



CHRISTIAN HERITAGE COLLEGE

CO667

REFLECTIVE PRACTICE: CONSOLIDATING FOUNDATIONS

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	CO667										
Unit name	Reflective Practice: Consolidating Foundations										
Associated higher education awards	Master of Counselling										
Duration	One semester										
Level	Postgraduate										
Core/elective	Core										
Weighting	Unit credit points: 10 Course credit points: 160										
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>35 hours</td> </tr> <tr> <td>Practicum</td> <td>30 hours</td> </tr> <tr> <td>Supervision</td> <td>10 hours</td> </tr> <tr> <td>Reading, study and assignment preparation</td> <td>75 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	35 hours	Practicum	30 hours	Supervision	10 hours	Reading, study and assignment preparation	75 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites</i></p> <p>CO510 The Person of the Practitioner CO513 Mental Health CO523 Ethics in Counselling CO557 Theories of Counselling CO614 Processes and Strategies in Counselling <i>and</i></p> <p>CA540 Child and Adolescent Counselling: Theoretical Foundations <i>or</i> FR540 Family and Relationship Counselling: Theoretical Foundations <i>or</i> TR540 Trauma counselling: Theoretical Foundations</p>										
Rationale	<p>The twenty-first century has given rise to a “specialisation” society where the “people helping” industry embraces a wide range of often quite diverse occupations requiring a variety of theoretical and practical skills and qualifications. Therefore, it is expected that a counselling practitioner will be able to clearly articulate their personal practice framework. Such a framework would reflect the theoretical orientation, the skills and the personal strengths of the counsellor in such a way that a potential employer (or client) would be confident that this person has the necessary expertise for the position or counselling setting.</p> <p>Therefore, the aim of this unit, the first of four reflective practice/practicum units, is to introduce students to the skills and theory of ongoing reflective practice. The purpose of this is to assist the integration of existing learning into a well-grounded, coherent, and systematic framework of practice, by means of consolidating the counselling foundations already built by previous units in this course. The embedded practicum placement experience of 30 hours within the unit provides the forum for an authentic action-reflection-integration process, modelled and practiced in the classroom and experienced by the students in their own supervision. In addition, students will be exposed to several models of critically reflective practice as well as participating as reflective team observers.</p>										

	<p>Through this highly experiential process, the students will be given the opportunity to not only learn but also practice skills of critically reflective practice in a safe and supported environment. The theory and practice of supervision will be included in this experiential learning process, encouraging the student to establish a commitment to life-long learning. In addition, students will have the opportunity to continue to explore the values and principles of a Christian worldview as it applies to counselling and to their own personal formation as a counsellor.</p>
Prescribed text(s)	<p>Hewson, D. & Carroll, M. (2016). <i>Reflective Practice in Supervision</i>. Sydney, Aus: Moshpit.</p> <p>Book of Readings (Available on Moodle™).</p>
Recommended readings	<p>Books</p> <p>Benner, D. (2012). <i>Spirituality and the awakening self: The sacred journey to transformation</i>. Grand Rapids, MI: Brazos.</p> <p>Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). <i>Issues and ethics in the helping professions</i> (9th ed.). Belmont, CA: BrooksCole.</p> <p>de Haan, E. (2012). <i>Supervision in action: A relational approach to coaching and consulting supervision</i>. Maidenhead, UK: McGraw-Hill.</p> <p>Gardner, F. (2014). <i>Being critically reflective</i>. London, UK: Palgrave Macmillan.</p> <p>Schön, D. (1983). <i>The reflective practitioner: How professionals think in action</i>. New York, NY: Basic.¹</p> <p>Shohet, R. (2011). <i>Supervision as transformation: A passion for learning</i>. London, UK: Jessica Kingsley.</p> <p>Stevenson, D. H., Eck, B. E., & Hill, P. C. (Eds.). (2007). <i>Psychology and Christianity integration: Seminal works that shaped the movement</i>. Batavia, IL: Christian Association for Psychological Studies.</p> <p>Walton, R. (2012). <i>The reflective disciple</i>. London, UK: SCM.</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>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>
Specialist resource requirements	<p>Nil</p>

¹ Seminal text

Content	<ol style="list-style-type: none"> 1. Integration as a counselling skill 2. Theoretical approaches to counselling from a Christian worldview 3. Theoretical integration and cultural considerations 4. Elements of a counselling framework 5. Meta-cognition and case conceptualisation (including assessment and mental health) 6. The person of the counsellor 7. Becoming a critically reflective practitioner – Models 8. Becoming a critically reflective practitioner – Processes and skills 9. Supervision models 10. Supervision in practice 11. Christian worldview and the action-reflection-integration cycle 12. Bridging the theory practice gap
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. Synthesised and applied prior knowledge of specific counselling theories and skills, including psychological and neuroscience findings, and multicultural perspectives; 2. critically reflected on factors of personal relevance and how these influence the counselling process; 3. integrated and applied knowledge and skills in new situations to conduct effective counselling interviews; 4. analysed their counselling and self-reflective skills; 5. examined the concept of the theory/practice gap and evaluated the implications of this for counselling practice and research; 6. integrated Christian worldview understandings into their reflective practice; and 7. communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<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: Evaluative report</p> <p>Prepare a report on a session in which you are the supervisee in a supervision group.</p> <p>Word Length/Duration: 3,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4-7</p> <p>Assessed: Week 6</p> <p>Task 2: Interview with annotated transcript and process report</p> <p>Record and prepare an annotated transcript relating to a counselling interview conducted while on practicum and reflect on this interview in terms of key dimensions of your developing personal approach to practice.</p> <p>Word Length/Duration: Interview - 20 minutes; Transcript and Process Report - 2,000 words</p> <p>Weighting: Recording - 30%; Report - 30%</p> <p>Learning Outcomes: 1-4, 6, 7</p> <p>Assessed: Week 10</p>

	<p>Task 3: Practical Assessment</p> <p>Before beginning this practicum, you will participate for a minimum of 5 hours in a pre-practicum assessment team. The practicum component of this unit is 30 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 16</p>
<p>Unit summary</p>	<p>As part of this unit, the students will begin their practicum. This unit is designed to enhance their practicum experience by introducing them to models and experiences of reflective practice that will become foundational to their counselling framework of practice. The student will also reflect on the objective and subjective learning they have gained so far in this course, including their understandings of the relevance of a Christian worldview to their counselling approach, enabling them to integrate both knowledge and understanding into their emerging framework of practice.</p>

SAMPLE