



CHRISTIAN HERITAGE COLLEGE

**CO668**

## **REFLECTIVE PRACTICE: THE THERAPEUTIC RELATIONSHIP**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	CO668										
<b>Unit name</b>	Reflective Practice: The Therapeutic Relationship										
<b>Associated higher education awards</b>	Master of Counselling										
<b>Duration</b>	One semester										
<b>Level</b>	Postgraduate										
<b>Core/elective</b>	Core										
<b>Weighting</b>	Unit credit points: 10 Course credit points: 160										
<b>Delivery mode</b>	Face-to-face on site										
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Practicum</td> <td>40 hours</td> </tr> <tr> <td>Supervision</td> <td>10 hours</td> </tr> <tr> <td>Reading, study and assignment preparation</td> <td>65 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Practicum	40 hours	Supervision	10 hours	Reading, study and assignment preparation	65 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Pre or co-requisite</i></p> <p>CO667 Reflective Practice: Consolidating Foundations</p>										
<b>Rationale</b>	<p>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.</p> <p>This unit is the second with an embedded practicum component 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 <i>CO667 Reflective Practice: Consolidating Foundations</i> to engage with a range of models and dimension 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.</p>										

<b>Prescribed text(s)</b>	<p>Clarkson, P. (2003). <i>The therapeutic relationship</i>. London, UK: Whurr.<sup>1</sup></p> <p>Crawford, A. (2015). Conclusion, In <i>The therapeutic relationship in pastoral counselling: An interdisciplinary exploration</i> (Unpublished doctoral dissertation). Pp 302-325. Australian Catholic University, Banyo, QLD.</p> <p>Geller, S., &amp; Greenberg, L. (2012). <i>Therapeutic presence: A mindful approach to effective therapy</i>. Washington, DC: APA.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Baldwin, M. (2013). <i>The use of self in therapy</i> (3rd ed.). New York, NY: Taylor &amp; Francis.</p> <p>Charura, D. &amp; Paul, S. (2014). <i>The therapeutic relationship handbook: Theory and practice</i>. New York, NY: OUP.</p> <p>Corey, G. (2013). <i>The art of integrative counselling</i>. Belmont, CA: Brooks/Cole.</p> <p>Duncan, B., &amp; Miller, S., Wampold, B., &amp; Hubble, M. (Eds). (2010). <i>The heart and soul of change: Delivering what works in therapy</i> (2nd ed.). Washington, DC: American Psychological Association.<sup>1</sup></p> <p>Johns, H. (2012). <i>Personal development in counsellor training</i>. London, UK: Sage.</p> <p>Norcross, J. C. (2011). <i>Psychotherapy relationships that work: Therapist contributions and responsiveness to patients</i>. Oxford, UK: Oxford University Press.</p> <p>Purdie, N., Dudgeon, P., &amp; Walker, R. (2010). <i>Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice</i>. Canberra: Australian Government Department of Health and Ageing.</p> <p>Siegel, D. (2010). <i>The mindful therapist: A clinician's guide to mindfulness and neural integration</i>. New York, NY: Norton.<sup>1</sup></p> <p><b>Journals</b></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p><i>Journal of Pastoral Care and Counselling</i></p> <p><i>Journal of Psychotherapy Integration</i></p> <p>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).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil

<sup>1</sup> Seminal text

<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. The therapeutic relationship as a core counselling condition</li> <li>2. Common factors and client outcomes research</li> <li>3. Models of the therapeutic relationship</li> <li>4. Clarkson’s five dimension model of therapeutic relationship</li> <li>5. First Australians and multicultural implications for developing a therapeutic relationship</li> <li>6. Major schools of counselling and the therapeutic relationship</li> <li>7. The neuroscience of the therapeutic relationship</li> <li>8. Transference and counter-transference</li> <li>9. Resonance, resistance</li> <li>10. Emotional development and attachment styles</li> <li>11. Implications of attachment for the therapeutic relationship and process</li> <li>12. The counsellor’s use of self in the therapeutic relationship</li> <li>13. Christian worldview and the therapeutic relationship</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. identified and described a model for conceptualising the therapeutic relationship;</li> <li>2. critically examined specific theoretical concepts and processes and investigated the implications and influences of these on the therapeutic relationship;</li> <li>3. critically reflected on the personal relevance of therapeutic relationship dynamics;</li> <li>4. refined the ability to establish effective therapeutic relationships and conduct effective counselling interviews;</li> <li>5. critiqued their counselling skills, with a specific focus on the therapeutic relationship;</li> <li>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; and</li> <li>7. communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<p><b>Assessment tasks</b></p>	<p><b>In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 3.</b></p> <p><b>Task 1: Reflective essay</b></p> <p>Write a reflective essay based on your own experience as a counselling client that considers aspects of the therapeutic relationship.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 6-7</p> <p>Assessed: Week 7</p> <p><b>Task 2: Video plus interpersonal process recall (IPR) and report</b></p> <p>Make a video recording of a counselling session conducted while on practicum to your lecturer and participate in an IPR session. Prepare a written report on this IPR session.</p> <p>Word Length/Duration: Interview - 30 minutes; Report - 2,500 words</p> <p>Weighting: Interview - 30%; Report - 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 13</p>

	<p><b>Task 3: Practical assessment</b></p> <p>The practicum component of this unit is 40 hours one-on-one counselling at an approved practicum placement.</p> <p>Word Length/Duration: N/A</p> <p>Weighting: Pass/Fail</p> <p>Learning Outcomes: 3-5, 7</p> <p>Assessed: Week 16</p>
<p><b>Unit summary</b></p>	<p>It has long been known that the therapeutic relationship is the very core of the counselling process. In this unit, students will explore both theory and practice of the therapeutic relationship and various theories and processes that influence this vital counselling connection as they begin to construct their own framework of counselling practice.</p>

SAMPLE