

UNIT INFORMATION

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| UNIT CODE | CO668 | |
| UNIT NAME | Reflective Practice: The Therapeutic Relationship | |
| ASSOCIATED HIGHER EDUCATION AWARDS | Master of Counselling | |
| DURATION | One semester | |
| LEVEL | Level 9 | |
| UNIT COORDINATOR | Toni Neil | |
| TEACHING STAFF | Neil Roberts | |
| CORE / ELECTIVE | Core | |
| WEIGHTING | Unit credit points | 10 (0.125 EFTSL) |
| | Course credit points | 160 (2.0 EFTSL) |
| DELIVERY MODE | Face to face on site | |
| STUDENT WORKLOAD | Contact hours | 35 hours |
| | Reading, study and assignment preparation | 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> | |
| | CO667 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 processes and outcomes. More recently, the core condition and centrality of this unique relationship has been additionally substantiated and confirmed by advanced technological research of neuroscience.

This unit is the second of the reflective practice units and is designed to give students the opportunity to investigate the various aspects of the therapeutic relationship as underpinning their counselling framework. By utilising the reflective practice skills learned in *CO667 Reflective Practice: Consolidating Foundations* to engage with models and dimensions of the therapeutic relationship, including attachment, transference/counter-transference, resonance and resistance, the student will develop their therapeutic relationship style that will become an integral aspect of their counselling framework. The unit also explores various perceptions of the major counselling approaches on the therapeutic relationship, including implications of a Christian worldview in the formation of such an alliance.

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 the semester to enable us to continually improve the unit. 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 – empathy, congruence, and unconditional positive regard
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. Identified and described a model for conceptualising the therapeutic relationship. **Graduate Attributes: 3.**
2. Critically examined specific theoretical concepts and processes and investigated the implications and influences of these on the therapeutic relationship. **Graduate Attributes: 3,6,7.**
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 based on client feedback. **Graduate Attributes: 4,5.**
5. Critiqued their counselling skills, with a specific focus on the therapeutic relationship. **Graduate Attributes: 4-7.**
6. Integrated a coherent understanding of contemporary counselling and neuroscience research findings on the therapeutic relationship, including Indigenous and multicultural perspectives, and that from a Christian worldview. **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

Write a reflective essay based on your 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: 2,500 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. Prepare a written report on this IPR session which critically reflects on the learning gained.

Word Length/Duration: Interview: 30 minutes and Report: 3,000 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 | TEQSA Course Outcomes | PACFA Course Objectives |
|-----------------|-------------------|-----------|----------------------------|-------------------------|
| Task 1 | 1-3, 6, 7 | 1-4, 6-11 | K3, S2, S4, S5, S8 | E, J |
| Task 2 | 1-7 | 1-11 | K3, K5, S1, S4, S5, S7, S8 | A, D, E, J, K |

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.
- 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 responsiveness* (3rd ed.). Oxford University Press.
- 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.
- 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 mindsight 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