

## UNIT INFORMATION

<b>UNIT CODE</b>	CO667	
<b>UNIT NAME</b>	Reflective Practice: Consolidating Foundations	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Master of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Level 9	
<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	160 (2.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
<b>STUDENT WORKLOAD</b>	Contact hours	23 hours
	Practicum	100 hours
	Supervision	20 hours
	Reading, study and assignment preparation	17 hours
	<b>TOTAL</b>	<b>160 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<i>Prerequisite</i>	
	CO510 The Person of the Practitioner	
	CO513 Mental Health	
	CO523 Ethics in Counselling	
	CO557 Theories of Counselling	
	CO615 Advanced Interpersonal Counselling Skills	

## RATIONALE

In order to become registered counsellors, students have to complete a number of hours of 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 and 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 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 own personal formation as a counsellor.

## 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 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. Establishing a successful practicum experience.
2. Approaches to counselling: Theoretical and theological integration.
3. Elements of a counselling framework.
4. Meta-cognition and case conceptualisation (including assessment and mental health).
5. Becoming a critically reflective practitioner – Models.
6. Becoming a critically reflective practitioner – Processes and skills.
7. An introduction to supervision.
8. Christian worldview and the action-reflection-integration cycle.
9. 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, ethical practices and multicultural perspectives to developing 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. Integrated and applied knowledge and skills in new situations to conduct effective counselling interviews. **Graduate Attributes: 3-6.**
4. Analysed their counselling skills. **Graduate Attributes: 3, 4, 6.**
5. Examined the concept of the theory/practice gap and evaluated the implications of this for their own development. **Graduate Attributes: 6, 7.**
6. Integrated Christian worldview understandings into their reflective practice. **Graduate Attributes: 1, 6.**
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. **Graduate Attributes: 5, 6.**

## ASSESSMENT TASKS

**ALL ASSESSMENTS 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 from week 8 onwards.

#### Part A: Learning log

Maintain a learning log, writing at least five (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 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:** 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 8 for formative feedback with all placement logs up to date, a compilation of forms needed for client work and at least 2 learning logs completed.

Word Length/Duration: N/A words  
 Weighting: Pass/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: N/A words  
 Weighting: Pass/Fail  
 Learning Outcomes: 1-4, 7  
 Assessed: Week 8 – Mentor Formative Report  
 2<sup>nd</sup> session – Supervision Formative Report  
 Week 17 – Mentor Summative Report  
 Week 17 – Supervisor Summative Report  
 Week 17 – Group Supervision Report  
 Submission method: Sonia™ Program

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-3, 5-7	1-9	K1-6, S1, S2, S5, S7, S8, A1, A3	A-G, I-K
Task 2	1-4, 6	1-9	K1-5, S4-8, A1-4	A-G, I-K

## 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.

Corey, G., Corey, M., & Corey, C. (2019). *Issues and ethics in the helping professions* (10<sup>th</sup> ed.). Cengage.

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

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

Schön, D. (1995). *The reflective practitioner: How professionals think in action*. 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.

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