



CHRISTIAN HERITAGE COLLEGE

**CO369**

## **REFLECTIVE PRACTICE: EXTERNAL CONTEXTS**

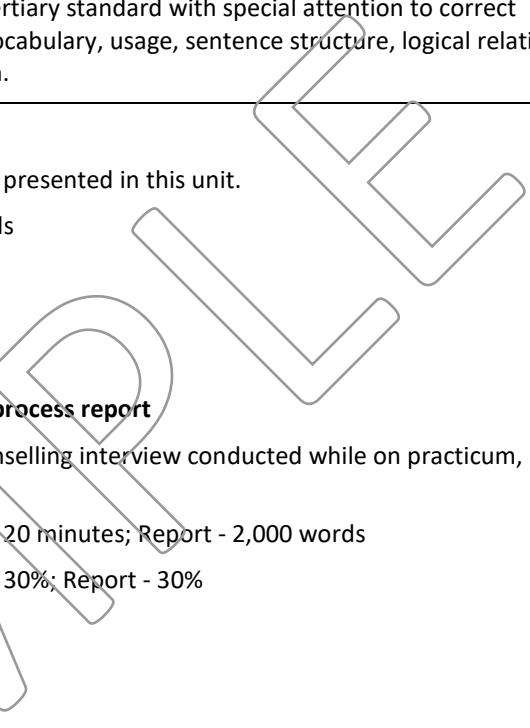
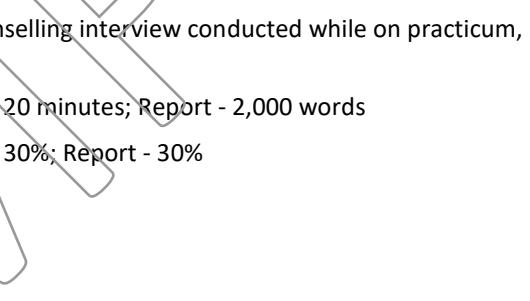
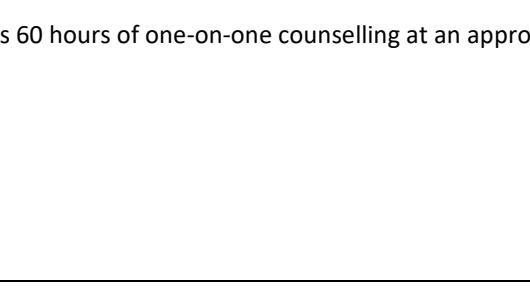
This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	CO369					
<b>Unit name</b>	Reflective Practice: External Contexts					
<b>Associated higher education awards</b>	Bachelor of Counselling					
<b>Duration</b>	One semester					
<b>Level</b>	Advanced					
<b>Core/elective</b>	Core					
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240					
<b>Delivery mode</b>	Face-to-face on site					
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours Practicum Supervision Reading, study, and assignment preparation <b>TOTAL</b> <table style="margin-left: 20px;"> <tr><td>35 hours</td></tr> <tr><td>60 hours</td></tr> <tr><td>15 hours</td></tr> <tr><td>40 hours</td></tr> <tr><td><b>150 hours</b></td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	35 hours	60 hours	15 hours	40 hours	<b>150 hours</b>
35 hours						
60 hours						
15 hours						
40 hours						
<b>150 hours</b>						
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Prerequisite</i> CO368 Reflective Practice: The Therapeutic Relationship					
<b>Rationale</b>	<p>There has been increasing recognition within the counselling profession in recent years that, as well as the theories, skills and processes normally associated with effective counselling, extra-therapeutic factors can profoundly impact the counselling process and outcomes. Therefore, effective practice requires the counselling practitioner to be aware of and respond appropriately to these influences.</p> <p>This unit, the third in the embedded practicum series, is therefore designed to help students consider and constructively engage some of the wide range of contextual factors that affect counselling practitioners, clients, and the therapeutic process including historical, social and political discourses, culture, constructions of gender, economic influences, language, family systems, organisational structures, and the built and natural environments. Theoretical understandings such as those relating to family systems, developmental stages, power and ways of knowing will also be investigated. In addition, students will have the opportunity to critique these contextual factors through the values and principles of a Christian worldview. As with earlier units in this sequence, students' experience in counselling undertaken during their practicum placements will further promote reflection and integration.</p>					
<b>Prescribed text(s)</b>	McLeod, J. (2013). An introduction to counselling (5th ed.). Berkshire, UK: Open University Press.					

<b>Recommended readings</b>	<p><b>Books</b></p> <p>Bregman, O. C., &amp; White, C. M. (2010). <i>Bringing systems thinking to life: Expanding the horizons for Bowen family systems theory</i>. New York, NY: Routledge.</p> <p>Frosh, S. (2002). <i>After words: The personal in gender, cultural and psychotherapy</i>. London, UK: Palgrave.</p> <p>Gibson, W. E. (2004). <i>Eco-justice: The unfinished journey</i>. NY: State University of New York Press.</p> <p>Hoshmand, L. T. (2005). <i>Culture, psychotherapy, and counselling: Critical and integrative perspectives</i>. London, UK: Sage.</p> <p>Knapp, J., &amp; Womack, K. (2003). <i>Reading the family dance: Family systems therapy and literary study</i>. Newark, DL: University of Delaware Press.</p> <p>Maguire, M. (2004). <i>Men, women, passion and power: Gender issues in psychotherapy</i>. New York, NY: Routledge.</p> <p>Nessan, C. (2010). <i>Shalom church</i>. Minneapolis, MN: Fortress.</p> <p>Pedersen, P. B., Draguns, J. G., Lonner, W. J., &amp; Trimble, J. E. (2007). <i>Counseling across cultures</i>. London, UK: Sage.</p> <p>Solinger, R., Fox, M., &amp; Irani, K. (2009). <i>Telling stories to change the world: The power of narrative to build community and make social justice claims</i>. London, UK: Taylor &amp; Francis.</p> <p>Thompson, S., &amp; Thompson, N. (2008). <i>The critically reflective practitioner</i>. London, UK: Palgrave Macmillan.</p> <p><b>Journals</b></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p><i>Journal of Pastoral Care and Counselling</i></p> <p><i>International Journal of Narrative Therapy and Community Work</i></p> <p>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).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Understanding the person in context</li> <li>2. Contextual counselling research</li> <li>3. Culture, language, and counselling</li> <li>4. Historical, sociocultural, medical, and political narratives</li> <li>5. The role of power in counselling</li> <li>6. Ways of knowing</li> <li>7. Gender and counselling</li> <li>8. Developmental models</li> <li>9. Family systems</li> <li>10. Economic and organisational influences</li> <li>11. Environmental influences</li> <li>12. Living a Christian worldview in various contexts</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. analysed contextual factors that influence the counselling relationship, process, and therapeutic outcomes from theoretical and practical perspectives;</li> <li>2. examined specific theories, processes, and skills relevant to a range of external contexts;</li> <li>3. reflected on contextual factors of personal relevance, and how these influence the counselling process;</li> <li>4. applied knowledge and understanding of contextual factors and general counselling skills to conduct effective counselling interviews with clients;</li> <li>5. analysed their effectiveness in considering contextual factors and other relevant issues in their counselling;</li> <li>6. integrated an understanding of the values and principles of a Christian worldview into various counselling contexts and situations; and</li> <li>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.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Reflective essay</b>        Reflect on one of the contextual issues presented in this unit.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 5, 6</p> <p>Assessed: Week 9</p> <p><b>Task 2: Interview with transcript and process report</b>        Prepare a transcript of a recorded counselling interview conducted while on practicum, accompanied with a process report.</p> <p>Word Length/Duration: Interview - 20 minutes; Report - 2,000 words</p> <p>Weighting: Interview - 30%; Report - 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 13</p> <p><b>Task 3: Practical assessment</b>        The practicum component of this unit is 60 hours of one-on-one counselling at an approved practicum placement.</p> <p>Word Length/Duration: N/A</p> <p>Weighting: Pass/Fail</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 16</p>
<b>Unit summary</b>	Extra-therapeutic and contextual factors can have a significant influence on the effective outcome of counselling. In this unit the student will have opportunity to examine the theory and processes of some of these significant factors and to personally and professionally evaluate the influence of these factors on their own counselling framework.