



CHRISTIAN HERITAGE COLLEGE

CO370

REFLECTIVE PRACTICE: PERSONAL PRACTICE FRAMEWORK

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.

Unit code	CO370										
Unit name	Reflective Practice: Personal Practice Framework										
Associated higher education awards	Bachelor of Counselling										
Duration	One semester										
Level	Advanced										
Core/elective	Core										
Weighting	Unit credit points: 10 Course credit points: 240										
Delivery mode	Face-to-face on site										
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Practicum</td> <td>70 hours</td> </tr> <tr> <td>Supervision</td> <td>15 hours</td> </tr> <tr> <td>Reading, study, and assignment preparation</td> <td>35 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Practicum	70 hours	Supervision	15 hours	Reading, study, and assignment preparation	35 hours	TOTAL	150 hours
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TOTAL	150 hours										
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites or co-requisites</i></p> <p>CO369 Reflective Practice: External Contexts SO310 Transformational Theology for Applied Social Science Practices</p>										
Rationale	<p>Counselling practitioners of excellence must have the ability to continually cultivate a robust, integrative professional practice framework. As part of that framework, it is also important that practitioners understand and apply principles and strategies related to resilience-building in a profession with high rates of stress, burnout and vicarious traumatisation.</p> <p>This unit therefore provides a context for students to reflect upon their own personal practice perspective, opening opportunities for them to integrate intentional self-care into their frameworks as they further engage with the critical questions arising from their counselling practicum. This process of consolidation will proceed through the use of reflective practice and integrative techniques, building upon learning from the previous three units in the reflective practice sequence (CO367, CO368, and CO369). By the conclusion of this unit, students will be able to articulate, apply and critically reflect on their individual framework of practice including a well-integrated understanding of the impact the values and principles of a Christian worldview has on their counselling practice.</p>										
Prescribed text(s)	Lapworth, P. & Sills, C. (2010). <i>Integration in counselling and psychotherapy</i> (2nd ed.). London, UK: Sage.										

<p>Recommended readings</p>	<p>Books</p> <p>Benner, D. (2016). <i>Human being and becoming: The living adventure of life and love</i>. Grand rapids, MI: Brazos.</p> <p>Bassot, B. (2016). <i>The reflective practice guide: An interdisciplinary approach to critical reflection</i>. Abingdon, UK: Routledge.</p> <p>De Haan, E. (2012). <i>Supervision in action: A relational approach to coaching and consulting supervision</i>. Berkshire, UK: McGraw-Hill.</p> <p>Grant, B. W. (2001). <i>A theology for pastoral psychotherapy: God's play in sacred spaces</i>. London, UK: Haworth Pastoral.¹</p> <p>McLeod, J. & McLeod, J. (2014). <i>Personal development for counsellors, psychotherapists and mental health practitioners</i>. Maidenhead, UK McGraw-Hill.</p> <p>Parsons, R., & Zhang, N. (2014). <i>Counseling theory: Guiding reflective practice</i>. Thousand Oaks, CA: Sage.</p> <p>Skovholt, T. & Trotter-Mathison, M. (2016). <i>The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions (3rd ed.)</i>. New York, NY: Routledge.</p> <p>Thomas, J., & Sosin, L. (2011). <i>The therapeutic expedition: Equipping the Christian counselor for the journey</i>. Nashville, TN: B & H.</p> <p>Journals</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>Conversations</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Digital recording device</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Models of counselling frameworks 2. Personal and contextual risk factors related to stress, traumatisation and burn-out 3. Professional practices related to resilience building 4. Personal practices related to resilience building 5. Ethical maturity 6. Professional responsibilities (administration, registration, etc.) 7. Fostering personal and professional practices for lifelong learning which bridges the theory-practice gap 8. The implications of a Christian worldview for a counselling practice framework

<p>Learning outcomes</p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. described and demonstrated their own approach to counselling practice; 2. synthesised counselling knowledge, theories, skills and Christian worldview perspectives; 3. applied non-judgemental self-awareness and creative use of self to their counselling and ongoing reflective practice; 4. developed the ability to effectively use counselling skills in practical settings, and critically analysed their practice from a number of perspectives; 5. identified personal vulnerabilities and protective strategies related to stress, trauma and vicarious traumatisation; 6. developed professional values and implemented ongoing personal and professional development practices; and 7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
<p>Assessment tasks</p>	<p>In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 3.</p> <p>Task 1: Media presentation</p> <p>Discuss your developing personal framework in four individual forum posts. Prepare a creative media presentation of your framework, supported with case examples and clips of recorded counselling interviews (2-4 minutes) that demonstrate the various aspects of the framework.</p> <p>Word Length/Duration: 30 minutes</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: During the second intensive session</p> <p>Task 2: Recorded interview and essay</p> <p>Incorporate feedback from your media presentation into your final personal counselling practice framework, supported with a recorded interview that demonstrates your framework in practice.</p> <p>Word Length/Duration: Essay - 2,500 words; Video - 20 minutes</p> <p>Weighting: Essay - 30%; Video - 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 15</p> <p>Task 3: Practical assessment</p> <p>The practicum component of this unit is 70 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: 1-7</p> <p>Assessed: Week 13</p>
<p>Unit summary</p>	<p>This unit is designed to include the final 70 hours of students' practicum placements and to provide a context in which they can articulate, present, and reflect upon their personal practice perspective. It will give students opportunities to work with critical questions arising from their counselling practice, and to extend and consolidate the values, knowledge, skills, ethical and relational dimensions of their development as a person-practitioner including the meaningful and appropriate integration of Christian worldview values and principles.</p>