

## UNIT INFORMATION

<b>UNIT CODE</b>	CO669	
<b>UNIT NAME</b>	Reflective Practice: External Contexts	
<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 Course credit points	10 (0.125 EFTSL) 160 (2.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
<b>STUDENT WORKLOAD</b>	Contact hours Practicum Supervision Reading, study and assignment preparation	18 hours 100 hours 20 hours 22 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> 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 'extra-therapeutic' 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, the student 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 considered 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.

## 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 6-hour on-campus workshop at the beginning of the semester, followed by six (6) two-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 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

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

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, spirituality and worldviews on the client, counsellor and their relationship.
6. The relevance of developmental stages 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 counselling relationship, process and outcome.

## 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. **Graduate Attributes: 3, 4, 6.**
2. Analysed and critiqued specific theories, processes, and skills relevant to specific counselling contexts. **Graduate Attributes: 3, 4, 6.**
3. Integrated and applied counselling skills and knowledge of contextual factors. **Graduate Attributes: 3-8.**
4. Critically analysed client contexts and counselling interviews. **Graduate Attributes: 3-6.**
5. Integrated the values and principles of a Christian worldview with counselling knowledge and skills within various counselling contexts and situations. **Graduate Attributes: 1-4, 6.**
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. **Graduate Attributes: 5, 6.**

## ASSESSMENT TASKS

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

### TASK 1: LEARNING LOG AND META-REFLECTION

Maintain a learning log, writing at least five (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 cycle 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.

Word Length/Duration:	Learning log entries: 5 x 400 words and Meta-reflection: 1,500 words
Weighting:	50%
Learning Outcomes:	1, 2, 4-6
Assessed:	Week 8 – Learning log entries 1 and 2 (for formative feedback) Week 13 – Learning log entries 3 - 5 Week 17 – Meta-reflection
Method of Submission:	Sonia Live

### 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.
- All mentor and supervisor reports.
- Placement and supervision evaluation forms.

**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.

**Part F: Practicum feedback**

1. Clinical Supervision Evaluation.
2. Placement appraisal.

\*\*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 involve a progress meeting with the practicum coordinator.

Word Length/Duration: N/A words

Weighting: 50%

Learning Outcomes: 1-6

Assessed: Week 8 (for formative feedback)

Week 17

Method of Submission: Sonia Live

**ASSESSMENT ALIGNMENT**

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
<b>Task 1</b>	1-2, 4-6	1-9	K3-5, S2-8, A1, A3	B, E, F, I-K
<b>Task 2</b>	1-6	1-9	K2-5, S2-8, A 1-4	A-F, I-K

**SPECIALIST FACILITIES OR EQUIPMENT**

Digital recording device.

**PRESCRIBED TEXTS**

McLeod, J. (2019). *Introduction to counselling and psychotherapy: theory, research and practice* (6th ed.). Open University Press.

## RECOMMENDED READINGS

### BOOKS

- Anderson, S., & Sabatelli, R. (2011). *Family interaction: A multigenerational developmental perspective* (5th ed.). Allyn & Bacon.
- Bregman, O. C., & White, C. M. (2010). *Bringing systems thinking to life: Expanding the horizons for Bowen family systems theory*. Routledge.
- Feltham, C. & Horton. (Eds.). (2017). *The SAGE handbook of counseling and psychotherapy* (4th ed.). Sage.
- Ibrahim, F., & Heuer, J. (2016). *Cultural and social justice counseling: Client-specific interventions*. Springer.
- Maguire, M. (2014). *Men, women, passion and power: Gender issues in psychotherapy* (2nd ed.). Routledge.
- Pedersen, P. B., Lonner, W. J., Draguns, J. G., Trimble, J. E. & Scharron-del Rio, M. R. (2015). *Counseling across cultures* 7th ed.). Sage.
- Sue, D., Sue, D., Neville, H., & Smith, L. (2019). *Counseling the culturally diverse: theory and practice* (8th ed.). John Wiley & Sons.
- Tan, S-Y. (2011). *Counseling and psychotherapy: A Christian perspective*. Baker Academic.
- Thompson, S., & Thompson, N. (2018). *The critically reflective practitioner*. Palgrave Macmillan.
- Titelman, P. (Ed.). (2014). *Differentiation of self: Bowen family systems theory perspectives*. Routledge.

### JOURNALS

*Journal of Psychology and Theology*

*Journal of Psychology and Christianity*

*International Journal of Narrative Therapy and Community Work*

### 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