PSYC301

Advanced Counselling Approaches and Principles

S2 Day 2018

Department of Psychology

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General Information

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Credit points 3
Prerequisites (39cp at 100 level or above) including PSYC201
Corequisites 3cp from (PSY336 or PSY337 or PSY339 or PSY350 or ANTH305 or HLTH350)
Co-badged status
Unit description The goals of this unit will be to help students refine their understanding of theory and skills, and to stimulate their ability to reflect on the practice of counselling. The unit will emphasise the ingredients of the effective counselling practitioner, highlighting the overarching importance of the client-therapist relationship within the context of the self of the counsellor. Emphasis will also be placed on diversity and the ethics of effective practice.

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. Identify the next steps in progressing towards becoming a qualified counsellor
2. Demonstrate counselling skills to enhance the therapeutic relationship
3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
4. Reflect and comment on theoretical constructs related to counselling and personal

performance to improve counselling effectiveness

5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Assessment Tasks

Name	Weighting	Hurdle	Due
1. Reflection on Theory	25%	No	TBA
Counselling Presentation	25%	No	TBA
Empathy & Diversity Project	50%	No	22/10/17

1. Reflection on Theory

Due: **TBA**
Weighting: **25%**

You should try to dip into all of the readings listed. However, you may not be able to adequately read and comment on everything! So some key readings (which are starred *) Key readings from the textbook and other sources will form the basis for the unit discussion board where you will be encouraged to comment. 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:

- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness

Counselling Presentation

Due: **TBA**
Weighting: **25%**

The objective of this presentation is to understand yourself as a counsellor. To help you do this, you will need to conduct an objective analysis of yourself in the context of your family. The aim of this presentation is to look at your family of origin objectively through the analytic lens of systems theory. There are a number of books that should help you in this task:

Bowen, M. (1978). Chapter 21: On the differentiation of self. (pp. 476-528) In *Family Therapy in Clinical Practice.* New York, Jason Aronson.

Carter, E. A. & McGoldrick, Orfanidis, M. (1976). Chapter 11: Family therapy with one person and the family therapist's own family. (pp. 193-219). In F. Guerin (Ed.) *Family Therapy Theory and Practice*, New York, Gardner Press.

Powers, T. A. (1989). *Family Matters.* Meredith, Hew Hampshire, Hathaway Press.

Richardson, R. W. (1995). *Family Ties That Bind. A Self-Help Guide to Change Through Family of Origin Therapy.* Bellingham, WA, Self Counsel Press.

To conduct this analysis you will need to do the following and present it in your tutorial:

- A genogram to represent 3 generations of your family of origin. It should include births, deaths, ages, relationships, occupations and any other unusual characteristic that you feel would inform the dynamics in your family and should be drawn at a size that your classmates will be able to see it.
- On the genogram you should indicate closeness and distance by drawing straight lines to indicate closeness patterns between specific family members, and straight lines with jagged lines through them for conflictual patterns.
- Identify one or more key triangles that involve you as one point of the triangle. Analyse the dynamics of these triangles through examples of descriptions of the behavioural interactions of the three family members.
- Consider any dyadic patterns that demonstrate complementary and symmetrical dyadic patterns between two family members one of which is yourself, and describe the interactions that demonstrate these patterns.
- Identify beliefs and attitudes that relate to this past family experience that could influence the ideas you have about client problems.

You will need to present this analysis at an appointed time as well as handing in your notes for assessment.

On successful completion you will be able to:

- 1. Identify the next steps in progressing towards becoming a qualified counsellor
- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Empathy & Diversity Project

Due: **22/10/17**
Weighting: **50%**

For this major project, you will need to work with a learning partner to accomplish three main objectives: 1. To explore your own experience and thoughts about diversity, 2. To develop your empathy skills, and 3. To expand your counselling and interviewing skills. For this project, you will need to interview your learning partner regarding at least two of the eight dimensions of diversity. You should have at least one experience where you are part of the particular minority and at least one where you are a representative of the more dominant group (for example Caucasian, heterosexual, male). The eight diversity dimensions from which you will choose are: age, race, ethnicity, religion, gender, sexuality, social class, and disability. With regard to each dimension of the four selected, you will both (you and your learning partner) need to explore your partners relationship to the dimension of diversity, experience of the diversity, attitudes towards the diversity, and issues that might emerge for you when dealing with a client representing the diversity dimension. Thus, you will be able to explore your beliefs and attitudes towards the diversity dimension (either as a member of the minority or the dominant group) in the context of interviewing or being interviewed. You will accomplish this by meeting on at least four occasions during the course of the term for approximately 1.5 to 2 hours so that you each can have the experience of interviewing the other in relation to the four dimensions of diversity selected. Some question or question areas will be provided as guides, but your interviews will need to be more extensive than the suggestions offered. Use your counselling skills to flesh out empathic questions and responses while conducting these interviews. Both you and your learning partner should make reflective notes following the meeting to document your learning in your learning journal. These reflections should include any personal insights, feelings during the process, reflections on your ability to conduct the interview, and your reactions to the overall interview process. Document any learning that occurs while interviewing or being interviewed. Remember to use your counselling skills to establish an empathic environment and one that allows each of you to feel heard and validated while you are being interviewed. Once you have completed your four interviews, you will need to write up your project to demonstrate your learning, organising the material in any way that best demonstrates what you have learned. This write up should include quotations form your learning journal to demonstrate the points you are attempting to make. Thus, your learning journal is a key part of this unit and you should start it during the first week.

On successful completion you will be able to:

- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Delivery and Resources

This unit requires reading Library and iLearn resources and attendance at Tutorials.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

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) 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

IT Help

For help with University computer systems and technology, visit 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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 1. Identify the next steps in progressing towards becoming a qualified counsellor
- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness

Assessment tasks

- 1. Reflection on Theory
- Counselling Presentation
- Empathy & Diversity Project

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Assessment tasks

- 1. Reflection on Theory
- Empathy & Diversity Project

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- 1. Identify the next steps in progressing towards becoming a qualified counsellor

Assessment task

- Counselling Presentation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Identify the next steps in progressing towards becoming a qualified counsellor
- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Assessment tasks

- 1. Reflection on Theory
- Counselling Presentation
- Empathy & Diversity Project

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Assessment tasks

- 1. Reflection on Theory
- Counselling Presentation
- Empathy & Diversity Project

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness
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Assessment tasks

- 1. Reflection on Theory
- Counselling Presentation
- Empathy & Diversity Project

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 3. Develop self-awareness of, and ability to use this awareness to enhance the therapeutic relationship.
- 4. Reflect and comment on theoretical constructs related to counselling and personal performance to improve counselling effectiveness

Assessment tasks

- 1. Reflection on Theory
- Counselling Presentation
- Empathy & Diversity Project

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Assessment task

- Empathy & Diversity Project

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 2. Demonstrate counselling skills to enhance the therapeutic relationship
- 5. Identify personal barriers and ways to improve counselling effectiveness with clients from diverse populations, including race, ethnicity, age, gender, sexuality, disability, and social class

Assessment task

- Empathy & Diversity Project