

## UNIT INFORMATION

<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>	Level 7										
<b>UNIT COORDINATOR</b>	Ada Steyn										
<b>TEACHING STAFF</b>	Ada Steyn										
<b>CORE / ELECTIVE</b>	Core										
<b>WEIGHTING</b>	Unit credit points 10 (0.125 EFTSL) Course credit points 240 (3.0 EFTSL)										
<b>DELIVERY MODE</b>	Face to face										
<b>STUDENT WORKLOAD</b>	<p><i>Face to face</i></p> <table> <tr> <td>Contact hours</td> <td>23 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>100 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>20 hours</td> </tr> <tr> <td>Reading, study and assignment preparation</td> <td>17 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>160 hours</b></td> </tr> </table> <p>Student requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	23 hours	Reading, study and preparation	100 hours	Assignment preparation	20 hours	Reading, study and assignment preparation	17 hours	<b>TOTAL</b>	<b>160 hours</b>
Contact hours	23 hours										
Reading, study and preparation	100 hours										
Assignment preparation	20 hours										
Reading, study and assignment preparation	17 hours										
<b>TOTAL</b>	<b>160 hours</b>										
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<p><i>Prerequisite</i></p> <ul style="list-style-type: none"> <li>CO212 Counselling Approaches</li> <li>CO223 Ethics in Counselling</li> <li>CO215 Advanced Interpersonal Counselling Skills</li> </ul> <p><i>Recommended</i></p> <ul style="list-style-type: none"> <li>CO315 Consolidating Interpersonal Counselling Skills</li> </ul>										

## 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.

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.

## LEARNING DELIVERY PROCESS

This unit is a practicum unit. Students are expected to complete a minimum of 100 hours at their placement in order to gain 60 hours of counselling and 40 hours of counselling-related activities. This is supported by individual and group clinical supervision and classes. There will be one 3-day on-campus workshop at the beginning of the semester, followed by six (6) one-hour online classes.

### PLACEMENT HOURS (*these take place at your practicum placement*)

60 hours counselling

40 hours counselling-related activities

### SUPERVISION

Group supervision – 2 hrs every fortnight at CHC

Individual clinical supervision – 10 hours in total as arranged with your supervisor

### CLASS ATTENDANCE

Students are expected to attend at least 80% of on-campus and online classes unless there is a legitimate reason for absence that has been approved by the course coordinator. Your lecturer should be informed as soon as possible regarding any absence.

### Plus, CHC learning portal resources:

- Essential readings and other useful resources.
- Assessment guides.
- Discussion forums.
- News forum.
- Turnitin assessment and feedback tool.

Please note that Practicum units are administrated through the Sonia™ program. This will be the portal through which all Practicum logs and reports are administered.

## IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

**Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.**

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. Establishing a successful practicum experience.
2. Approaches to counselling: Theoretical and theological integration.
3. Integration and cultural considerations.
4. Elements of a counselling framework.
5. Meta-cognition and case conceptualisation (including assessment and mental health).
6. Becoming a critically reflective practitioner – Models.
7. Becoming a critically reflective practitioner – Processes and skills.
8. An introduction to supervision.
9. Christian worldview and the action-reflection-integration cycle.

## 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, ethical practice, and multicultural perspectives into coherent case conceptualisations: **Graduate Attributes: 3,4,6.**
2. Demonstrated self-awareness and reflective function in counselling and reflective practice: **Graduate Attributes: 4-6.**
3. Applied counselling knowledge and skills to conduct and analyse effective counselling interviews: **Graduate Attributes: 3-6.**
4. Applied counselling knowledge and skills in practical settings: **Graduate Attributes: 4-6.**
5. Integrated Christian worldview understandings into their reflective practice: **Graduate Attributes: 1,2,6.**
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. **Graduate Attributes: 5-6.**

## ASSESSMENT TASKS

**ALL LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT**

### 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.
- A collection of forms that you would need to work with clients
- Case conceptualisations of all clients you have counselled.

#### Part A: Learning log

Maintain a learning log, writing at least five (300 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 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:** Compilation of forms needed for client work and 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.

Word Length/Duration: NA words  
 Weighting: Pass or Fail  
 Learning Outcomes: 1-7  
 Assessed: Week 8 (formative)  
 Week 17  
 Submission method: Sonia™ Program

## 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.

Word Length/Duration: NA words  
 Weighting: Pass or Fail  
 Learning Outcomes: 1-4, 6  
 Assessed: Mentor Formative Report – Week 8  
 Supervisor Formative Report – 2<sup>nd</sup> Sessoins  
 Mentor Summative Report – Week 17  
 Supervisor Summative Report – Week 17  
 Goup Supervision Report – Week 17  
 Submission method: Sonia™ Program

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-6	1-8	K4, S3, S4, S5, S6, A1, A2, A3	A-E, G
Task 2	1-4, 6	1-8	K1-4, S1-6, A1-3	A-G

## SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

## PRESCRIBED TEXTS

Bor, R. & Watts, M. (2017). *The trainee handbook: A guide for counselling and psychotherapy trainees* (4<sup>th</sup> ed.). Sage.

Hewson, D. & Carroll, M. (2016). *Reflective Practice in Supervision*. Moshpit.

## RECOMMENDED READINGS

### BOOKS

Benner, D. (2012). *Spirituality and the awakening self: The sacred journey to transformation*. Brazos.

Carroll, M., & Gilbert, M. (2011). *On being a supervisee: Creating learning partnerships* (2nd ed.). Psych Oz.

Corey, G., Corey, M., Corey, C., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.). Brooks/Cole.

de Haan, E. (2012). *Supervision in action: A relational approach to coaching and consulting supervision*. McGraw-Hill.

Entwistle, D. N. (2015). *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration* (3<sup>rd</sup> Ed.). Cascade.

Gardner, F. (2014). *Being critically reflective*. Palgrave Macmillan.

Kottler, J. (2017). *On being a therapist* (5<sup>th</sup> revised Ed.). Jossey Bass.

Lapworth, P., & Sills, C. (2010). *Integration in counselling and psychotherapy* (2nd ed.). Sage.

Schön, D. (1995). *The reflective practitioner: How professionals think in action* (New Ed.). Basic.<sup>1</sup>

Shohet, R. (2011). *Supervision as transformation: A passion for learning*. Jessica Kingsley.

Stevenson, D. H., Eck, B. E., & Hill, P. C. (Eds.). (2007). *Psychology and Christianity integration: Seminal works that shaped the movement*. Christian Association for Psychological Studies.<sup>1</sup>

Walton, R. (2012). *The reflective disciple*. SCM.

### JOURNALS

*Journal of Psychology and Theology*

*Journal of Psychology and Christianity*

### OTHER

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.

<sup>1</sup> Seminal text.

SAMPLE