



# PSY 904

## Counselling and Cultural Perspectives

S1 Day 2016

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Jac Brown <a href="mailto:jac.brown@mq.edu.au">jac.brown@mq.edu.au</a>
Credit points 4
Prerequisites Admission to MClInPsych or DClinPsych or MOrgPsych or DOrgPsych or PGDipOrgBeh
Corequisites
Co-badged status
Unit description This unit focuses on the skills involved in facilitating a good client-therapist relationship as a basis for psychological therapy. It involves a review of the micro skills of reflecting back content, feelings, and process within a non-directive context while exploring clients presenting problems through neutral questioning and comments. Professional skills of critical reflection are also emphasised as an important avenue of exploration for psychologists' personal and professional development. The issue of the cultural context of clients and how that might relate to their present problems is also given special attention.

## 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:

1. Students will identify and refine skills to enhance the therapeutic relationship.
2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
3. Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

## General Assessment Information

### ONLINE SUBMISSION OF ASSIGNMENTS

You are required to submit your essay to the Turnitin anti-plagiarism detection software via the iLearn page for the unit. Please use 12 point Arial font for ease of reading and marking. Your assignment will be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals and book chapters

### PENALTIES FOR ASSIGNMENTS

#### Penalties will be levied for:

1. late submission of assignments and
2. exceeding the word limit by > 10%:
  - o For late assignments, 5% will be deducted for every day late. For example, if you submit your written assignments late by 2 days, then 10% will be deducted from your final grade.
  - o 5% will also be deducted for work that is more than 10% over the word limit. For instance, the Self Assessment Schedule word limit is set at 4000 words (hence students are expected to not have an assignment longer than 4400 words).
  - o If you choose to include Tables – these need to be included as part of the word limit.

## Assessment Tasks

Name	Weighting	Due
<u>1. Reflection on Theory</u>	20%	TBA
<u>2. Demonstrate Counselling</u>	20%	TBA
<u>Self Assessment Schedule</u>	60%	20 May, 2016

### 1. Reflection on Theory

Due: **TBA**

Weighting: **20%**

Throughout the unit, key readings from the textbook and other sources will form the basis for the unit discussion board where you will be encouraged to comment. Online discussion should relate not only to readings, but may also relate to the thoughtful comments of other class participants. They should add to the overall conversation on the discussion board.

On successful completion you will be able to:

- 1. Students will identify and refine skills to enhance the therapeutic relationship.
- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 3. Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

## 2. Demonstrate Counselling

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.

On successful completion you will be able to:

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

## Self Assessment Schedule

Due: **20 May, 2016**

Weighting: **60%**

For this major project, you will focus on key learning objectives and conduct an experiment upon yourself in terms of measuring change in 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.

On successful completion you will be able to:

- 1. Students will identify and refine skills to enhance the therapeutic relationship.
- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

## Delivery and Resources

### TEXTBOOK:

Teyber, E. & McClure, F. H. (2010). *Interpersonal process in therapy*. Sixth Edition. Belmont, CA: Thomson Brooks/Cole.

### RECOMMENDED TEXT:

Richardson, R. W. (1995) *Family ties that bind*. Vancouver: Self-Counsel Press

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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**

- 1. Students will identify and refine skills to enhance the therapeutic relationship.
- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 3. Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

### **Assessment tasks**

- 1. Reflection on Theory
- Self Assessment Schedule

## **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**

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

### **Assessment tasks**

- 1. Reflection on Theory
- 2. Demonstrate Counselling
- 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**

- 1. Students will identify and refine skills to enhance the therapeutic relationship.
- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 3. Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

### **Assessment tasks**

- 1. Reflection on Theory
- Self Assessment Schedule

## **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**

- 1. Students will identify and refine skills to enhance the therapeutic relationship.
- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 3. Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

### **Assessment tasks**

- 1. Reflection on Theory
- Self Assessment Schedule

## **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**

- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

### **Assessment tasks**

- 1. Reflection on Theory
- 2. Demonstrate Counselling
- Self Assessment Schedule

## **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**

- 1. Students will identify and refine skills to enhance the therapeutic relationship.
- 2. Students will develop a self-awareness of and an ability to use this awareness to enhance the therapeutic relationship.
- 3. Students will reflect on theoretical constructs and their own personal performance to improve their effectiveness as therapists.
- 4. Students will identify barriers and ways to improve their therapeutic effectiveness with clients from other cultures.

### **Assessment tasks**

- 1. Reflection on Theory
- 2. Demonstrate Counselling
- Self Assessment Schedule