



CHRISTIAN HERITAGE COLLEGE

**CO367**

## **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.

<b>Unit code</b>	CO367										
<b>Unit name</b>	Reflective Practice: Consolidating Foundations										
<b>Associated higher education awards</b>	Bachelor of Counselling										
<b>Duration</b>	One semester										
<b>Level</b>	Advanced										
<b>Core/elective</b>	Core										
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240										
<b>Delivery mode</b>	Face-to-face on site										
<b>Student workload</b>	<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><b>TOTAL</b></td><td><b>150 hours</b></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	<b>TOTAL</b>	<b>150 hours</b>
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<b>TOTAL</b>	<b>150 hours</b>										
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisites</i></p> <p>CO212 Counselling Approaches CO223 Ethics in Counselling CO314 Advanced Processes and Strategies in Counselling</p>										
<b>Rationale</b>	<p>It is important for counselling students to develop a coherent and well-integrated personal approach to practice. The aim of this unit, the first of four Reflective Practice units, therefore, 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 foundations. This is accomplished by embedding practicum placement experience within the unit as a basis for an intentional action-reflection-integration process, modelled and practised in the classroom and experienced by the students in their own supervision.</p> <p>Students will be exposed to several models of critically reflective practice and will participate as reflective team observers, thus allowing them to experience and learn the skills of critically reflective practice in a safe and supported environment before commencing work with clients. The theory and practice of supervision will be included in this experiential learning process. These skills will form the basis of students' ongoing development through the remaining practice-reflection-integration components of the course that accompany their practicum experiences, as well as laying the foundation for their continued development as critically reflective practitioners throughout their working lives. Students will also have the opportunity to continue to explore previous Christian worldview learning as they begin to integrate these values and principles into the important relational aspects of their own practice framework.</p>										

<b>Prescribed text(s)</b>	Hewson, D. & Carroll, M. (2016). <i>Reflective Practice in Supervision</i> . Sydney, Aus: Moshpit. Book of Readings (Available on Moodle™).
<b>Recommended readings</b>	<p><b>Books</b></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., &amp; Callanan, P. (2015). <i>Issues and ethics in the helping professions</i> (9th ed.). Belmont, CA: Brooks/Cole.</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.<sup>1</sup></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., &amp; Hill, P. C. (Eds.). (2007). <i>Psychology and Christianity integration: Seminal works that shaped the movement</i>. Batavia, IL: Christian Association for Psychological Studies.<sup>1</sup></p> <p>Walton, R. (2012). <i>The reflective disciple</i>. London, UK: SCM.</p> <p><b>Journals</b></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 <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Digital recording device
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Integration as a counselling skill</li> <li>2. Theoretical approaches to counselling from a Christian worldview</li> <li>3. Theoretical integration and cultural considerations</li> <li>4. Elements of a counselling framework</li> <li>5. Meta-cognition and case conceptualisation (including assessment and mental health)</li> <li>6. The person of the counsellor</li> <li>7. Becoming a critically reflective practitioner – Models</li> <li>8. Becoming a critically reflective practitioner – Processes and skills</li> <li>9. Supervision models</li> <li>10. Supervision in practice</li> <li>11. Christian worldview and the action-reflection-integration cycle</li> </ol>

<sup>1</sup> Seminal text.

<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. reviewed and integrated prior knowledge of specific theories and skills common to the counselling process, including psychological and neuroscience findings and multicultural perspectives, using reflective practice models;</li> <li>2. reflected on factors of personal relevance and how these influence the counselling process;</li> <li>3. applied counselling knowledge and skills to conduct and analyse effective counselling interviews;</li> <li>4. analysed their use of counselling and self-reflective skills through reflexive practice and supervision;</li> <li>5. engaged in reflective practice from an understanding of a Christian worldview; and</li> <li>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.</li> </ol>
<b>Assessment tasks</b>	<p><b>In order to receive the minimum of a passing grade in this unit, the student must receive a passing grade in Task 3.</b></p> <p><b>Task 1: Evaluative report</b></p> <p>Students are to prepare a report on a supervision session in which they were the supervisee in a supervision group.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4-6</p> <p>Assessed: Week 6</p> <p><b>Task 2: Interview with annotated transcript and process report</b></p> <p>Students are to 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 their developing personal approach to practice.</p> <p>Word Length/Duration: Interview - 15 minutes; Transcript and Process Report - 2,000 words</p> <p>Weighting: Interview - 30%; Process Report - 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 11</p> <p><b>Task 3: Practical assessment</b></p> <p>Before beginning this practicum, students will participate for a minimum of 5 hours in a pre-practicum assessment team. The practicum component of this unit is 30 hours of 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: 1-6</p> <p>Assessed: Week 16</p>
<b>Unit summary</b>	<p>As part of this unit, students will begin their practicum. This unit is designed to enhance their practicum experiences by introducing them to models and experiences of reflective practice that will become foundational to their counselling framework of practice. Students 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 this knowledge and understanding into their emerging framework of practice.</p>