



CHRISTIAN HERITAGE COLLEGE

CO510

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.

Unit code	CO510								
Unit name	The Person of the Practitioner								
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>Reading, study, and preparation</td><td>55 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	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	Nil								
Rationale	<p>The uniqueness of the therapeutic relationship, shown by research to be one of the key contributors to positive outcomes of the counselling encounter, lies in the concept of the counsellor's "use of self". Unlike other relationships, an authentic counselling encounter can be an intimate connection but without the expectation of reciprocity. As such, counsellors not only require highly attuned communication skills but they also need to develop a level of self-awareness whereby they are able to "hold" the therapeutic space for the client.</p> <p>Therefore, this unit is designed to harness key aspects of adult learning, including self-reflection, demonstration, narrative, and experiential work that will enable the student to explore a variety of aspects of their own personality, especially as this relates to themselves as counsellors. 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 unit is concerned with connecting and attending to the stories of people as it extends the student's capacity to companion troubled people in ways that reflect core Christian values of hospitality, authenticity, compassion, non-judgmentalism, empowerment, and care. Emphasis is placed upon the personal formation of the counselling practitioner, considered to be a basic foundation for interpersonal work. As such, this unit is one of the professional suitability units and will provide opportunity for students to receive feedback as to their progress towards becoming a professional counsellor.</p>								
Prescribed text(s)	Wicks, R. (2012). <i>The inner life of the counselor</i> . Hoboken, NJ: Wiley.								

Recommended readings	<p>Books</p> <p>Briggs Meyers, I., & Meyers, P. (1995). <i>Gifts differing: Understanding personality type</i>. Mountain View, CA: CPP.¹</p> <p>Brown, C. (2012). <i>Reflected love: Companioning in the way of Jesus</i>. Eugene, OR: Wipf & Stock.</p> <p>Daniels, D., & Price, V. (2009). <i>The essential enneagram</i>. New York, NY: HarperCollins.</p> <p>Denth, D. J. (2013). <i>The 16 personality types: Profiles, theory and type development</i>. Elkhart, IN: Inquire Books.</p> <p>Kabat-Zinn, J. (2012). <i>Mindfulness for beginners</i>. Boulder, CO: Sounds True.</p> <p>Nouwen, H. (2014). <i>The wounded healer: In our own woundedness we can become a source of life for others</i>. New York, NY: Doubleday.</p> <p>Rohr, R. (2013). <i>Immortal diamond: Searching for our true self</i>. San Francisco, CA: Jossey-Bass. The inn.</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>Digital recording device</p>
Content	<ol style="list-style-type: none"> 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 model of the counselling relationship 13. Self-care 14. Kingdom values in Counselling praxis
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. identified and evaluated aspects of the person required to establish a therapeutic, companioning, interpersonal relationship; 2. critically reflected on the concept of a “wounded healer”; 3. examined the principles of personality development while gaining awareness of the formation and expression of their own personality style; 4. engaged with metaphors that represent the Christian journey of companioning to explore their own journey; 5. critically analysed personal patterns of communication and styles of relating in relation to the values of the Kingdom of God; 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.

Assessment tasks	<p>Task 1: Personal profile</p> <p>Using examples from your own life and development, apply models of personality and motivational patterns taught in this unit to create a personal profile.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1, 3, 5, 6</p> <p>Assessed: Week 7</p> <p>Task 2: Process report of a recorded conversation</p> <p>Record a 20-minute interpersonal communication encounter and write a process report of the conversation.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 5, 6</p> <p>Assessed: Week 10</p> <p>Task 3: Essay</p> <p>Write a reflective essay presenting your own journey of development.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 15</p>
Unit summary	<p>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 unit that begins a process in students whereby they learn the importance of the human experience.</p>