflect on their counselling practice with openness and transparency. Students will also have opportunity to reflect upon the strengths and weakness of their counselling practice in the context of collaborative peer learning. |
| **Learning delivery process** | Interactive engagement through on-campus or online learning modes with full access to CHC’s learning portal of resources:  **On-Campus mode**   * 2 day intensive   Plus, CHC learning portal resources (see below).  **On-line mode**   * CHC learning portal (Moodle™) including:   + Synchronous and/or asynchronous virtual lectures, weekly   (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources)   * lecture capture recordings bank * weekly readings * assessment guides * Collaborative forums: Student forums and News forum. * Turnitin assessment and feedback tool.   All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback. |

**Rubrics**

**Assessment # 1**

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|  | **Pass** | **Fail** |
| **Criterion 1, 2**  **In the roles of presenting counsellor, enquirer and observer, critically analysed their use of microskills, metaskills, and metacognition at various stages in the counselling process in order to develop their practice.** | In each role, actively engaged in analysing their use of microskills, metaskills and metacognition at various stages in the counselling process. | Limited engagement in the process of analysing their use of microskills, metaskills and metacognition at various stages in the counselling process. |
| **Criterion 2, 4 Reflected on their conceptualisations of the counsellee’s world in order to improve their practice.** | In each role, appropriately shared their conceptualisation of the counsellee’s world as part of improving practice. | Limited reflection on conceptualisations of the counsellee’s world. |
| **Criterion 3**  **Developed the capacity for giving and receiving feedback** | Actively given constructive feedback in the IPR sessions for the benefit of the presenting counsellor and demonstrated openness to receiving feedback as the presenting counsellor. | Given limited or unhelpful feedback in the IPR sessions, and/or demonstrated limited openness to receiving feedback as the presenting counsellor. |
| **Criterion 5**  **Critically reflected on cultural, spiritual and ethical issues relevant to IPR sessions.** | Demonstrated awareness of relevant cultural, spiritual and ethical issues in IPR sessions. | Demonstrated limited awareness of cultural, spiritual or ethical issues in IPR sessions. |
| **CO315 Consolidating Interpersonal Counselling Skills TASK # 1 Participation in IPR Sessions**  **RESULT (circle) Pass Fail** | **COMMENTS** | |

**Assessment # 2**

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|  | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Criterion 1, 2 & 5**  **Engaged in and reflected upon the impact of their readings, class content, class discussion and practice sessions, upon their understanding of developing a culture of excellence as a counselling professional.** | Demonstrated extensive engagement of discussion at both the intra-personal and inter-personal levels, covering a broad range of topics and content relevant to counselling. Demonstrated the integration of their learnings into a comprehensive understanding of developing a personal and professional outlook and practice of excellence as a counselling professional. | Demonstrated engagement of discussion at both the intra-personal and inter-personal levels, covering a broad range of topics and content relevant to counselling. Demonstrated some integration of their learnings into their understanding of developing a personal and professional outlook and practice of excellence as a counselling professional. | Demonstrated engagement of discussion at both the intra-personal and inter-personal levels, covering a range of topics and content relevant to counselling. Identified the application of their learnings towards developing a personal and professional outlook and practice of excellence as a counselling professional. | Demonstrated engagement of discussion at both the intra-personal and inter-personal levels, covering some topics and content relevant to counselling. Wrestled with the application of their learnings in developing a personal and professional outlook and practice of excellence as a counselling professional. | Little to no engagement in the discussion. Demonstrated a limited ability in the application of topics and content to the development of a personal and professional outlook and practice of excellence as a counselling professional. |
| **Criterion 2 & 3**  **Understood and reflected upon their own intrapersonal meta- processes and identified the impact of these better outcomes for counsellees as best practice.** | Identified and discussed the impact of their learnings from the IPR sessions on them personally and as a counsellor. Applied all their learnings to their understanding of counselling, for better counsellee outcomes, demonstrating an excellent capacity and desire for self- reflection as part of their ongoing professional development and desire for best practice. | Identified and discussed the impact of their learnings from the IPR sessions on them personally and as a counsellor. Applied significant aspects of their learnings to their understanding of counselling, for better counsellee outcomes, demonstrating considerable capacity and desire for self-reflection as part of their ongoing professional development and desire for best practice. | Identified and discussed the impact of their learnings from the IPR sessions on them personally and as a counsellor. Applied most of their learnings to their understanding of counselling, for better counsellee outcomes. Demonstrated the capacity and desire for self-reflection, more often than not, as part of their ongoing professional development and desire for best practice. | Identified and discussed the impact of their learnings from the IPR sessions on them personally and as a counsellor. Applied some of their learnings to their understanding of counselling, for better counsellee outcomes. Demonstrated the capacity and desire for self-reflection, at some significant times, as part of their ongoing professional development and desire for best practice | Demonstrated a limited ability in identifying and discussing the impact of their learnings from the IPR sessions on them personally and as a counsellor. Demonstrated a limited capacity for self- reflection. |
| **Criterion 4**  **Articulated the counsellee’s world by conceptualising in a detailed and multifaceted manner, including physical, intellectual, emotional, social, and spiritual aspects of their person.** | Accurately interpreted significant aspects of counsellee’s story and world during IPR discussions and reflections. Utilised this information to articulate excellent, multifaceted case conceptualisations. | Interpreted mostly accurately, significant aspects of the counsellee’s story and world during IPR discussions and reflections. Utilised this information to articulate thoughtfully considered, multifaceted case conceptualisations. | Interpreted some significant aspects of the counsellee’s story and world during IPR discussions and reflections. Utilised this information to articulate general understanding and multifaceted case conceptualisations, with some aspects missing from their formulations. | Interpreted relevant aspects of the counsellee’s story and world during IPR discussions and reflections. Utilised this information to articulate a developing understanding and somewhat multifaceted case conceptualisations. | Demonstrated a limited ability to interpret significant aspects of the counsellee’s story and world. Limited ability to formulate in a multifaceted manner. |
| **Criterion 5**  **Explored their awareness and understanding of the role of ethics and Christian spirituality within the counselling process and appropriate professional responses.** | Identified and reflected with excellence on key ethical and spiritual considerations and appropriate responses related to the counselling process and or profession, arising during IPR and reflections. | Identified and reflected with clarity on key ethical and spiritual considerations and appropriate responses related to the counselling process and or profession, arising during IPR and reflections. | Identified and discussed some appropriate ethical and spiritual considerations and responses related to the counselling process and or profession, arising during IPR and reflections. | Identified some ethical and spiritual concerns related to the counselling process and or profession, arising during IPR and reflections. Some omissions of relevant concerns or responses. | Demonstrated a limited ability to identify and raise and discuss ethical or spiritual issues or responses relating to their work as a counsellor. | |
| **Criterion 6**  **Communicated at an appropriate tertiary standard regarding English expression**  **(See CHC APA Style Guide and APA Guide 2010 for guidelines)** | Communicated at an outstanding tertiary standard throughout with precise expression that includes appropriate use of relevant academic vocabulary and well-structured complex sentences in a fluent and stimulating piece of assessment. Length is within the word limit. | Communicated at a high quality tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well- structured sentences, with minimal or no technical errors. Length is within the word limit. | Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are well structured and vocabulary is appropriate for academic communication. Length is within the word limit. | Communicated at a satisfactory tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Academic voice is present at times. Length is within the word limit. | Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Limited evidence of academic voice. Length is outside the word limit. | |
| **Criterion 6**  **Communicated at an appropriate tertiary standard regarding incorporating research (See CHC APA Style Guide and APA Guide 2010 for guidelines)** | Evidence of comprehensive research using authoritative, scholarly and relevant sources that are flawlessly integrated throughout the assessment. | Evidence of broad research using authoritative, scholarly and relevant sources that enhance ideas throughout the assessment. | Evidence of sound research using authoritative, scholarly and relevant sources that support ideas throughout the assessment. | Evidence of sufficient research using mostly authoritative, scholarly and relevant sources that have been linked to the discussion. | Evidence of limited research, or sources that lack scholarly credibility or relevance. | |
| **Criterion 6**  **Referenced appropriately using APA style (See CHC APA Style Guide and APA Guide 2010 for guidelines)** | Referencing style is flawless APA. Assessment style/format has been constructed to adhere to CHC standards specific to the type of assessment. | Referencing style is consistently APA with only minor technical errors. The assessment style/format has been constructed to adhere to CHC standards specific to the type of assessment. | All referencing information has been provided, with minor errors and or inconsistencies regarding APA style. The assessment style/format has been constructed to mostly adhere to CHC standards specific to the type of assessment. | Basic referencing information has been provided, with some inconsistencies/ errors in the use of APA style. The assessment style/format has been constructed to adhere to CHC standards specific to the type of assessment with passing consideration. | Referencing contains major errors and inconsistencies in the use of APA style and/or insufficient citations. The assessment style/format shoes limited consideration to the CHC standards specific to the type of assessment. | |
| **CO315 Consolidating Interpersonal Counselling Skills** | **TASK # 2 Online Forum and Meta- Reflection Weighting 40% RESULT** | **COMMENTS** | | | | |

**Assessment # 3a**

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|  | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Criterion 1**  **Demonstrated competency in paraphrasing.** | Demonstrated competent use of paraphrasing which is automatic, seamless and fluent, without reliance on questioning. | Demonstrated competent use of paraphrasing which is becoming automatic and fluent, with little reliance on questioning. | Demonstrated competent use of paraphrasing more often than not, with little reliance on questioning. | Demonstrated competent use of paraphrasing more often than not, with some reliance on questioning. | Limited demonstration of paraphrasing and an overuse of questioning. |
| **Criterion 1 & 2**  **Demonstrated concurrent micro- skills and meta-skills with intentionality and purpose.** | Demonstrated consistent and fluent application of micro-skills, concurrently with meta-skills and meta-process, resulting in a high level of competence which demonstrates continuous and consistent flow of intentionality and purpose in the counselling room. | Demonstrated consistent and fluent application of micro-skills, concurrently with meta-skills and meta-processes, resulting in a level of competence which demonstrates a consistent flow of intentionality and purpose in the counselling room. | Demonstrated consistent application of micro-skills, concurrently with meta- skills and meta-processes, resulting in a level of competence which usually demonstrates intentionality and purpose in the counselling room. | Demonstrated the use of micro-skills, concurrently with meta-skills and meta- processes, however at times there is a lack of consistency and fluency in the application of these skills. There is some demonstration of intentionality and purpose in the counselling room. | Limited demonstration of the concurrent use of micro-skills, meta-skills and meta-processes, as little to no demonstration of competency or intentionality and purpose in the counselling room. |
| **Criterion 1 & 2**  **Demonstrated systematic and structured counselling process including appropriate starting and closure of an interview.** | Demonstrated a well-constructed and systematic process of starting and closing of an interview, which was executed with clarity and fluency. Demonstrated a consistent and fluent application of a systematic and structured counselling process i.e. CURE, with intentionality and purpose in the counselling room throughout the interview. | Demonstrated a systematic process of starting and closing of an interview, which was well executed. Demonstrated a consistent application of a systematic and structured counselling process i.e. CURE, with intentionality and purpose in the counselling room throughout the interview with only minor lapses of fluency. | Demonstrated a systematic process of starting and closing of an interview, which was well executed. Demonstrated the application of a structured counselling process i.e. CURE, mostly with intentionality and purpose in the counselling room throughout the interview. | Demonstrated appropriate starting and closure of an interview with some structure and thought. Demonstrated the application of a structured counselling process i.e. CURE, with intentionality and purpose in the counselling room at times throughout the interview. | Limited thought and systematic application, relating to the starting and closure of an interview. Limited application of a structured counselling process i.e. CURE; hence the interview is lacking in intentionality and purpose. |
| **CO315 Consolidating Interpersonal Counselling Skills** | **TASK # 3a Counselling Interview (skills) Weighting 30% RESUL T** | **COMMENTS** | | | |

**Assessment # 3b**

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|  | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Criterion 1 & 2**  **Critically reflected on, and analysed their understandings of their use of micro-skills, meta- skills, and meta-processes at the various stages of their counselling process.** | Accurately identified and critically reflected on the choice, and use their micro-skills, meta-skills, and meta- processes, and the impact that these had upon the therapeutic process at all key points of the counselling interview. | Accurately identified and critically reflected on the choice, and use their micro-skills, meta-skills, and meta- processes, and the impact that these had upon the therapeutic process at most key points of the counselling interview. | Accurately identified and critically reflected on the choice, and use their micro-skills, meta-skills, and meta- processes, and the impact that these had upon the therapeutic process at many key points of the counselling interview. | Mostly accurately identified and critically reflected on the choice, and use their micro-skills, meta-skills, and meta- processes, and the impact that these had upon the therapeutic process at some key points of the counselling interview. | Limited identification and limited explanation of the impact that the choice, and use their micro-skills, meta-skills, and meta-processes, had upon the therapeutic process in their counselling interview. |
| **Criterion 3 & 4**  **Identified the impact of their IPR experience in developing best practice principles, including professional openness, transparency, and reflective practice, within their counselling work.** | Reflected and exhaustively identified the significant changes in their meta-cognition resultant from their IPR experience. Identified all the consequential impacts that these changes have had on their counselling practice and counselee outcomes in the follow up interview. Demonstrated a full and robust engagement in reflective practice through professional openness and transparency. | Reflected and identified the significant changes in their meta-cognition resultant from their IPR experience. Identified many of the consequential impacts that these changes have had on their counselling practice and counselee outcomes in the follow up interview. Demonstrated a robust engagement in reflective practice through professional openness and transparency. | Reflected and identified some of the significant changes in their meta- cognition resultant from their IPR experience. Identified, more often than not, the consequential impacts that these changes have had on their counselling practice and counselee outcomes in the follow up interview. Demonstrated some engagement in reflective practice through professional openness and transparency. | Reflected and identified the changes in their meta-cognition resultant from their IPR experience. Identified some of the consequential impacts that these changes have had on their counselling practice and counselee outcomes in the follow up interview. Demonstrated a desire to engage in reflective practice through professional openness and transparency. | Limited identification of changes in their meta-cognition resultant from their IPR experience. Limited identification of the application of meta-cognitive changes to their counselling practice and counselee outcomes in the interview. Limited engagement in reflective practice. |
| **Criterion 4 & 5**  **Identified and critically reflected on their conceptualisation of the counsellee in a multifaceted manner** | Accurately interpreted the counsellee’s story at the textual and sub textual level. Utilised this information to formulate a robust and thorough understanding of the counsellee and their world, in a multifaceted manner, including physical, intellectual, emotional, social, and spiritual aspects of personhood, as well as cultural, and ethical issues present in the interview. This conceptualisation has been clearly articulated with relevant theoretical application. | Interpreted the counsellee’s story at the textual level with accuracy, as well as connecting with significant aspects of the sub textual level. Utilised this information to formulate a thorough understanding of the counsellee and their world, in a multifaceted manner, including physical, intellectual, emotional, social, and spiritual aspects of personhood, as well as cultural, and ethical issues present in the interview. This conceptualisation has been well articulated with relevant theoretical application. | Interpreted the counsellee’s story at the textual level, mostly with accuracy, as well as connecting with some aspects of the sub textual level. Utilised this information to formulate general understanding of the counsellee and their world, with reference to aspects of the counsellee’s physical, intellectual, emotional, social, and spiritual aspects of personhood, as well as cultural, and ethical issues present in the interview. They have begun to articulate this conceptualisation with some theoretical application. | Interpreted the counsellee’s story at the textual level with a developing awareness of the sub textual level. Utilised this information to formulate some understanding of the counsellee and their world, with reference to aspects of the counsellee’s physical, intellectual, emotional, social, and spiritual aspects of personhood, as well as cultural, and ethical issues. They have begun to articulate this conceptualisation with some theoretical application. | Limited interpretation of the counsellee’s story, remaining only at the surface level. Little to no connection with the counsellee’s story at a sub textual level. Limited articulation of a formulation of the counsellee and their world. |
| **Criterion 6**  **Communicated at an appropriate tertiary standard regarding English expression**  **(See CHC APA Style Guide and APA Guide 2010 for guidelines)** | Communicated at an outstanding tertiary standard throughout with precise expression that includes appropriate use of relevant academic vocabulary and well- structured complex sentences in a fluent and stimulating piece of assessment. Length is within the word limit. | Communicated at a high quality tertiary standard throughout with expression that includes appropriate use of relevant academic vocabulary and well-structured sentences, with minimal or no technical errors. Length is within the word limit. | Communicated at a commendable tertiary standard through expression that only contains minor technical errors. Sentences are well structured and vocabulary is appropriate for academic communication. Length is within the word limit. | Communicated at a satisfactory tertiary standard through expression that only contains minor technical errors. Sentences are mostly well structured. Academic voice is present at times. Length is within the word limit. | Communicated at an unsatisfactory tertiary standard through expression that contains several fundamental errors, including poor grammar and sentence structure. Limited evidence of academic voice. Length is outside the word limit. |
| **Criterion 6**  **Communicated at an appropriate tertiary standard regarding incorporating research (See CHC APA Style Guide and APA Guide 2010 for guidelines)** | Evidence of comprehensive research using authoritative, scholarly and relevant sources that are flawlessly integrated throughout the assessment. | Evidence of broad research using authoritative, scholarly and relevant sources that enhance ideas throughout the assessment. | Evidence of sound research using authoritative, scholarly and relevant sources that support ideas throughout the assessment. | Evidence of sufficient research using mostly authoritative, scholarly and relevant sources that have been linked to the discussion. | Evidence of limited research, or sources that lack scholarly credibility or relevance. |
| **Criterion 6**  **Referenced appropriately using APA style (See CHC APA Style Guide and APA Guide 2010 for guidelines)** | Referencing style is flawless APA. Assessment style/format has been constructed to adhere to CHC standards specific to the type of assessment. | Referencing style is consistently APA with only minor technical errors. The assessment style/format has been constructed to adhere to CHC standards specific to the type of assessment. | All referencing information has been provided, with minor errors and or inconsistencies regarding APA style. The assessment style/format has been constructed to mostly adhere to CHC standards specific to the type of assessment. | Basic referencing information has been provided, with some inconsistencies/ errors in the use of APA style. The assessment style/format has been constructed to adhere to CHC standards specific to the type of assessment with passing consideration. | Referencing contains major errors and inconsistencies in the use of APA style and/or insufficient citations. The assessment style/format shoes limited consideration to the CHC standards specific to the type of assessment. |
| **CO315 Consolidating Interpersonal Counselling Skills** | **TASK # 3b Annotated Transcript and Process report Weighting 30% RESULT** | **COMMENTS** | | | |