

**UNIT OUTLINE**

**Unit Code:** CO368

**Unit Title:** Reflective Practice: The Therapeutic Relationship

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO368 |
| **Unit name** | Reflective Practice: The Therapeutic Relationship |
| **Associated higher education awards** | Bachelor of Counselling |
| **Duration** | One semester |
| **Level** | Advanced |
| **Unit coordinator** | Neil Roberts |
| **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 assignment preparation 115 hours  **TOTAL 150 hours** |
| Students requiring additional English language support are expected to undertake an additional one hour per week. |
| **Prerequisites/ co-requisites/ restrictions** | *Co-requisite*  CO367 Reflective Practice: Consolidating Foundations |
| **Rationale** | Psychotherapy and neuroscience research conducted during the last two decades has consistently suggested that the therapeutic relationship between the counselling practitioner and client is a major predictor and determinant of effective therapeutic outcomes.  This unit is the second of the reflective practice units and is designed to assist students to explore and assimilate important dimensions of what both counselling practitioner and client bring to the relational encounter of therapy in the context of their developing personal practice framework. This is accomplished through intentional and critical reflection on students’ growing experiences of practice as it occurs within their individual practicum placements. Students will also examine several therapeutic relationship models, the various perceptions the major schools of counselling have of the therapeutic relationship and attachment theory. They will also continue to explore the implications of a Christian worldview as it applies to this relationship. |
| **Prescribed text(s)** | Gelso, C. J. (2018). *The therapeutic relationship in psychotherapy practice: An integrative perspective.* New York, NY. Routledge. |
| **Recommended readings** | **Books**  Baldwin, M. (2013). *The use of self in therapy* (3rd ed.). New York, NY: Taylor & Francis.  Charura, D. & Paul, S. (2014). *The therapeutic relationship handbook: Theory and practice.* New York, NY: OUP.  Clarkson, P. (2003). *The therapeutic relationship.* London, UK: Whurr.[[1]](#footnote-1)  Corey, G. (2013). *The art of integrative counselling* (3rd ed.)*.* Belmont, CA: Brooks/Cole.  Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds). (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). Washington, DC: American Psychological Association.1  Geller, S., & Greenberg, L. (2012). *Therapeutic presence: A mindful approach to effective therapy.* Washington, DC: APA.  Norcross, J. C. (2011). *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients*. Oxford, UK: Oxford University Press.  Purdie, N., Dudgeon, P., & Walker, R. (2010). *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice.* Canberra: Australian Government Department of Health and Ageing.  Rowan, J., & Jacobs, M. (2002). *The therapist’s use of self*. Maidenhead, UK: Open University Press.1  **Journals**  *Journal of Psychology and Theology*  *Journal of Psychology and Christianity*  *Journal of Pastoral Care and Counselling*  *Journal of Psychotherapy Integration*  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. The therapeutic relationship as a core counselling condition 2. The therapeutic relationship as a common factor in effective counsellling 3. Models of the therapeutic relationship 4. First Australians and multicultural implications for developing a therapeutic relationship 5. Major schools of counselling and the therapeutic relationship 6. The neuroscience of the therapeutic relationship 7. Transference and counter-transference 8. Resonance, resistance 9. Implications of attachment for the therapeutic relationship and process 10. The counsellor’s use of self in the therapeutic relationship 11. Christian worldview perspectives on the therapeutic relationship |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. analysed theoretical concepts and processes, and investigated how these influence the therapeutic relationship; 2. examined therapeutic relationship literature, including Indigenous and multicultural perspectives; 3. critically reflected on the personal relevance of therapeutic relationship dynamics; 4. refined the ability to establish effective therapeutic relationships and conduct effective counselling interviews; 5. analysed the effectiveness of their therapeutic relationship skills and use of self in counselling interviews based on client feedback; 6. integrated Christian worldview and different philosophical understandings of the therapeutic relationship; and 7. 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 Task 3.**  **Task 1: Reflective Essay**  Students are to write a reflective essay based on their own experience as a counselling client that considers aspects of the therapeutic relationship, the therapist’s use of self, transference, resistance, attachment theory, and any relevant cultural factors. Reference should be made to recent literature, including that from a Christian worldview perspective, looking particularly at the neuroscience research.  Word Length/Duration: 2,000 words  Weighting: 40%  Learning Outcomes: 1-3, 6, 7  Assessed: Week 7  **Task 2: Video plus Interpersonal Process Recall (IPR) and Report**  Students are to take a video recording of a counselling session conducted while on practicum to their lecturer and participate in an IPR session. They are then to prepare a written report on this IPR session which critically reflects on the learning gained in relation to:   1. understanding and use of self as a person in relationship; 2. the theoretical dimensions of the therapeutic relationship discussed in this unit; 3. an integration of the values and principles of a Christian worldview that undergird an effective therapeutic relationship; and 4. the application of learning to the student’s developing practice framework with respect to the therapeutic relationship.   Word Length/Duration: Interview: - 20 minutes; Report - 2,000 words  Weighting: Interview 30%; Report 30%  Learning Outcomes: 1-7  Assessed: Week 15 |

1. Seminal text [↑](#footnote-ref-1)