

## UNIT INFORMATION

<b>UNIT CODE</b>	CO510	
<b>UNIT NAME</b>	The Person of the Practitioner	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Master of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Postgraduate	
<b>UNIT COORDINATOR</b>	Neil Roberts	
<b>TEACHING STAFF</b>	Neil Roberts	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	160 (2.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
<b>STUDENT WORKLOAD</b>	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Nil.	

## RATIONALE

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.

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. Utilising the language of metaphor, narratives from Christian literature will provide students with an opportunity to explore the human experience and engage in reflective practice through 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 connect with and support 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.

## LEARNING DELIVERY PROCESS

This unit runs as an internal unit one semester, and intensive in the other. Whichever mode the unit is in, students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **80% of every session** for units that are offered as 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.

### INTERNAL

When this unit runs as an internal class, there will be 1 lecture per week (3 hours). This unit is very experiential, and not like a typical lecture where you sit and just take notes. In that way it is more like a 3-hour workshop. Please check the CHC timetable available on the CHC website.

### INTENSIVE

There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website. Classes go from 9.00am to 5.00pm every day unless told otherwise by the lecturer.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

## 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. Our story – Their story – His story:
  - Exploring your own story.
  - The interrelatedness of your story and the universal/God story.
  - Journey of life themes (e.g. exile & homecoming).
  - The movements of the spiritual life –
    - i. From loneliness to solitude

- ii. From hostility to hospitality
  - iii. From illusion to prayer
2. The person of the practitioner:
  - The foundation of the counselling framework.
  - Key qualities and values of counsellors.
  - Self-awareness and personal development
3. Reflective practice:
  - A definition of reflective practice
  - Reflective writing
  - Writing a process report
  - Mindfulness –
    - i. Elements of mindfulness
    - ii. Exploring the benefits and practice of mindfulness as a means of enhancing self-awareness, within the framework of a Christian worldview
    - iii. The mindful therapist
    - iv. Mindfulness as self-care
4. Understanding your personality:
  - Personality development.
  - Myers-Briggs.
  - The enneagram.
  - Strengths and invitations to growth.
5. True self-false self:
  - Contributing factors to the construction of the false self
  - Developing awareness, exploration and expression of the true self
  - True self and “congruence”
6. Patterns of relationship and conflict:
  - Typical relationship patterns.
  - Conflict styles.
7. Attachment:
  - The 4 attachment styles.
  - Attachment wounds.
  - How attachment experiences impact other relationships, including with God.
8. Differentiation of self:
  - Clarifying a self.
  - Owning your feelings.
  - Using self-disclosure and feedback.
  - Jesus as the archetypal way of being.
9. The “wounded healer” model of the counselling relationship:
  - The archetype of the wounded healer
  - Caring for our own wounds.
  - Utilising our wounds in the service of others.
10. Self-care:
  - Alone time.
  - Self-nurturance.

## LEARNING OUTCOMES

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

1. Identified and evaluated aspects of the person required to establish a therapeutic, 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 from Christian narratives to explore their own journey.
5. Critically analysed personal patterns of communication and styles of relating and considered those reflected in the character of Jesus.

- Communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

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

### TASK 1: PERSONAL PROFILE

Using examples from your own life and development, apply models of personality and motivational patterns taught in this unit to create a personal profile. Based on this profile, reflect on the strengths that you bring to therapeutic relationships and areas for ongoing personal development.

Word Length/Duration: 1,500 words  
 Weighting: 20%  
 Learning Outcomes: 1, 3, 5, 6  
 Assessed: Week 8  
 Submission method: Turnitin

### TASK 2: PROCESS REPORT OF A RECORDED CONVERSATION

Record a 20-minute interpersonal communication encounter and write a process report of the conversation with regard to Learning Outcomes 1-3 and 5. The recording is to be submitted with the process report.

Word Length/Duration: 2,000 words  
 Weighting: 40%  
 Learning Outcomes: 1-3, 5, 6  
 Assessed: Week 11  
 Submission method: Turnitin

### TASK 3: ESSAY

Write a reflective essay presenting your own journey of development using one of the metaphors explored in this unit.

Word Length/Duration: 2,500 words  
 Weighting: 40%  
 Learning Outcomes: 1-6  
 Assessed: Week 16  
 Submission method: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Objectives
Task 1	1, 3, 5, 6	1-4	K2, S5, S8	3, 6, 7	E
Task 2	1-3, 5, 6	1-9	K2, K3, S4, S5, S8	3-7	E
Task 3	1-6	1-10	K2, K5, S4, S5, S8	1-8	E, F

## SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

## PRESCRIBED TEXTS

Alexander, I. Alexander, I. (2020) *How relationships work: you can't play the game if you don't know the rules* (2<sup>nd</sup> ed.) Wipf & Stock.

Wicks, R. (2012). *The inner life of the counselor*. Wiley.

## RECOMMENDED READINGS

### BOOKS

Briggs M, I., & Myers, P. (1995). *Gifts differing: Understanding personality type*. CPP.<sup>1</sup>

Brown, C. (2012). *Reflected love: Companionship in the way of Jesus*. Wipf & Stock.

Daniels, D., & Price, V. (2009). *The essential enneagram*. HarperCollins.

Drenth, D. J. (2013). *The 16 personality types: Profiles, theory and type development*. Inquire Books.

Kabat-Zinn, J. (2016). *Mindfulness for beginners*. Sounds True.

Nouwen, H. (2014). *The wounded healer: In our own woundedness we can become a source of life for others*. Doubleday.

Rohr, R. (2013). *Immortal diamond: Searching for our true self*. Jossey-Bass, The inn.

### JOURNALS

*Nil.*

### 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

