

UNIT INFORMATION

UNIT CODE	CO368	
UNIT NAME	Reflective Practice: The Therapeutic Relationship	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Counselling	
DURATION	One semester	
LEVEL	Level 7	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Neil Roberts	
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 assignment presentation	115 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Co-requisite</i> 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 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 and reflect on their application in practice. They will also continue to explore the implications of a Christian worldview as it applies to this relationship.

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.

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 end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

The textbook for this unit has been updated for semester 2 2020 to utilise a more contemporary model of the therapeutic relationship. The reflective practice units as a set have also been restructured based on student feedback.

CONTENT

1. The therapeutic relationship as a common factor in effective counselling.
2. Rogers’ core conditions for change –
 - a. Exploring the concepts of empathy, congruence, and unconditional positive regard in more depth
 - b. Demonstrating the core conditions in practice
3. A model of the therapeutic relationship-
 - a. The working alliance
 - b. The real relationship
 - c. The transference relationship
4. Multicultural implications for developing a therapeutic relationship
 - a. Considerations for working with First Australians
 - b. Considerations for working with CALD clients
5. Major schools of counselling and the therapeutic relationship-

- a. Psychodynamic
 - b. CBT
 - c. Humanistic/existential
 - d. Social constructionist
6. Implications of attachment for the therapeutic relationship and process-
 - a. Internal working models
 - b. Implications for regulation and attunement
 - c. Working with different attachment styles
 7. The neuroscience of the therapeutic relationship-
 - a. Utilising right brain to right brain communication
 - b. Mirror neurons and co-regulation
 8. Transference and counter-transference.
 - a. Different types of transference and countertransference
 - b. Identifying and managing transference and countertransference
 - c. Parallel process
 9. Resistance.
 - a. Honouring resistance
 - b. Working with resistance
 10. The counsellor's use of self in the therapeutic relationship-
 - a. Resonance
 - b. Instrumental self
 - c. Authentic self
 - d. Transpersonal self
 - e. The wounded healer
 11. Christian worldview perspectives on the therapeutic relationship-
 - a. Implications of Imago Dei
 - b. The transpersonal aspect of the 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. **Graduate Attributes: 3-6.**
2. Examined therapeutic relationship literature, including Indigenous and multicultural perspectives. **Graduate Attributes: 3-7.**
3. Critically reflected on the personal relevance of therapeutic relationship dynamics. **Graduate Attributes: 4-8.**
4. Refined the ability to establish effective therapeutic relationships and conduct effective counselling interviews. **Graduate Attributes: 4,5.**
5. Analysed the effectiveness of their therapeutic relationship skills and use of self in counselling interviews based on client feedback. **Graduate Attributes: 4-7.**
6. Integrated Christian worldview and different philosophical understandings of the therapeutic relationship. **Graduate Attributes: 1,3,6,7.**
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. **Graduate Attributes: 6.**

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

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.

Word Length/Duration: 2,000 words
 Weighting: 40%
 Learning Outcomes: 1-3, 6, 7
 Assessed: Week 9
 Method of Submission: Turnitin

TASK 2: VIDEO PLUS INTERPERSONAL PROCESS RECALL (IPR) AND REPORT

Take a video recording of a counselling session to your lecturer and participate in an IPR session. You are then to prepare a written report on this IPR session which critically reflects on your learning.

Word Length/Duration: Interview: 20 minutes and Report: 2,000 words
 Weighting: 60% (Interview: 30% and Report: 30%)
 Learning Outcomes: 1-7
 Assessed: Week 16
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-3, 6, 7	1, 2, 3, 6-11	K2, K4, K5, S1, S6	C, D, G
Task 2	1-7	1-11	K2, K3, S1, S3, S5, S6, A2	A-G

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Gelso, C. J. (2019). *The therapeutic relationship in psychotherapy practice*. Routledge.

RECOMMENDED READINGS

BOOKS

Baldwin, M. (2013). *The use of self in therapy* (3rd ed.). Taylor & Francis.

Balswick, J., King, P., & Reimer, K. (2016). *The reciprocating self: Human development in theological perspective* (2nd ed.). Intervarsity.

Charura, D. & Paul, S. (2014). *The therapeutic relationship handbook: Theory and practice*. OUP.

Clarkson, P. (2003). *The therapeutic relationship* (2nd ed). Whurr.¹

Corey, G. (2019). *The art of integrative counseling* (4th ed.). Brooks/Cole.

- Dudgeon, P., Milroy, H., & Walker, R. (2014). *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice* (2nd ed.). Australian Government Department of Health and Ageing.
- Duncan, B., & Miller, S., Wampold, B., & Hubble, M. (Eds). (2010). *The heart and soul of change: Delivering what works in therapy* (2nd ed.). American Psychological Association.
- Geller, S., & Greenberg, L. (2012). *Therapeutic presence: A mindful approach to effective therapy*. APA.
- Norcross, J. C. (2019). *Psychotherapy relationships that work: Evidence-based Therapist responsiveness* (3rd ed.). Oxford University Press.
- Rowan, J., & Jacobs, M. (2002). *The therapist's use of self*. Open University Press.
- Siegel, D. (2010). *The mindful therapist: A clinician's guide to mindfulness and neural integration*. Norton.

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