



CHRISTIAN HERITAGE COLLEGE

SO343

REFLECTIVE PRACTICE

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	SO343														
Unit name	Reflective Practice														
Associated higher education awards	Bachelor of Applied Social Science														
Duration	One semester														
Level	Advanced														
Core/Elective	Elective Required for Chaplaincy, Community mental health, Disability and aged care, Family support and child protection and Youth Work specialisations														
Weighting	Unit credit points: 10 Course credit points: 240														
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 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	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	TOTAL	150 hours	Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Delivery mode	Face-to-face on site														
Prerequisites/ Corequisites/ Restrictions	<i>Prerequisites</i> 20 credit points of discipline-specific 200-level applied social sciences units														
Rationale	It is important for applied social sciences students to develop a coherent personal approach to their practice by integrating the theory and skills learned in the course into a well-developed framework. This requires a significant level of self-awareness. The aim of this unit is, therefore, to introduce students to the theory and skills of ongoing reflective practice as they work towards the integration of existing learning into a well-grounded, coherent and systematic framework. They will be introduced to various action-reflection-integration models, including Christian worldview and multicultural perspectives, and will have the opportunity to apply these models by reflecting on their practice experiences. They will also be equipped to take these reflective skills into their current or future supervision/mentoring relationships.														
Prescribed text(s)	Carrol, M., & Gilbert, M (2011). <i>On being a supervisee: Creating learning partnerships</i> (2nd ed.). Melbourne, VIC, Australia: Psych Oz.														

<p>Recommended readings</p>	<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>de Haan, E. (2012). <i>Supervision in action: A relational approach to coaching and consulting supervision</i>. Maidenhead, UK: McGraw-Hill.</p> <p>Healey, K. (2014). <i>Social work theories in context: Creating frameworks for practice</i> (2nd ed.). Basingstoke, UK: Palgrave MacMillan.</p> <p>Schuck, C., & Wood, J. (2011). <i>Inspiring creative supervision</i>. London, UK: Jessica Kingsley.</p> <p>Shohet, R. (2011). <i>Supervision as transformation: A passion for learning</i>. London, UK: Jessica Kingsley.</p> <p>Walton, R. (2012). <i>The reflective disciple</i>. London, UK: SCM.</p> <p>Journal Articles</p> <p>McCoyd, J., & Kerson, T. (2013). Teaching reflective social work practice in health care: Promoting best practices. <i>Journal of Social Work Education, 49</i>(4), 674-688.</p> <p>Norton, C., Russell, A., Wisner, B., & Uriarte, J. (2011). Reflective teaching in social work education: Findings from a participatory action research study. <i>Social Work Education, 30</i>(4), 392-407.</p> <p>Pack, M. (2013). What brings me here? Integrating evidence-based and critical-reflective approaches in social work education. <i>Journal of Systemic Therapies, 32</i>(4), 65-78.</p> <p>Wehbi, S., & Straka, S. (2011). Revaluing student knowledge through reflective practice on involvement in social justice efforts. <i>Social Work Education, 30</i>(1), 45-54.</p> <p>Journals</p> <p><i>Journal of Social Work Education</i></p> <p><i>Journal of Systemic Therapies</i></p> <p><i>Reflective Practice: International and Multidisciplinary Perspectives</i></p> <p><i>Critical Social Work</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>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Elements of a social sciences framework of practice 2. Integrating theory and skills into a framework of practice 3. Interpersonal relationships in the applied social sciences context 4. Becoming a reflective practitioner – models, processes and skills 5. Becoming a reflective practitioner in a multi-cultural world 6. Becoming a reflective practitioner – integrating Christian worldview values 7. The person of the applied social sciences practitioner 8. The theory of supervision/mentoring 9. Supervision/mentoring in practice

<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. integrated their existing theoretical knowledge and skills into a well-synthesised personal practice framework; 2. understood principles and skills required for lifelong development as a reflective practitioner; 3. critically evaluated their use of applied social sciences knowledge, theory and skills in their current or future supervision/mentoring relationships; 4. evaluated the significance of a well-integrated understanding of Christian and multi-cultural worldview values and principles as foundational for a social sciences framework of practice; 5. understood the value of an appropriate supervision/mentoring relationship and reflected on their applied social sciences practice in the context of both individual and group supervision; 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.
<p>Assessment tasks</p>	<p>Task 1: Research Essay</p> <p>Using the relevant literature and illustrations from your own reflections on your experiences, examine three models of reflective practice, one of which must be a Christian perspective.</p> <p>Word Length/Duration: 2,000 words Weighting: 40% Learning Outcomes: 1-5,7 Assessed: Week 8</p> <p>Task 2: Video Recording and Analysis</p> <p>Video record an interaction with an individual, couple, family or group, incorporating a specific intervention or process. Use the principles, skills and dimensions of reflective practice and integration presented in this unit to analyse this interaction in terms of key dimensions of your personal approach to practice.</p> <p>Word Length/Duration: Interview - 20 minutes; Transcript - 2,500 words Weighting: 60% Learning Outcomes: 1-7 Assessed: Week 13</p>
<p>Unit summary</p>	<p>This unit will equip students with the critical reflective practice theory and skills necessary for them to evaluate the theoretical knowledge, practice skills and personal values they bring to their work and thereby provide them with the means of developing their own well-grounded, coherent and systematic framework of practice.</p>