



# PSY 904

## Counselling and Cultural Perspectives

S1 Day 2014

*Psychology*

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## General Information

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Unit Convenor

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Credit points

4

Prerequisites

Admission to MCLinPsych or DClinPsych or MOrgPsych or DOrgPsych or PGDipOrgBeh

Corequisites

Co-badged status

This unit is ont co-badged

Unit description

This unit has been tailored for the organisational and clinical psychology streams. Both streams address general questioning strategies for conceptualising client problems with an emphasis on the context of the presenting problem. Directions for intervention will also be emphasised, with special attention directed towards an integrative approach. These learning objectives are addressed with a special emphasis on cultural context.

For those students in the organisational psychology stream the unit will focus on counselling skills within the organisational setting. Special emphasis is placed on the use of counselling micro-skills, interviewing techniques, psychopathology, intervention, and ethics with reference to industry. The knowledge and skills gained in this unit is made relevant to practice as an organisational psychologist.

For those in the clinical psychology stream, this unit will focus on the skills of counselling within the context of the interpersonal relationship between client and therapist. Special emphasis will be placed on the context of the client's world and its relationship to the presenting problems of the client, including the cultural context. The unit will highlight the importance of the therapeutic alliance and emphasise core counselling skills to optimise the therapeutic relationship.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Students will identify and refine skills to enhance the therapeutic relationship.

Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.

Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.

Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

## Assessment Tasks

| Name                                     | Weighting | Due |
|--|-----------|-----|
| <a href="#">Critical Reflection</a>      | 20%       | TBA |
| <a href="#">Self Assessment Schedule</a> | 60%       | TBA |
| <a href="#">Skill Demonstration</a>      | 20%       | TBA |

### Critical Reflection

Due: **TBA**

Weighting: **20%**

Key readings (which are starred \*) from the text book and other sources will form the basis for the unit discussion board where students will be encouraged to comment. Discussion should relate not only to readings, but also to the thoughtful comments of other class participants. They should add to the overall conversation on the discussion board. While all the readings should be read, only 8 (2 starred for each of the first four workshops) will be posted on the unit discussion board.

**Due Date:** There will be an opportunity for comments to be made over a two week period: Thus comments need to be made from one week prior to one week past each of the first four workshops. These will be assessed according to the following criteria.

On successful completion you will be able to:

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

## Self Assessment Schedule

Due: **TBA**

Weighting: **60%**

For this major project, you will focus on key learning objectives and conduct an experiment upon yourself in terms of improving your therapeutic skills using a self assessment schedule. Your self assessment schedule is a personal report of your self evaluation of how well you met the learning objectives you set for yourself which were documented in your learning journal. During the unit, you will need to do two things: 1. Select key counselling skills being taught and focus on developing these specific skills, including some assessment of your level of development. 2. Engage in a path of self reflection that will help you identify areas of your own personality or life experience that may impact on the therapeutic alliance in your work with clients. You will need to identify some issue that may require further intervention through awareness or development and include some plan for dealing with this issue. Your assessment schedule should document your path of learning of counselling skills and contain critical reflection in relation to the therapeutic alliance. It should also include the learning objectives and track the changes in these objectives over the course of the unit. You will need to think of ways of demonstrating achievement of the objectives that you set, so therefore it will be important to have criteria upon which to assess your development. In assessing your progress towards your learning objectives, you should note areas of strength and weakness as well as ways that you may address the learning deficiencies. Apart from your reading, thinking, participation and observing, you should collect evidence for achieving your learning objectives through discussion and role play with your learning partner, through role plays during unit workshops, and through any other activities that you may design to help you reach your learning objectives. Obtain whatever feedback you are able to do through fellow classmates or friends and family and incorporate this as part of your assessment. As a student in this unit (and all units) you have the dual role of being a student AND being a psychologist-in-training. Thus, for the first time in your university training, you must move beyond the student role to the psychologist role, which has ethical implications. With your assignments, you are required to practice under the ethical guidelines of a psychologist in terms of integrity and honesty.

On successful completion you will be able to:

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.
- Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

## Skill Demonstration

Due: **TBA**

Weighting: **20%**

For this assessment you will review the basic counselling skills and demonstrate these skills in a 15 minute role play situation. Following a review of these skills and practice with your learning partner, the two of you will book a time at the Psychology Clinic to demonstrate these skills to two members of staff who will be observing your sessions. At the beginning of the session, both you and your learning partner will draw a brief role play scenario and take turns role- playing the client for your partner to demonstrate these skills. Each of you will have 15 minutes in order to demonstrate these skills. The following skills will be assessed: engagement of your client, reflecting back content, reflecting the underlying feeling, asking questions to explore the presenting problem in a neutral way, exploring the problem rather than solving it, using process comments to demonstrate immediacy and authentic communication with your client.

**Due Date:** Demonstration: Wednesday 26 March 2pm to 6 pm, 2014

And Wednesday 2 April, 2 pm to 6 pm, 2014..

On successful completion you will be able to:

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.

## Unit Schedule

### Seminar & Workshop Program

| Session  | Seminar/Workshop Topic  | Lecturer |
|----------|---|----------|
| 7/03/14  | <b>Seminar:</b> Introduction to counselling, reflection, and the processes of change          | JB       |
| 21/03/14 | <b>Workshop:</b> Review of key skills in forming and maintaining the therapeutic relationship | JB       |
| 4/04/14  | <b>Workshop:</b> Broadening the skills of counselling   | JB       |

|          |   |    |
|----------|---|----|
| 2/05/14  | <b>Workshop:</b> The self of the therapist and impacts on therapeutic effectiveness | JB |
| 23/05/14 | <b>Workshop:</b> Cultural contexts of counseling                                    | JB |
| 6/06/14  | <b>Workshop:</b> Assessing and managing suicide risk                                | AB |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Students will identify and refine skills to enhance the therapeutic relationship.



- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.
- Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

## **Assessment tasks**

- Critical Reflection
- Self Assessment Schedule

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.
- Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

## **Assessment tasks**

- Critical Reflection
- Self Assessment Schedule
- Skill Demonstration

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and

problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.

### **Assessment tasks**

- Self Assessment Schedule
- Skill Demonstration

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### **Learning outcomes**

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

### **Assessment tasks**

- Critical Reflection
- Self Assessment Schedule
- Skill Demonstration

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

## **Learning outcomes**

- Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.
- Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

## **Assessment tasks**

- Self Assessment Schedule
- Skill Demonstration

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- Students will identify and refine skills to enhance the therapeutic relationship.
- Students will develop a self awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.
- Students will identify suicide risk in clients and learn appropriate ways of dealing with these risks.

## **Assessment tasks**

- Critical Reflection
- Self Assessment Schedule
- Skill Demonstration