

**UNIT OUTLINE**

**Unit Code:** CO669

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

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO669 |
| **Unit name** | Reflective Practice: External Contexts |
| **Associated higher education awards** | Master of Counselling |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit coordinator** | Sonia Thompson |
| **Core/elective** | Core |
| **Weighting** | Unit credit points: 10Course credit points: 160 |
| **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*CO668 Reflective Practice: The Therapeutic Relationship |
| **Rationale** | This is the second practicum unit for postgraduate counselling students in which they further develop and consolidate their skills following completion of *CO667 Reflective Practice: Consolidating Foundations*. In the first two reflective practice units (CO667 and CO668), the focus was primarily on the therapeutic factors (i.e. skills and techniques, and the therapeutic relationship) that research has identified as significantly contributing to change in counselling. This same research has also revealed that ‘extratherapeutic’ factors, the circumstances of the client’s context, can also have a significant effect on the client’s potential to reach their desired goals. In this, the third unit in the reflective practice series, students will have opportunity to consider a broad range of contextual situations that include historical, social and political discourses, culture, constructions of gender, economic influences, language, organisational structures and the built and natural environments. Theoretical understandings such as those relating to family systems, developmental stages, power and ways of knowing, and the contexts of their elective focus areas will also be investigated as will the implications of a Christian worldview. Students will be encouraged to apply their developing understanding and appreciation of contextual issues to their work with clients on placement.  |
| **Prescribed text(s)** | McLeod, J. (2013). *An introduction to counselling* (5th ed.). Berkshire, UK: Open University Press. |
| **Recommended readings** | **Books**Anderson, S., & Sabatelli, R. (2011). *Family interaction: A multigenerational developmental perspective* (5th ed.). New York, NY: Pearson. Feltham, C. & Horton. (Eds.). (2012). *The SAGE handbook of counseling and psychotherapy* (3rd ed.). Los Angeles, CA: Sage. Gardner, F. (2014). *Being critically reflective.* London, UK: Palgrave Macmillan.Ibrahim, F., & Heuere, J. (2016). *Cultural and social justice counseling: Client-specific interventions.* New York, NY: Springer. Maguire, M. (2014). *Men, women, passion and power: Gender issues in psychotherapy* (2nd ed.). New York, NY: Routledge.Pedersen, P. B., Draguns, J. G., Lonner, W. J., & Trimble, J. E. (2016). *Counseling across cultures* 7th ed.). London, UK: Sage.Sue, D., & Sue, D. (2015). *Counseling the culturally diverse* (7t ed.). Tan, S-Y. (2011). *Counseling and psychotherapy: A Christian perspective.* Grand Rapids, MI: Baker Academic.Titelman, P. (Ed.). (2014). *Differentiation of self: Bowen family systems theory perspectives.* New York, NY: Routledge.**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, spiritualiy and worldviews on the client, counsellor and their relationship
6. The relevance of the developmental stage 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 counsellling relationship, process and outcome
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| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:1. Critically analysed contextual factors that influence the counselling relationship, process, and therapeutic outcomes;
2. analysed and critically reflected on theories, processes, and skills relevant to specific counselling contexts;
3. integrated and applied counselling skills and knowledge of contextual factors;
4. critically reflected on client contexts and counselling interviews;
5. integrated the values and principles of a Christian worldview with counselling knowledge and skills within various counselling contexts and situations; and
6. 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 six (400 word) reflections on significant learning experiences from class discussions or supervision related to the impact of contextual 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: 1,2,4-6Assessed: Learning log Entries 1 & 2 due Week 7 for formative feedback Learning log Entries 4-6 due Week 12 Meta-reflection due Week 15 **Task 2: 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 case conceptualisations up to date, and the database started. This will be discussed in a progress meeting with the Practicum Coordinator.Weighting: 50%Learning outcomes: 1-6Assessed: Week 15  |