

**UNIT OUTLINE**

**Unit Code:** CO615

**Unit Title:** Advanced Interpersonal Counselling Skills

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO615 |
| **Unit name** | Advanced Interpersonal Counselling Skills |
| **Associated higher education awards** | Master of Counselling |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit coordinator** | Lorryn Davies |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10  Course credit points: 160 |
| **Delivery mode** | Face-to-face on site |
| **Student workload** | *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** | *Prerequisite*  CO514 Foundational Counselling 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. |
| **Prescribed text(s)** | Teyber, E., Teyber, F. H. (2017). *Interpersonal Process in Therapy: An integrative model* (7th ed.). USA: Cengage Learning.  Kottler, J. A., & Carlson, J. (2014). *On being a master therapist: Practicing what you preach.* Hoboken, NJ: Wiley. |
| **Recommended readings** | **Books**  Corey, G., Corey, M.S., & Callanan, P. (2014). *Issues and ethics in the helping professions* (9th ed.). Pacific Grove, CA: Brooks/Cole.  Egan, G. (2014). *The skilled helper: A problem-management and opportunity-development approach to helping* (10th ed.). Pacific Grove, CA: Brooks/Cole.  Geller, S. M. & Greenberg, L. S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. Washington DC, USA: American Psychological Association.  Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington DC, USA: American Psychological Association.  Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counselling: 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.  Nelson-Jones, R. (2010). *Six key approaches to counselling and therapy*. London, UK: Sage.  Okun, B. F. (2015). *Effective helping: Interviewing and counseling techniques* (8th ed.). Pacific Grove, CA: Brooks /Cole.  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.  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*  *Psychotherapy in Australia*  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. An interpersonal process approach to counselling 2. Utilising reflection-in-action to apply microskills within an intentional counselling process 3. Advanced interpersonal skills to effect interpersonal and intrapersonal change 4. Immediacy skills 5. Affect regulation skills and the therapeutic window 6. Utilising Interpersonal Process Recall (IPR) for development of counselling skills 7. Conceptualisation/case formulation skills 8. Client Response Specificity; working with the client’s theory of change. 9. Relational themes and dynamics within the counselling room 10. Gentle confrontation skills; working with ambivalence, discrepancies and incongruencies. 11. The place of Christian spirituality in counselling 12. Developing ethical maturity and practice |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. Understood the process of counselling by utilising reflection-in-action, microskills 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-in-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. critically reflected on their own personal and professional competencies as a counsellor, as well as ethical, cultural and worldview issues relevant to professional counselling; and 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** | **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.  Present a video recording at an IPR session of at least a second (2nd) counselling session (with the same client) with yourself as the counsellor.  Word Length/Duration: 20 minutes (video recording)  Weighting: Pass/Fail  Learning Outcomes: 1-5  Assessed: Weeks 2-13  **Task 2: Online Forum and Meta-Reflection**  With an expectation of confidentiality, you are to participate in five (5) online discussions in which you are to interact with your class peers and lecturer, critically reflecting on your insights and understanding of the learning materials.  After the last week of lectures, based on your discussion posts, write an essay that synthesises your learning, particularly your understanding of process-oriented counselling. Reflect on the implications of your learning for your role as a counsellor. Include any personal comments that you were not able to share on the public forum during the semester as an appendix to the essay.  Word Length/Duration: Forum posts - 2,000 words (5 x 400 words); Meta-reflection: 1,500 words  Weighting: 40%  Learning Outcomes: 2,4, 5, 6  Assessed: Weeks 3, 5, 7, 9, 11  Meta-reflection due Week 13  **Task 3: Counselling Interview, Annotated Transcript and Process Report**  Submit a final video recordingof a follow up counselling session with the client that you presented as part of your IPR session (this should be at least a third session with the same client).  This video recording is to be accompanied by a process report for a 20-minute section of the interview in which you utilise reflection-on-action to reflect on:  1. your microskills and advanced interpersonal skills used in the session; and  2. how the IPR reflections have influenced your follow-up session.  Word Length/Duration: Interview - 30 minutes; Report - 2,000 words  Weighting: Interview - 30%; Report - 30%  Learning Outcomes: 1-6  Assessed: Week 15 |
| **Unit summary** | Building on the foundational counselling skills, this unit focuses on developing students’ use of advanced interpersonal skills and application of an interpersonal process approach to counselling. These skills and students’ self-reflective capacity will be developed through regular supervised practice sessions, enabling them to work intentionally and effectively with the diversity of clients that seek counselling. |