

UNIT INFORMATION

UNIT CODE	SO110
UNIT NAME	The Person of the Practitioner
ASSOCIATED HIGHER EDUCATION AWARDS	Diploma of Social Sciences Bachelor of Human Services Bachelor of Counselling
DURATION	One semester
LEVEL	Introductory
UNIT COORDINATOR	Neil Roberts
TEACHING STAFF	Neil Roberts
CORE / ELECTIVE	Core
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points Diploma of Social Science 80 (1.0 EFTSL) Bachelor of Human Services 240 (3.0 EFTSL) Bachelor of Counselling 240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site External
STUDENT WORKLOAD	<i>Face to face</i> Contact hours 35 hours Reading, study and preparation 55 hours Assignment preparation 60 hours TOTAL 150 hours <i>External</i> Engagement with study materials 90 hours Assignment preparation 60 hours TOTAL 150 hours Student requiring additional English language support are expected to undertake an additional one hour per week.
PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil

RATIONALE

Converging research indicates that effective social sciences practice is grounded in the personal qualities of the practitioner and his or her capacity to facilitate an authentic and constructive interpersonal relationship with people in the helping context. The focus of this unit, therefore, is on harnessing key aspects of adult learning – including self-reflection, demonstration, narrative, and experiential work – to establish a solid foundation of personal experience

upon which effective people-helping relationships and processes can be established. Companioning narratives offer students an 'insider' perspective on a reflective process that places high value on the human experience and diverse ways of knowing. This extends the student's capacity to journey with others in ways that reflect core Christian values of hospitality, authenticity, compassion, non-judgementalism, empowerment and care.

The unit is concerned with connecting and attending to the stories of people. It introduces an approach to listening and responding which is reflective, attentive, and restorative. Emphasis is placed upon the personal formation of the social sciences practitioner, considered to be a basic foundation for interpersonal work.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internal, External or Intensive).

Internal

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Internal and intensive mode units

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes (Internal), or **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.

Students should note that a number of the skills-based units *require* that they achieve attendance of at least 80%, and some units up to 100%, in order to be eligible for a passing result. When this condition applies, it will be clearly stated in the unit outline that is available on each Moodle™ unit page at the beginning of the semester. If a unit has a presentation assessment, students must attend the class presentations as part of the learning for the unit.

Students may place their results for the semester in jeopardy and may even fail a unit because of their inability to satisfy course attendance requirements.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.

- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

External

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

Intensive

There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website.

Some guidelines for lectures:

- 80% attendance, however, students must attend every day of the intensives – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- The Moodle page for this unit will be updated with resources and the lecturer will be posting on-line discussions throughout the semester. You are encouraged to communicate through the on-line forum with your lecturer and your fellow students.
- Check your Moodle page regularly.
- Please don't be late for your intensives as this is disruptive for other students and shows a lack of respect for your peers and the staff.

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.

CONTENT

1. Our story – Their story – His story.
2. Journey of life themes.
3. Mindfulness.
4. Personality types.
5. The enneagram – Holistic understandings of personhood.

6. True self-false self.
7. Writing a process report.
8. Roots of rejection and trauma – Patterns of conflict.
9. Patterns of relationship and images of God.
10. Differentiation of self.
11. Boundaries and others.
12. The “wounded healer” as a companioning model of relationship.
13. Self-care.
14. Jesus as a role model for social sciences praxis.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Explored aspects of the person required to establish a therapeutic, interpersonal relationship.
2. Identified with the concept of a “wounded healer”.
3. Developed an awareness of the principles of personality development while exploring the formation and expression of their own personality style.
4. Explored metaphors that represent the journey of transformation.
5. Analysed personal patterns of communication and styles of relating and considered those witnessed in the character of Jesus.
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.

ASSESSMENT TASKS

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

TASK 1: STRUCTURED JOURNALS

Post three journals, 300 words each from the topics posted on Moodle™. The first two will be formative online feedback, and the third formally assessed for a grade.

Word Length/Duration: 900 words (3 x 300 words)
 Weighting: 20% (assessed on the final journal)
 Learning Outcomes: 1, 3, 5, 6
 Assessed: Weeks 4, 6 and 11
 Method of Submission: Turnitin

TASK 2: PROCESS REPORT OF A RECORDED CONVERSATION

Record a 15-minute interpersonal communication encounter and write a process report of the conversation with regard to Learning Outcomes 1-3 and 5.

Word Length/Duration: 1,500 words
 Weighting: 40%
 Learning Outcomes: 1-3, 5, 6
 Assessed: Week 10
 Method of Submission: Turnitin

TASK 3: ESSAY

Write a reflective essay presenting your own journey of development using one of the metaphors explored in this unit.

Word Length/Duration: 2,000 words
 Weighting: 40%

Learning Outcomes: 1-6
 Assessed: Week 16
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Objectives	Graduate Attributes	ACWA
Task 1	1,3,5,6	1-6	C,E,F	3, 7	1, 7
Task 2	1-3,5,6	1-11	C,E,F,	3, 4,	1, 7
Task 3	1-6	2,6,12	C,E,F	1,2, 4, 5	1, 7

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

(This book can be purchased from the School of Social Sciences)

Alexander, I. (2020). *How relationships work: you cannot play the game if you don't know the rules* (2nd ed.). Wipf & Stock.

RECOMMENDED READINGS

BOOKS

Brown, C. (2012). *Reflected love: Companionship in the way of Jesus*. Wipf & Stock.

Daniels, D., & Price, V. (2009).¹ *The essential enneagram*. HarperCollins.

Kabat-Zinn, J. (2012). *Mindfulness for beginners*. Sounds True.

Drenth, D. J. (2013). *The 16 personality types: Profiles, theory and type development*. Inquire Books.

Nouwen, H. (2014). *The wounded healer: In our own woundedness we can become a source of life for others*. Doubleday.

Rohr, R. (2011). *Falling upward: Spirituality for the two halves of life*. Jossey-Bass.

Rohr, R. (2013). *Immortal diamond: Searching for our true self*. SPK Publishing.

JOURNALS

Nil.

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.

¹ Seminal text

SAMPLE