

UNIT INFORMATION

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| UNIT CODE | CO370 | |
| UNIT NAME | Reflective Practice: Personal Practice Framework | |
| ASSOCIATED HIGHER EDUCATION AWARDS | Bachelor of Counselling | |
| DURATION | One semester | |
| LEVEL | Level 7 | |
| UNIT COORDINATOR | Toni Neil | |
| TEACHING STAFF | Toni Neil | |
| CORE / ELECTIVE | Core | |
| WEIGHTING | Unit credit points | 10 (0.125 EFTSL) |
| | Course credit points | 240 (3.0 EFTSL) |
| DELIVERY MODE | Face to face | |
| STUDENT WORKLOAD | Contact hours | 30 hours |
| | Reading, study and assignment presentation | 120 hours |
| | TOTAL | 150 hours |
| | Student requiring additional English language support are expected to undertake an additional one hour per week. | |
| PREREQUISITES / COREQUISITES / RESTRICTIONS | <i>Corequisite</i> CO369 Reflective Practice: External Contexts <i>Prerequisite or corequisite</i> SO317 Transformational Theology for Human Services | |

RATIONALE

Counselling practitioners of excellence must have the ability to continually cultivate a robust, integrative professional practice framework. As part of that framework, it is also important that practitioners understand and apply principles and strategies related to resilience-building in a profession with high rates of stress, burnout and vicarious traumatisation.

This unit therefore provides a context for students to reflect upon their own personal practice perspective, opening opportunities for them to integrate intentional self-care into their frameworks as they further engage with the critical questions arising from their counselling practicum. This process of consolidation will proceed through the use of reflective practice and integrative techniques, building upon learning from the previous three units in the reflective practice sequence (CO367, CO368, and CO369). By the conclusion of this unit, students will be able to articulate, apply and critically reflect on their individual framework of practice including a well-integrated understanding of the impact the values and principles of a Christian worldview has on their counselling practice.

LEARNING DELIVERY PROCESS

This unit will be offered as an intensive with synchronous online classes prior to the intensive. Please check the CHC timetable available on the CHC website for the times and dates of both the virtual classes and the intensive.

INTENSIVE MODE UNITS

Students are expected to attend **at least 80% of every session** for units that have Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Some guidelines for intensives:

- 80% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00am to 5.00pm everyday unless told otherwise by the lecturer.
- The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

VIRTUAL CLASSES

Students are expected to attend at least 80% of 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:

- Power points of lectures.
- Essential readings and other useful resources.
- Learning guides.
- Assessment guides.
- Discussion forums.
- News forum.
- Turnitin assessment and feedback tool.

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 end of the semester to enable us to continually improve the unit. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

The reflective practice units as a set have been restructured in semester two 2020 based on student feedback.

CONTENT

1. Models of counselling frameworks.
2. Personal and contextual risk factors related to stress, traumatisation, and burn-out.
3. Professional practices related to resilience building.
4. Personal practices related to resilience building.
5. Ethical maturity.

6. Professional responsibilities (administration, registration, etc.).
7. Fostering personal and professional practices for lifelong learning which bridges the theory-practice gap.
8. The implications of a Christian worldview for a counselling practice framework.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Described and demonstrated their own approach to counselling practice.
Graduate Attributes: 3,5,6.
2. Synthesised counselling knowledge, theories, skills and Christian worldview perspectives.
Graduate Attributes: 1-4.
3. Applied non-judgemental self-awareness and creative use of self to their counselling and ongoing reflective practice.
Graduate Attributes: 4-6.
4. Critically analysed their practice from a number of perspectives.
Graduate Attributes: 6,7.
5. Identified personal vulnerabilities and protective strategies related to stress, trauma and vicarious traumatisation.
Graduate Attributes: 1,2,6.
6. Developed professional values and implemented ongoing personal and professional development practices.
Graduate Attributes: 2,4,6,7.
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.
Graduate Attributes: 5,6.

ASSESSMENT TASKS

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

TASK 1: PRESENTATION

Part A: Discuss your developing personal framework in five individual forum posts chosen from the following potential topics:

- Counselling philosophy.
- Understanding of and use of self.
- Ethical dimensions.
- Therapeutic relationship.
- A Christian worldview.
- Counselling approaches and techniques.
- Mental health and assessment strategies.
- Strengths and growth areas.
- Reflective practice.
- A plan for ongoing personal and professional development.

These forum posts will be used to develop a well-synthesised personal counselling practice framework across these topics.

Part B: Prepare a creative presentation of your framework, which you will present to your classmates, lecturer and supervisor for the purpose of feedback and critique. The presentation is to be supported with case examples and clips of recorded counselling interviews (2-4 minutes) that demonstrate the various aspects of the framework in practice.

Word Length/Duration: Forum posts: 1500 words (5 x 300 words); Presentation 45 minutes
 Weighting: Forum posts - 20%; Presentation - 60%
 Learning Outcomes: 1-7
 Assessed: Forum posts: before each online class; Presentation - During the intensive
 Submission method: Forum posts – Moodle; Presentation documents are to be submitted via Turnitin

TASK 2: REFLECTION

Reflect on the feedback provided by lecturers and peers on your presentation, with clear action points for moving forward beyond graduation.

Word Length/Duration: 1,000 words
 Weighting: 20%
 Learning Outcomes: 3, 4
 Assessed: Week 16
 Submission method: Turnitin

ASSESSMENT ALIGNMENT

| Assessment Task | Learning Outcomes | Content | Course Outcomes | PACFA Course Objectives |
|-----------------|-------------------|---------|----------------------------------|-------------------------|
| Task 1 | 1-7 | 1-8 | K1-6, S1, S2, S4, S5, S7, S8, A3 | A-G, I-K |
| Task 2 | 1, 3 | 1-8 | S6, A2 | B, H, I |

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

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

RECOMMENDED READINGS

BOOKS

- Benner, D. (2016). *Human being and becoming: The living adventure of life and love*. Brazos.
- Bassot, B. (2016). *The reflective practice guide: An interdisciplinary approach to critical reflection*. Routledge.
- de Haan, E. (2012). *Supervision in action: A relational approach to coaching and consulting supervision*. McGraw-Hill.
- Grant, B. W. (2001). *A theology for pastoral psychotherapy: God's play in sacred spaces*. Haworth Pastoral.¹
- McLeod, J. & McLeod, J. (2014). *Personal development for counsellors, psychotherapists and mental health practitioners*. McGraw-Hill.
- Parsons, R., & Zhang, N. (2014). *Counseling theory: Guiding reflective practice*. Sage.
- Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions* (3rd ed.). Routledge.
- Thomas, J., & Sosin, L. (2011). *The therapeutic expedition: Equipping the Christian counselor for the journey*. B & H.

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.

SAMPLE

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