

**UNIT OUTLINE**

**Unit Code:** CO367

**Unit Title:** Reflective Practice: Consolidating Foundations

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO367 |
| **Unit name** | Reflective Practice: Consolidating Foundations |
| **Associated higher education awards** | Bachelor of Counselling |
| **Duration** | One semester |
| **Level** | Advanced |
| **Unit coordinator** | Sonia Thompson |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10Course credit points: 240 |
| **Delivery mode** | Face-to-face on site |
| **Student workload** | *Face-to-face on site*Contact hours 23 hoursPracticum 100 hours Supervision 20 hours Reading, study, and assignment preparation 17 hours**TOTAL 160 hours** |
| Students requiring additional English language support are expected to undertake an additional one hour per week. |
| **Prerequisites/ co-requisites/ restrictions** | *Prerequisites*CO212 Counselling ApproachesCO223 Ethics in CounsellingCO215 Advanced Interpersonal Counselling Skills*Recommended*CO315 Consolidating Interpersonal Counselling Skills |
| **Rationale** | In order to become registered counsellors, students have to complete a number of hours of face-to-face counselling in an approved placement setting. This is the first of practicum units in the Bachelor of Counselling, in which students have the opportunity to consolidate their prior learning and apply their knowledge and skills in ‘real-world’ contexts. It is also important for counselling students to develop a coherent and well-integrated personal approach to practice. One of the aims of this unit, as 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 encompassing the practicum placement experience within an intentional action-reflection-integration process, modelled and practised in the classroom and experienced by the students in their own supervision. The theory and practice of supervision will be included in this experiential learning process.. 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. |
| **Prescribed text(s)** | Bor, R. & Watts, M. (2017). *The trainee handbook: A guide for counselling and psychotherapy trainees* (4th ed.). London, UK: Sage.Hewson, D. & Carroll, M. (2016). *Reflective Practice in Supervision.* Sydney, Aus: Moshpit*.*  |
| **Recommended readings** | **Books**Benner, D. (2012). *Spirituality and the awakening self: The sacred journey to transformation.* Grand Rapids, MI: Brazos.Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole.de Haan, E. (2012). *Supervision in action: A relational approach to coaching and consulting supervision.* Maidenhead, UK: McGraw-Hill.Schön, D. (1983). *The reflective practitioner: How professionals think in action.* New York, NY: Basic.[[1]](#footnote-2)Shohet, R. (2011). *Supervision as transformation: A passion for learning.* London, UK: Jessica Kingsley. Stevenson, D. H., Eck, B. E., & Hill, P. C. (Eds.). (2007). *Psychology and Christianity integration: Seminal works that shaped the movement*. Batavia, IL: Christian Association for Psychological Studies.1Walton, R. (2012). *The reflective disciple.* London, UK: SCM.**Journals***Journal of Psychology and Theology**Journal of Psychology and Christianity**Journal of Pastoral Care and Counselling**Journal of Psychotherapy Integration*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. Approaches to counselling: Theoretical and theological integration
2. Elements of a counselling framework
3. Meta-cognition and case conceptualisation (including assessment and mental health)
4. Establishing a successful practicum experience
5. Becoming a critically reflective practitioner – Models
6. Becoming a critically reflective practitioner – Processes and skills
7. An introduction to supervision
8. Christian worldview and the action-reflection-integration cycle
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| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:1. reviewed and integrated prior knowledge of specific theories and skills common to the counselling process, including psychological and neuroscience findings and multicultural perspectives into coherent case conceptualisations;
2. demonstrated self-awareness and reflective function in counselling and reflective practice;
3. applied counselling knowledge and skills to conduct and analyse effective counselling interviews;
4. applied counselling knowledge and skills in practical settings;
5. integrated Christian worldview understandings into their reflective practice; 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.
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| **Assessment tasks** | **Task 1. Practicum Portfolio**Throughout your practicum you are to maintain a practicum folio as evidence of your learning. This is to include the following:* a learning log;
* a log of at least 60 counselling hours and 40 hours of counselling-related activities;
* a log of at least 10 individual supervision sessions and fortnightly group supervision at CHC; and
* case conceptualisations of all clients you have counselled.

**Part A: Learning log** Maintain a learning log, writing at least five (400 word) reflections on significant learning experiences from the semester that have consolidated your learning regarding how to establish and maintain therapeutic relationships with clients, how to effectively assess client issues, and how to develop coherent case conceptualisations. Use an identified reflective cycle as the structure for your entries. At the end of the semester, synthesise your learning from the learning log into a 1200-1500-word meta-reflection. **Part B: A log of counselling sessions**See the requirements for this in the Counselling Practicum Handbook. **Part C: A log of supervision sessions** See the requirements for this in the Counselling Practicum Handbook **Part D: Case conceptualisations**For each client you counsel, you are to develop a case conceptualisation as part of your process notes. These case conceptualisations are to be de-identified and included in your practicum folio. \*\*The portfolio is to be submitted in Week 7 for formative feedback with all logs and case conceptualisations up to date, and at least 2 learning logs completed. Weighting: Pass/FailLearning outcomes: 1-7Assessed: Week 15 **Task 2. Practicum Reports** 1. **Mentor Formative Report**
2. **Supervisor Formative Report**
3. **Mentor Summative Report**
4. **Supervisor Summative Report**
5. **Group Supervision Report**

See the Counselling Practicum Handbook for details. Weighting: Pass/FailLearning outcomes: 1-4, 7Assessed: Mentor Formative report – Week 6 Supervisor Formative report – 2nd session Mentor Summative report – Week 15 Supervisor summative report – Week 15 Group supervision report – Week 15 |
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1. Seminal text. [↑](#footnote-ref-2)