

**UNIT OUTLINE**

**Unit Code:** CO667

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

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO667 |
| **Unit name** | Reflective Practice: Consolidating Foundations |
| **Associated higher education awards** | Master of Counselling |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit coordinator** | Sonia Thompson |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10  Course credit points: 160 |
| **Delivery mode** | Face-to-face on site |
| **Student workload** | *Face-to-face on site*  Contact hours 23 hours  Practicum 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*  CO510 The Person of the Practitioner  CO513 Towards an Understanding of Mental Health  CO523 Ethics in Counselling  CO557 Theories of Counselling  CO615 Advanced Interpersonal Counselling Skills *and*  CA540 Child and Adolescent Counselling: Theoretical Foundations *or*  FR540 Family and Relationship Counselling: Theoretical Foundations *or*  TR540 Trauma counselling: Theoretical Foundations |
| **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 Master of Counselling, in which students have the opportunity to consolidate their prior learning and apply their knowledge and skills in ‘real-world’ contexts. This unit is also the first of four reflective practice units that work together in preparing students for employment by focusing on the development of a personal practice framework.  The ability to clearly articulate a personal practice framework a personal practice framework is valuable in a society where counselling and people-helping are becoming increasingly more specialised. Such a framework would reflect the theoretical orientation, the skills and the personal strengths of the counsellor in such a way that a potential employer (or client) would be confident that this person has the necessary expertise for the position or counselling setting.  In the context of the four reflective practice units, the aim of this unit is to focus students’ skills understanding of reflective practice on their practicum experiences. The purpose of this is to assist the integration and consolidation of existing learning into a well-grounded, coherent, and systematic framework of practice, by means of consolidating the counselling foundations already built by previous units in this course. The practicum placement experience provides the forum for an authentic action-reflection-integration process.  As part of this first practicum unit, students will also be introduced to the skills and qualities required for effectively utilising clinical supervision. In addition, students will have the opportunity to continue to explore the values and principles of a Christian worldview as it applies to counselling and to their personal formation as a counsellor. |
| **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.  Cleak, H., & Wilson, J. (2018). *Making the most of field placement* (4th ed.). Melbourne, VIC, Australia: Cengage Learning.  Corey, G., Corey, M., Corey, C., & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole.  Creaner, M. (2014) *Getting the best out of supervision in counselling and psychotherapy: A guide for the supervisee.* Thousand Oaks, CA: Sage.  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-1)  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.  Walton, 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. Assessment and case conceptualisation ~~(~~including assessment and mental health) 4. Establishing a successful practicum experience 5. Estabilishing a new client – paperwork, ethics and the first session 6. Becoming a critically reflective practitioner – Models 7. Skills and processes for critical reflection Becoming a critically reflective practitioner – Processes and skills 8. An introduction to supervision 9. Christian worldview and the action-reflection-integration cycle 10. Bridging the theory practice gap |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. synthesised and applied prior knowledge of specific counselling theories and skills, including psychological and neuroscience findings, and multicultural perspectives to developing coherent case conceptualisations; 2. demonstrated self-awareness and reflective function in counselling and reflective practice; 3. integrated and applied knowledge and skills in new situations to conduct effective counselling interviews; 4. analysed their counselling skills; 5. examined the concept of the theory/practice gap and evaluated the implications of this for their own development; 6. integrated Christian worldview understandings into their reflective practice; and 7. communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation. |
| **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 six (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/Fail  Learning outcomes: 1-7  Assessed: 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/Fail  Learning outcomes: 1-4, 7  Assessed: 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 |

1. Seminal text [↑](#footnote-ref-1)