

## UNIT INFORMATION

<b>UNIT CODE</b>	SO343	
<b>UNIT NAME</b>	Reflective Practice	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Human Services	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Advanced	
<b>UNIT COORDINATOR</b>	Dr Stephen Beaumont	
<b>TEACHING STAFF</b>	Doug Taylor	
<b>CORE / ELECTIVE</b>	Elective Required for Chaplaincy, Community mental health, Disability and aged care, Family support and child protection and Youth Work specialisations.	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
<b>STUDENT WORKLOAD</b>	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 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>	<i>Prerequisites</i> 40 credit points of 200-level Human Services units	

## RATIONALE

It is important for human services students to develop a coherent personal approach to their practice by integrating the theory and skills learned in the course into a well-developed framework. This requires a significant level of self-awareness. The aim of this unit is, therefore, to introduce students to the theory and skills of ongoing reflective practice as they work towards the integration of existing learning into a well-grounded, coherent and systematic framework. They will be introduced to various action-reflection-integration models, including Christian worldview and multicultural perspectives, and will have the opportunity to apply these models by reflecting on their practice experiences. They will also be equipped to take these reflective skills into their current or future supervision/mentoring relationships.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through lectures, tutorials and through assessments.

This unit will be offered as an 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 INTENSIVES:

- 80% attendance – a roll will be taken before and after lunch each day.
- Classes go from 9.00am to 5.00pm 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.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.
- 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.
- Intensives can get tiring, so please try to put the time aside to give your study the attention it deserves for these few days. Plan as little else as possible outside of intensive times.

## 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. Elements of a social sciences framework of practice.
2. Integrating theory and skills into a framework of practice.
3. Interpersonal relationships in the human services context.
4. Becoming a reflective practitioner – models, processes and skills.
5. Becoming a reflective practitioner in a multi-cultural world.
6. Becoming a reflective practitioner – integrating Christian worldview values.
7. The person of the human services practitioner.
8. The theory of supervision/mentoring.
9. Supervision/mentoring in practice.

## LEARNING OUTCOMES

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

1. Integrated their existing theoretical knowledge and skills into a well-synthesised personal practice framework.
2. Understood principles and skills required for lifelong development as a reflective practitioner.
3. Critically evaluated their use of human services knowledge, theory and skills in their current or future supervision/mentoring relationships.
4. Evaluated the significance of a well-integrated understanding of Christian and multi-cultural worldview values and principles as foundational for a social sciences framework of practice.
5. Understood the value of an appropriate supervision/mentoring relationship and reflected on their human services practice in the context of both individual and group supervision.
6. Communicated at an appropriate tertiary standard with special attention to correct grammar, 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: RESEARCH ESSAY

Using the relevant literature and illustrations from your own reflections on your experiences, examine three models of reflective practice, one of which must be a Christian perspective.

Word Length/Duration: 2,000 words  
 Weighting: 40%  
 Learning Outcomes: 1-5, 7  
 Assessed: Week 9  
 Method of Submission: Turnitin

### TASK 2: VIDEO RECORDING AND ANALYSIS

You are to video record an interaction with an individual, couple, family or group, incorporating a specific intervention or process. Use the principles, skills and dimensions of reflective practice and integration presented in this unit to analyse this interaction in terms of key dimensions of your personal approach to practice.

Word Length/Duration: Interview: 20 minutes and Transcript: 2,500 words  
 Weighting: 60%  
 Learning Outcomes: 1-7  
 Assessed: Week 14  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	1-5, 7	1-8	n.a.	1-4, 6-8	n.a.
Task 2	1-7	1-12	n.a.	1-8	n.a.

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

Gardner, F. (2014). *Being critically reflective: Engaging in holistic practice*. Palgrave MacMillan.

## RECOMMENDED READINGS

### BOOKS

- Anderson, R. (2001). *The shape of practical theology: Empowering ministry with theological praxis*. Intervarsity.
- Benner, D. (2012). *Spirituality and the awakening self: The sacred journey to transformation*. Brazos.
- de Haan, E. (2012). *Supervision in action: A relational approach to coaching and consulting supervision*. McGraw-Hill.
- Healy, K. (2014). *Social work theories in context: Creating frameworks for practice* (2nd ed.). Palgrave MacMillan.
- Proctor, B. (2008). *Group supervision: a guide to creative practice*. (2<sup>nd</sup> ed.). Sage.
- Schön, D. (1995). *The reflective practitioner: How professionals think in action*. Basic.

- Schuck, C., & Wood, J. (2011). *Inspiring creative supervision*. Jessica Kingsley.
- Shohet, R. (2011). *Supervision as transformation: A passion for learning*. Jessica Kingsley.
- Walton, R. (2012). *The reflective disciple*. SCM.

## JOURNAL ARTICLES

- Gursansky, D., Quinn, D., & Le Sueur, E. (2010). Authenticity in reflection: Building reflective skills for social work. *Social Work Education, 29*(7), 778-791.
- McCoyd, J., & Kerson, T. (2013). Teaching reflective social work practice in health care: Promoting best practices. *Journal of Social Work Education, 49*(4), 674-688.
- Norton, C., Russell, A., Wisner, B., & Uriarte, J. (2011). Reflective teaching in social work education: Findings from a participatory action research study. *Social Work Education, 30*(4), 392-407.
- Pack, M. (2013). What brings me here? Integrating evidence-based and critical-reflective approaches in social work education. *Journal of Systemic Therapies, 32*(4), 65-78.
- Siker, J. (2006). "All will be well . . ." A reflection on an elusive SHALOM. *The Living Pulpit*, 6-9.
- Wehbi, S., & Straka, S. (2011). Revaluating student knowledge through reflective practice on involvement in social justice efforts. *Social Work Education, 30*(1), 45-54.

## JOURNALS

*Journal of Social Work Education*

*Journal of Systemic Therapies*

*Reflective Practice: International and Multidisciplinary Perspectives*

*Critical Social 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