

**UNIT OUTLINE**

**Unit Code:** CO369

**Unit Title:** Reflective Practice: External Contexts

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO369 |
| **Unit name** | Reflective Practice: External Contexts |
| **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 18 hoursPracticum 100 hoursSupervision 22 hoursReading, study, and assignment preparation 20 hours**TOTAL 160 hours** |
| Students requiring additional English language support are expected to undertake an additional one hour per week. |
| **Prerequisites/ co-requisites/ restrictions** | *Prerequisite*CO368 Reflective Practice: The Therapeutic Relationship |
| **Rationale** | This is the second practicum unit for Bachelor of Counselling counselling students in which they further develop and consolidate their skills following completion of *CO367 Reflective Practice: Consolidating Foundations*. The first two reflective practice units (CO367 and CO368), focused primarily on the therapeutic factors (i.e. skills and techniques, and the therapeutic relationship) that contribute to change in counselling. There has been increasing recognition within the counselling profession in recent years that, as well as the theories, skills and processes normally associated with effective counselling, extra-therapeutic factors can profoundly impact the counselling process and outcomes. Therefore, effective practice requires the counselling practitioner to be aware of and respond appropriately to these influences. This unit, the third in the reflective practice series, is therefore designed to help students constructively engage with some of the wide range of contextual factors that affect counselling practitioners, clients, and the therapeutic process including historical, social and political discourses, culture, constructions of gender, economic influences, language, family systems, organisational structures, and the built and natural environments. Theoretical understandings such as those relating to family systems, developmental stages, power and ways of knowing will also be considered from a practice perspective. In addition, students will have the opportunity to reflect on these contextual factors through the values and principles of a Christian worldview. As with the first practicum unit, students’ experience in counselling undertaken during their practicum placements will further promote reflection and integration.  |
| **Prescribed text(s)** | McLeod, J. (2013). *An introduction to counselling* (5th ed.). Berkshire, UK: Open University Press. |
| **Recommended readings** | **Books**Bregman, O. C., & White, C. M. (2010). *Bringing systems thinking to life: Expanding the horizons for Bowen family systems theory*. New York, NY: Routledge. Frosh, S. (2002). *After words: The personal in gender, cultural and psychotherapy*. London, UK: Palgrave.Gardner, F. (2014). *Being critically reflective.* London, UK: Palgrave Macmillan.Gibson, W. E. (2004). *Eco-justice: The unfinished journey*. NY: State University of New York Press.Hoshmand, L. T. (2005). *Culture, psychotherapy, and counselling: Critical and integrative perspectives*. London, UK: Sage. Knapp, J., & Womack, K. (2003). *Reading the family dance: Family systems therapy and literary study*. Newark, DL: University of Delaware Press.Maguire, M. (2004). *Men, women, passion and power: Gender issues in psychotherapy*. New York, NY: Routledge.Nessan, C. (2010). *Shalom church.* Minneapolis, MN: Fortress.Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (2007). *Counseling across cultures*. London, UK: Sage.Solinger, R., Fox, M., & Irani, K. (2009). *Telling stories to change the world: The power of narrative to build community and make social justice claims*. London, UK: Taylor & Francis.Thompson, S., & Thompson, N. (2008). *The critically reflective practitioner.* London, UK: Palgrave Macmillan.**Journals***Journal of Psychology and Theology**Journal of Psychology and Christianity**Journal of Pastoral Care and Counselling**International Journal of Narrative Therapy and Community Work*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. Understanding the person in context from a Christian worldview perspective
2. The influence of the cultural and social contexts of the client and the counsellor
3. The influence of political and economic contexts on the client, counsellor and their relationship
4. The influence of organisational contexts on the client, counsellor and their relationship
5. The influence of religion, spirituality and worldviews on the client, counsellor and their relationship
6. The relevance of developmental stages of the client and the counsellor
7. The influence of the family context on the client and the counsellor
8. Environmental influences on the client and the counsellor
9. The use of alternative modalities and platforms, and the impact on the counselling relationship, process and outcome
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| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:1. analysed contextual factors that influence the counselling relationship, process, and therapeutic outcomes from theoretical and practical perspectives;
2. examined specific theories, processes, and skills relevant to a range of external contexts;
3. reflected on contextual factors of personal relevance,and how these influence the counselling process;
4. applied knowledge and understanding of contextual factors and general counselling skills to conduct effective counselling interviews with clients;
5. analysed their effectiveness in considering contextual factors and other relevant issues in their counselling;
6. integrated an understanding of the values and principles of a Christian worldview into various counselling contexts and situations; and
7. 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. Learning log and meta-reflection** Maintain a learning log, writing at least five (400 word) reflections on significant learning experiences from class discussions or supervision related to the impact of conextual factors on the counselling process, relationship, and/or outcome. Use an identified reflective cyce as the structure for your log. At the end of the semester, synthesise your learning from this practicum experience as expressed in your learning log into an essay. Weighting: 50%Learning outcomes: 1-3, 5-7Assessed: Learning log Entries 1 & 2 due Week 7 for formative feedback Learning log Entries 4-6 due Week 12 Meta-reflection due Week 15 1. **Practicum Portfolio**

Throughout your practicum you are to maintain a practicum portfolio as evidence of your learning. This is to include the following:* 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;
* case conceptualisations of all clients you have counselled;
* a referral and resource database of support services/websites/apps,etc. for clients; and
* all mentor and supervisor reports.

**Part A: A log of counselling sessions**See the requirements for this in the Counselling Practicum Handbook. **Part B: A log of supervision sessions** See the requirements for this in the Counselling Practicum Handbook **Part C: Case conceptualisations**For each client you counsel, you are to develop a case conceptualisation as part of your process notes. These are to be de-identified and included in your practicum folio. **Part D: Referral and Resource database** Throughout your practicum, develop a database of resources for clients that can assist them with some of the external contexts that affect their lives. Your database can include handouts, website links, names and contacts for support services and allied health professionals, Apps, support groups, etc. **Part E: Practicum Reports** 1. **Mentor Formative Report (only if in a new placement)**
2. **Supervisor Formative Report (only if with a new supervisor)**
3. **Mentor Summative Report**
4. **Supervisor Summative Report**
5. **Group Supervision Report**

\*\*The portfolio is to be submitted in Week 7 for formative feedback with all logs and case conceptualisations up to date, the database started, and at least 2 learning logs completed. This will be discussed in a progress meeting with the Practicum Coordinator.Weighting: 50%Learning outcomes: 1-7Assessed: Week 15  |