SO110

THE PERSON OF THE PRACTITIONER

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.
<table>
<thead>
<tr>
<th>Unit code</th>
<th>SO110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit name</td>
<td>The Person of the Practitioner</td>
</tr>
</tbody>
</table>
| Associated higher education awards | Diploma of Social Science  
Bachelor of Applied Social Science  
Bachelor of Counselling |
| Duration | One semester |
| Level | Introductory |
| Core/elective | Core |
| Weighting | Unit credit points: 10  
Course credit points:  
Diploma of Social Science  80  
Bachelor of Applied Social Science  240  
Bachelor of Counselling  240 |
| Delivery mode | Face-to-face on site  
External |
| Student workload | **Face-to-face on site**  
Contact hours 35 hours  
Reading, study, and preparation 55 hours  
Assignment preparation 60 hours  
**TOTAL** 150 hours  
**External**  
Engagement with study materials 90 hours  
Assignment preparation 60 hours  
**TOTAL** 150 hours |
| Prerequisites/co-requisites/restrictions | Nil |
| Rationale | Converging research indicates that effective social sciences practice is grounded in the personal qualities of the practitioner and his or her capacity to facilitate an authentic and constructive interpersonal relationship with people in the helping context. The focus of this unit, therefore, is on harnessing key aspects of adult learning – including self-reflection, demonstration, narrative, and experiential work – to establish a solid foundation of personal experience upon which effective people-helping relationships and processes can be established. Companioning narratives offer students an ‘insider’ perspective on a reflective process that places high value on the human experience and diverse ways of knowing. This extends the student’s capacity to journey with others in ways that reflect core Christian values of hospitality, authenticity, compassion, non-judgementalism, empowerment and care.  
The unit is concerned with connecting and attending to the stories of people. It introduces an approach to listening and responding which is reflective, attentive, and restorative. Emphasis is placed upon the personal formation of the social sciences practitioner, considered to be a basic foundation for interpersonal work. |

Students requiring additional English language support are expected to undertake an additional one hour per week.
### Prescribed text(s)


### Recommended readings

**Books**

- The inn.

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).

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.

### Specialist resource requirements

- Digital recording device

### Content

1. Our story – Their story – His-story
2. Personality types
3. The enneagram – Holistic understandings of personhood
4. True self-false self – Patterns of our gifts
5. Writing a process report
6. Mindfulness
7. Roots of rejection and trauma – Patterns of conflict
8. Patterns of relationship
9. Differentiation of self
10. Boundaries and others
11. Journey of life themes
12. The “wounded healer” as a companioning model of relationship
13. Self-care
14. Kingdom values in social sciences praxis

### Learning outcomes

On completion of this unit, students will have demonstrated that they have:

1. explored aspects of the person required to establish a therapeutic, companioning, interpersonal relationship;
2. identified with the concept of a “wounded healer”;
3. developed an awareness of the principles of personality development while exploring the formation and expression of their own personality style;
4. explored metaphors that represent the journey of transformation;
5. analysed patterns of communication and personal styles of relating, particularly those that reflect the character of Jesus; and
6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

---

1 Seminal text
<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Task 1: Structured journals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post three journals from the topics posted on Moodle™.</td>
</tr>
<tr>
<td></td>
<td>Word Length/Duration: 900 words (3 x 300 words)</td>
</tr>
<tr>
<td></td>
<td>Weighting: 20% (Assessed on the final journal)</td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: 1, 3, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Assessed: Weeks 4, 6, 10</td>
</tr>
<tr>
<td></td>
<td>Task 2: Process report of a recorded conversation</td>
</tr>
<tr>
<td></td>
<td>Record a 15-minute interpersonal communication encounter, and write a process report of the conversation.</td>
</tr>
<tr>
<td></td>
<td>Word Length/Duration: 1,500 words</td>
</tr>
<tr>
<td></td>
<td>Weighting: 40%</td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: 1-3, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Assessed: Week 9</td>
</tr>
<tr>
<td></td>
<td>Task 3: Essay</td>
</tr>
<tr>
<td></td>
<td>Write a reflective essay presenting your own journey of development.</td>
</tr>
<tr>
<td></td>
<td>Word Length/Duration: 2,000 words</td>
</tr>
<tr>
<td></td>
<td>Weighting: 40%</td>
</tr>
<tr>
<td></td>
<td>Learning Outcomes: 1-6</td>
</tr>
<tr>
<td></td>
<td>Assessed: Week 13</td>
</tr>
</tbody>
</table>

| Unit summary | This unit develops in students an understanding of self as an important aid in connecting with and attending to other people's stories. It begins to develop skills in listening and reflective, attentive, restorative responding to self and others. It is a foundational social sciences unit that begins a process in students whereby they learn the importance of the human experience. |