

**UNIT OUTLINE**

**Unit Code:** CO670

**Unit Title:** Reflective Practice: Personal Practice Framework

**Semester:** 2

**Year:** 2020

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| **Unit code** | CO670 |
| **Unit name** | Reflective Practice: Personal Practice Framework |
| **Associated higher education awards** | Master of Counselling |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit coordinator** | Toni Neil |
| **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 30 hours  Reading, study and assignment preparation 120 hours  **TOTAL 150 hours** |
| Students requiring additional English language support are expected to undertake an additional one hour per week. |
| **Prerequisites/ co-requisites/ restrictions** | *Co-requisite*  CO669 Reflective Practice: External Contexts  *Prerequisites or co-requisites*  CO610 Towards a Transformational Christian Worldview for Counselling  SO653 Research Methods  *Prerequisite*  CA541 Child and Adolescent Counselling: Intervention Frameworks *or*  FR541 Family and Relationship Counselling: Intervention Frameworks *or*  TR541 Trauma counselling: Intervention Frameworks |
| **Rationale** | The counselling sector in Australia, and in other western countries, has become highly specialised. This means that there is an expectation from the agencies and organisations that employ counsellors that those applying for counselling positions will not only have the skills and academic qualifications required, but also the ability to clearly articulate their professional practice framework.  In this, the fourth and final of the reflective practice units, students will not only reflect on all aspects of the course but from this learning but articulate and present, to their peers, their personal practice framework. As such, this unit provides opportunities for students to develop a personalised and holistic approach to their counselling practice through the integration of their values, knowledge, skills and the ethical and relational dimensions that comprise effective counselling. This process of consolidation will proceed through the use of reflective practice and integrative techniques building upon learning from the previous three units in the reflective practice sequence (CO667, CO668, and CO669). |
|  | In addition, it is important that counselling students understand and apply principles and strategies related to resilience-building in a profession with high rates of stress, burn-out and vicarious traumatisation. By the conclusion of this unit, it is expected that students will be able to articulate, apply and critically reflect on their individual framework of practice including a well-integrated understanding of the impact the values and principles of a Christian worldview has on their counselling practice. |
| **Prescribed text(s)** | Lapworth, P. & Sills, C. (2010). *Integration in counselling and psychotherapy* (2nd ed.). London, UK: Sage. |
| **Recommended readings** | **Books**  Benner, D. (2016). *Human being and becoming: The living adventure of life and love.* Grand rapids, MI: Brazos.  Bassot, B. (2016). *The reflective practice guide: An interdisciplinary approach to critical reflection.* Abingdon, OX: Routledge.  De Haan, E. (2012). *Supervision in action: A relational approach to coaching and consulting supervision.* Berkshire, UK: McGraw-Hill.  Grant, B. W. (2001). *A theology for pastoral psychotherapy: God’s play in sacred spaces*. London, UK: Haworth Pastoral.[[1]](#footnote-1)  McLeod, J. & McLeod, J. (2014). *Personal development for counsellors, psychotherapists and mental health practitioners.* Maidenhead, UK McGraw-Hill.  Parsons, R., & Zhang, N. (2014). *Counseling theory: Guiding reflective practice.* Thousand Oaks, CA: Sage.  Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions* (3rd ed.). New York, NY: Routledge.  Thomas, J., & Sosin, L. (2011). *The therapeutic expedition: Equipping the Christian counselor for the journey.* Nashville, TN: B & H.  **Journals**  *Journal of Psychology and Theology*  *Journal of Psychology and Christianity*  *Journal of Pastoral Care and Counselling*  *Conversations*  *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. Models of counselling frameworks 2. Personal and contextual risk factors related to stress, traumatisation, and burn-out 3. Professional practices related to resilience building 4. Personal practices related to resilience building 5. Proceses for developing ethical maturity 6. Professional responsibilities (administration, registration, etc.) 7. Personal and professional practices for lifelong learning which bridges the theory-practice gap 8. The implications of a Christian worldview for a counselling practice framework |
| **Learning outcomes** | On completion of this unit, students will have demonstrated that they have:   1. synthesised counselling knowledge, theories and skills with particular attention to ethical maturity and the place of Christian worldview values and principles; 2. formulated and demonstrated a personal approach to counselling practice; 3. applied non-judgemental self-awareness and creative use of self to counselling and ongoing reflective practice; 4. applied counselling skills and analysed their practice from a number of perspectives; 5. identified and critically reflected on personal vulnerabilities and protective strategives, including those related to stress, trauma and vicarious traumatisation; 6. developed professional values and implemented ongoing personal and professional development practices; and 7. 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** | **Task 1:** **Presentation**  Discuss your developing personal framework in five individual forum posts chosen from the following potential topics:   * counselling philosophy and approach to integration * understanding of and use of self; * ethical dimensions; * therapeutic relationship; * a Christian worldview; * counselling approaches and techniques; * mental health and assessment strategies; * strengths and growth areas; * reflective practice; and * a plan for ongoing personal and professional development.   These forum posts will then be used to develop a well-synthesised personal counselling practice framework across these topics.  Prepare a creative presentation of your framework, including some kind of visual representation, which you are to present to classmates, lecturer and supervisor for the purpose of feedback and critique. The presentation is to be supported with case examples and clips of recorded counselling interviews (2-4 minutes) that demonstrate the various aspects of the framework in practice.  Word Length/Duration: Presentation - 40 minutes  Weighting: 40%  Learning Outcomes: 1-7  Assessed: During the second intensive session |
|  | **Task 2: Recorded interview and Case study based on practice framework**  Incorporating the feedback from your media presentation into your final personal counselling practice framework, this time apply the elements of your framework to your work with one client, which will be demonstrated in the accompanying video. The essay is to provide a case conceptualisation of the client in the video and an analysis of your work with this client utilising your counselling philosophy.  Word Length/Duration: Essay - 3,500 words; Video – a full session  Weighting: Essay - 30%; Video - 30%  Learning Outcomes: 1-7  Assessed: Week 15 |

1. Seminal text. [↑](#footnote-ref-1)