

## UNIT INFORMATION

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|--|---|------------------|
| <b>UNIT CODE</b>                                   | CO670   |                  |
| <b>UNIT NAME</b>                                   | Reflective Practice: Personal Practice Framework  |                  |
| <b>ASSOCIATED HIGHER EDUCATION AWARDS</b>          | Master of Counselling   |                  |
| <b>DURATION</b>                                    | One semester  |                  |
| <b>LEVEL</b>                                       | Level 9   |                  |
| <b>UNIT COORDINATOR</b>                            | Toni Neil   |                  |
| <b>TEACHING STAFF</b>                              | Toni Neil   |                  |
| <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   | 30 hours         |
|  | Reading, study and assignment preparation   | 120 hours        |
|  | <b>TOTAL</b>  | <b>150 hours</b> |
|  | Student requiring additional English language support are expected to undertake an additional one hour per week.  |                  |
| <b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b> | <p><i>Corequisite</i></p> <p>CO669 Reflective Practice: External Contexts</p> <p><i>Prerequisite or Corequisite</i></p> <p>CO610 Towards a Transformational Christian Worldview for Counselling</p> <p>SO653 Research Methods</p> <p><i>Prerequisite</i></p> <p>CA551 Child and Adolescent Counselling I <i>or</i></p> <p>FR551 Family and Relationship Counselling I <i>or</i></p> <p>TR551 Trauma Counselling I</p> |                  |

## 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.

## LEARNING DELIVERY PROCESS

***This unit will be offered as an intensive with synchronous online classes prior to the intensive. Please check the CHC timetable available on the CHC website for the times and dates of both the virtual classes and the intensive.***

### INTENSIVE MODE UNITS

Students are expected to attend **at least 80% of every session** for units that are offered as Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

#### Some guidelines for intensives:

- 80% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00 am to 5.00 pm everyday unless told otherwise by the lecturer.
- The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

### VIRTUAL CLASSES

Students are expected to attend at least 80% of 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:

- Power points of lectures.
- Essential readings and other useful resources.
- Learning guides.
- Assessment guides.
- Discussion forums.
- News forum.
- Turnitin assessment and feedback tool.

## 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 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.

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

## 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. Ethical maturity.
6. Professional responsibilities (administration, registration, etc.).
7. Fostering 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. Graduate Attributes: 2-6
2. Formulated and demonstrated a personal approach to counselling practice. Graduate Attributes: 3-7
3. Applied non-judgemental self-awareness and creative use of self to counselling and ongoing reflective practice. Graduate Attributes: 4-6
4. Applied counselling skills and analysed their practice from a number of perspectives. Graduate Attributes: 4-6
5. Identified and critically reflected on personal vulnerabilities and protective strategies, including those related to stress, trauma and vicarious traumatisation. Graduate Attributes: 1,2,6
6. Developed professional values and implemented ongoing personal and professional development practices. Graduate Attributes: 2,4,6,7
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. Graduate Attributes: 5,6

## ASSESSMENT TASKS

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

### TASK 1: PRESENTATION OF PERSONAL PRACTICE FRAMEWORK

Discuss your developing personal framework in five individual forum posts chosen from the following potential topics:

- Counselling philosophy (including your view of human beings, cause of problems and theory of change) and approach to integration
- Understanding of and use of self (including personality, family background, life experiences linked to your motivation for counselling work and risk factors related to stress, burnout and vicarious trauma)
- Ethical dimensions (nominate a specific relevant decision-making model, address cultural competence)
- Therapeutic relationship (the emphasis you place on this, how you utilise it therapeutically, including different aspects of the relationship)

- A Christian worldview (how this informs/intersects with your counselling philosophy, ethics, approach to counselling, use of self, etc.)
- Counselling approaches (theories you drawn on) and techniques (specific ones you use)
- Mental health (understanding/definition) and assessment strategies that you use
- Strengths and growth areas.
- Reflective practice (Individual, peer, supervision, etc.)
- A plan for ongoing personal and professional development (including self-care) that aligns with your future work goals.

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: Forum posts: 2,000 words (5 x 400 words); Presentation: 50 mins  
 Weighting: Forum posts – 20%; Presentation - 60%  
 Learning Outcomes: 1-7  
 Assessed: Forum posts: before each online classes: Presentation - During the intensive;  
 Method of Submission: Forum posts: Moodle; Presentation: Turnitin

## TASK 2: REFLECTION

Write a reflection based on the feedback provided on your presentation, with clear action points for moving forward beyond graduation.

Word Length/Duration: 1,500 words  
 Weighting: 20%  
 Learning Outcomes: 3,6,7  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

| Assessment Task | Learning Outcomes | Content | Course Outcomes              | PACFA Course Objectives |
|-----------------|-------------------|---------|------------------------------|-------------------------|
| Task 1          | 1-7               | 1-8     | K1-5, S1, S2, S3, S5, S6, A2 | A-E, G, H, I            |
| Task 2          | 3,6,7             | 1-8     | S5, S8                       | E                       |

## SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

## PRESCRIBED TEXTS

Lapworth, P. & Sills, C. (2010). *Integration in counselling and psychotherapy* (2<sup>nd</sup> ed.). Sage.

## RECOMMENDED READINGS

### BOOKS

Benner, D. (2016). *Human being and becoming: The living adventure of life and love*. Brazos.

- Bassot, B. (2016). *The reflective practice guide: An interdisciplinary approach to critical reflection*. Routledge.
- de Haan, E. (2012). *Supervision in action: A relational approach to coaching and consulting supervision*. McGraw-Hill.
- Grant, B. W. (2001). *A theology for pastoral psychotherapy: God's play in sacred spaces*. Haworth Pastoral.<sup>1</sup>
- McLeod, J. & McLeod, J. (2014). *Personal development for counsellors, psychotherapists and mental health practitioners*. McGraw-Hill.
- Parsons, R., & Zhang, N. (2014). *Counseling theory: Guiding reflective practice*. Sage.
- Skovholt, T. & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions* (3<sup>rd</sup> ed.). Routledge.
- Thomas, J., & Sosin, L. (2011). *The therapeutic expedition: Equipping the Christian counselor for the journey*. B & H.

## 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.

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<sup>1</sup> Seminal text.

SAMPLE

