

## • Assessment task 2

### Title:

Self-appraisal of therapeutic practice

### Details of task:

Students are to organise a **minimum** of three sessions of counselling with a volunteer client, with **no more** than five sessions overall. The **last session** of the therapy is to be videotaped.

In approximately **5,000 words** write a self-evaluation of your performance as a counsellor. You need to present this evaluation using a selection of annotations from the videotape with your client **and** your SOAP notes. This is not a transcript of an interview with your client about the effectiveness of the therapy, although some of this information may give the evidence that you are seeking. Consider it an evaluation of your skills and

## Assessment Requirements

effectiveness as a therapist and the treatment plan(s) that you implement.

Your first step will be to arrange an initial meeting with your client to determine the issue they would like to discuss. Begin to research this particular area of concern and find an appropriate treatment plan you can implement. Be prepared to be flexible with regards to the issues your client may raise, and you will need to adapt your treatment plan/session accordingly.

To complete this task you need to:

1. Ensure that the client signs the consent form.
2. Arrange an initial meeting with the client to determine area of concern.
3. Research the presenting area of concern and develop an appropriate treatment plan.
4. Video the **last** session (use Windows Media Play only).
5. Make SOAP notes of all sessions. *12 290 (reader)*
6. Be a critical friend to yourself - not too easy and not too hard.
7. Select examples of established skills or skills needing refinement from the session. You may use the Skill Competency Assessment Form from the Workbook as a guide to identify these.
8. Be prepared to identify the skills you need to improve.
9. Provide a critical evaluation of the application of the Egan model to the client that you counselled. This would include cultural relevance (for example, race, ethnicity, etc).
10. In your appendices include the DVD, treatment plan, SOAP notes, client permission form and any other notes that you used when working with this client.

**You need to videotape your last session with the client. This DVD (using Windows Media Play only) must be submitted along with your self-appraisal.**

Remember, you must have written permission from your client and sign a release and permission slip yourself before progressing. **Contact your unit lecturer if there is any problem, before progressing to the practice counselling with your volunteer client.**

### Word count:

5000 words

### Weighting/Value:

60%

### Criteria for marking:

Marks will be allocated to the following headings and areas. The following headings also provide the recommended structure for your paper.

#### 1. Brief Introduction

Explain the purpose of the exercise

Provide a description of the client's presenting problem

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Include a brief overview of sessions conducted with client

### **2. Critical Evaluation of Performance as a Counsellor (using selected annotations from the DVD and your SOAP notes)**

Identification of key skills used

Identification of key skills not used

Highlights areas for improvement

### **3. Critical Evaluation of the Effectiveness of Therapy**

Consideration of client perceived effectiveness of therapy

Appropriateness of treatment plan

Implementation and modification of treatment plan

### **4. Critical evaluation of the Egan model**

Cultural appropriateness of the Egan model.

General attributes and deficits of the Egan model.

### **5. Appendices must include**

- ◆ Video (using Windows Media Play only)
- ◆ Treatment Plan
- ◆ SOAP notes for all sessions
- ◆ Client consent form

### **6. Presentation**

Spelling, grammar, presentation, formatting

Clear and descriptive expression

Use of an even-handed voice - not too critical and definitely not uncritical.

## **Feedback to you**

Types of feedback you can expect to receive in this unit are:

- Graded assignments with comments

## Returning assignments

It is estimated that assignments will be returned within 20 working days.

## Assignment submission

### Assessment process

#### Assignment one: Electronic submission via Moodle:

You will need to submit your 1st assessment task via the dropbox in Moodle under the name of the lecturer who taught you for the unit.

*Students: You must keep a copy of your assignment in electronic format. We suggest you keep a print out also.*

Remember that you are required to keep an up to date copy of all submitted assignments to safeguard against the loss of work through accident or error.

#### Assignment two: Students studying Off Shore in Singapore & Hong Kong will submit their work to Kaplan directly by 5.00pm on the due date.

Regardless of your mode of study, the cover sheet with the declaration completed by all students must be attached. This can be downloaded from 'my portal'.

## Prescribed text(s) and readings

Egan, G. . (2010). *The Skilled Helper: A problem-management and opportunity-development approach to helping* . (9th) Thompson Higher education .

Egan, G. . (2010). *Exercises in Helping Skills: A manual to accompany the skilled helper* . (9th) Thompson Higher education .

Corsini, R.J. and Wedding, D. (2011). *Current Psychotherapies* . (9th) Thompson Higher Education .

## Recommended text(s) and readings

### Recommended readings

Corey, G. (2005). *Theory and practice of counseling and psychotherapy*. (7th ed). New York: Brooks/Cole Publishing Co.

Geldard, D. & Geldard, K. (2005). *Basic personal counselling: A training manual for counsellors* (5th ed). NSW: Pearson Education Australia.

### Suggested readings

Anonymous (1993). Special interest report: What do clients find helpful in counselling, *In Psych*, July, pp.10-12.

Cowan, E. & Presbury, J. (2000). Meeting client resistance and reactance with reverence. *Journal of Counselling and Development*, 78, 411-419.

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DeOrnellas, K., Kottman, T. & Millican, V. (1997), Drawing a Family: Family art assessment in Alderian therapy. *Individual Psychology*, 53, 451-475.

Francis, R. & Cameron, C. (1991). Dealing with clients. *Handbook of professional psychology*. Brisbane: Australian Academic Press.

Jongsma, A. & Peterson, L. (1999). *The complete adult psychotherapy treatment planner ~ 2nd Edition*. New York: John Wiley & Sons, Inc.

Kahn, B. (1999). Art therapy with Adolescents: Making it work for school counsellors. *ASCA: Professional School Counselling*, 2, 291-298.

## Further readings

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (Rev. 4th ed)*. Washington, DC.: American Psychiatric Association.

Bambling, M. & King, R. (2001). Therapeutic alliance and clinical practice. *Psychotherapy in Australia*, 8, 38-43.

Geldard, D. & Geldard, K. (2004). *Counselling adolescents* (2nd ed). London: Sage Publications.

Geldard, D. & Geldard, K. (2002). *Counselling children. A practical introduction* (2nd ed). London: Sage Publications.

Hetherington, A. (1996). Brief psychodynamic counselling with young adults. *Counselling Psychology Quarterly*, 12, 319-325.

Hersen, M. & Turner, S. M. (Eds). (1994). *Diagnostic interviewing* (2nd ed.). New York: Plenum Press.

Hoyt, M.F. (Ed) (1998). *The handbook of constructive therapies: Innovative approaches from leading practitioners*. San Francisco: Jossey-Bass.

Ivey, A., Rathman, D. & Colbert, R. (2000). Culturally-relevant microcounselling. *The Journal of Counselling Psychology*.

Janda, L. (1996). *The Psychologists book of self-tests*. New York: Perigee Book Janda, L. (2001). *The Psychologists book of personality tests*. New York: John Wiley & Sons, Inc.

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. New York: W. W. Norton & Co.

McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. New York: W. W. Norton & Co.

McLellan, B. Feminist therapy in practice. *Beyond psychoppression ~ A feminist alternative therapy* (Ch, 10). Victoria, Australia: Spinifex Press.

McLeod, J. (2004). *An introduction to counselling* (3rd ed). New York: Open University Press.

Shedler, J., Mayman, M., & Manis, M. (1993). The illusion of mental health. *American Psychologist*, 48, 1117-1131.

Soisson, E., VandeCreek, L. & Knapp, S. (1987). Thorough Record Keeping: A good defense in a litigious era. *Professional Psychology*, 18, 498-502.

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Teyber, E. (1997). *Interpersonal process in psychotherapy: A relational approach*. New York: Brooks/Cole Publishing Co.

Wheeler, S. (2000). What makes a good counsellor? An analysis of ways in which counsellor trainers construe good and bad counselling trainees. *Counselling Psychology Quarterly*, 13, 65-83.