

## UNIT INFORMATION

<b>UNIT CODE</b>	CO315	
<b>UNIT NAME</b>	Consolidating Interpersonal Counselling Skills	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Advanced	
<b>UNIT COORDINATOR</b>	Jenny House	
<b>TEACHING STAFF</b>	Jenny House	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face on campus (Intensive)	
<b>STUDENT WORKLOAD</b>	<i>Face to face on site</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment presentation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<i>Prerequisite</i>	
	CO115 Foundational Interpersonal Skills	
	<i>Preferred</i>	
	CO215 Advanced 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.

## LEARNING DELIVERY PROCESS

***This unit will be offered as an 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.*** Interactive engagement through on-campus or online learning modes with full access to CHC's learning portal of resources.

### INTENSIVE MODE UNITS

Students are expected to attend **at least 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.

#### Some guidelines for intensives:

- 80% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00am to 5.00pm everyday unless told otherwise by the lecturer.
- The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

#### Plus, CHC learning portal resources:

- Power points of lectures.
- Essential readings and other useful resources.
- Learning guides.
- 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. 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:
  - 2.1. Exploring values and principles.
  - 2.2. Developing the capacity for professional openness and transparency.
  - 2.3. Giving, receiving and utilising feedback.

3. Meta-cognition of the counsellor within the counselling process:
  - 3.1. What are the meta cognitive skills.
  - 3.2. Working with immediacy on an intrapersonal and interpersonal level.
  - 3.3. Consideration of dynamics within the counselling room including defensive responses, transference and parallel process.
4. IPR (Interpersonal Process Recall) model:
  - 4.1. IPR as a supervision tool.
  - 4.2. 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 processes.
    - 4.1. Participating in IPR sessions to increase awareness of interpersonal dynamics.
    - 4.2. Participating in all three roles of the IPR model.
5. Identifying weaknesses, "sticking points" and strategies for growth and improvement:
  - 5.1. Giving and receiving feedback as part of best practice.
  - 5.2. Critically reflecting on understanding and use of micro and advanced interpersonal skills and process through IPR.
  - 5.3. 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.
7. Conceptualising within various counselling theories:
  - 7.1. Revision of the 5 waves of Counselling schools.
  - 7.2. Consideration of underpinning neuroscience principles.
8. Stating working goals and planning interventions:
  - 8.1. Examining the change triangle.
  - 8.2. Working collaboratively with client goals.
9. A Christian worldview that fosters ethical maturity and professional excellence:
  - 9.1. What are aspects of ethical maturity and professional excellence.
  - 9.2. 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. **Gradute Attributes: 3 - 6.**
2. Analysed their meta-cognition in order to critically evaluate their own counselling practice. **Gradute Attributes: 4 - 8.**
3. Developed the capacity for professional openness and transparency in the context of reflective practice. **Gradute Attributes: 4, 6, 8.**
4. Conceptualised the counsellee's world in a detailed and multifaceted manner including physical, intellectual, emotional, social, and spiritual aspects of their person. **Gradute Attributes: 3, 4, 6, 7.**
5. Critically reflected on cultural, spiritual and ethical issues in counselling and described professional responses consistent with ethical principles and a Christian worldview. **Gradute Attributes: 1 - 4, 6, 8.**
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. **Gradute Attributes: 6.**

## 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 of video recording  
 Weighting: Pass or Fail  
 Learning Outcomes: 1-6  
 Assessed: Days 1-5 in class

### TASK 2: ONLINE FORUM AND 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: 1,200 word Meta-Reflection)  
 Weighting: 40%  
 Learning Outcomes: 1-6  
 Assessed: **Part A** (Forum Posts): Weeks 6, 8, 10, 12  
**Part B** (Meta-Reflection): Week 13  
 Method of Submission: Turnitin

### TASK 3: COUNSELLING INTERVIEW, ANNOTATED TRANSCRIPT AND PROCESS REPORT

Submit a final digital video recording of 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 and Report: 1,500 words  
 Weighting: 60% (Interview: 30% and Report: 30%)  
 Learning Outcomes: 1-6  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1 - 6	1 - 5	K1, K2, S1, S3, S4, A1, A2, A3	A, B, E, F, I

<b>Task 2</b>	1 - 6	1 - 5, 9	K1, K2, K3, K4, S1-6	A - D, F, G, I
<b>Task 3</b>	1 - 6	1 - 9	K1, K2, K3, K5, S1 - 6, A2	A - I

## SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

## PRESCRIBED TEXTS

Kottler, J. A., & Carlson, J. (2014). *On being a master therapist: Practicing what you preach*. Wiley.

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

## RECOMMENDED READINGS

### BOOKS

Corey, G., Corey, M. S., & Corey, C. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2016). *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. & McLeod, J. (2014). *Personal and professional development for counsellors, psychotherapists and mental health practitioners*. OUP

Rossouw, P. (Ed.). (2014). *Neuropsychotherapy: Theoretical underpinnings and clinical applications*. Mediros.

Sbanotto, E., Gingrich, H., & Gingrich, F. (2016). *Skills for effective counseling: A faith-based integration*. IVP Academic.

Smaby, M., & Maddux, C. (2011). *Basic and advanced counseling skills: The skilled counselor training model*. Brooks/Cole.

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

### JOURNALS

*Journal of Psychology and Theology*

*Journal of Psychology and Christianity*

### 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