



CHRISTIAN HERITAGE COLLEGE

**SO110**

**THE PERSON OF THE PRACTITIONER**

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>	SO110
<b>Unit name</b>	The Person of the Practitioner
<b>Associated higher education awards</b>	Diploma of Social Science Bachelor of Applied Social Science Bachelor of Counselling
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Core/elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: Diploma of Social Science 80 Bachelor of Applied Social Science 240 Bachelor of Counselling 240
<b>Delivery mode</b>	Face-to-face on site External
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <p>Contact hours 35 hours Reading, study, and preparation 55 hours Assignment preparation 60 hours <b>TOTAL 150 hours</b></p> <p><i>External</i></p> <p>Engagement with study materials 90 hours Assignment preparation 60 hours <b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
<b>Prerequisites/ co-requisites/ restrictions</b>	Nil
<b>Rationale</b>	<p>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.</p> <p>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.</p>

<b>Prescribed text(s)</b>	Rose, C. (Ed.). (2012). <i>Self-awareness and personal development: Resources for psychotherapists and counsellors</i> . Basingstoke, UK: Palgrave MacMillan.
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Brown, C. (2012). <i>Reflected love: Companionship in the way of Jesus</i>. Eugene, OR: Wipf &amp; Stock.</p> <p>Daniels, D., &amp; Price, V. (2009).<sup>1</sup> <i>The essential enneagram</i>. New York, NY: HarperCollins.</p> <p>Kabat-Zinn, J. (2012). <i>Mindfulness for beginners</i>. Boulder, CO: Sounds True.</p> <p>Denth, D. J. (2013). <i>The 16 personality types: Profiles, theory and type development</i>. Elkhart, IN: Inquire Books.</p> <p>Nouwen, H. (2014). <i>The wounded healer: In our own woundedness we can become a source of life for others</i>. New York, NY: Doubleday.</p> <p>Rohr, R. (2011). <i>Falling upwards: Spirituality for the two halves of life</i>. San Francisco, CA: Jossey-Bass.</p> <p>Rohr, R. (2013). <i>Immortal diamond: Searching for our true self</i>. San Francisco, CA: Jossey-Bass. The inn.</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>	Digital recording device
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Our story – Their story – His-story</li> <li>2. Personality types</li> <li>3. The enneagram – Holistic understandings of personhood</li> <li>4. True self-false self – Patterns of our gifts</li> <li>5. Writing a process report</li> <li>6. Mindfulness</li> <li>7. Roots of rejection and trauma – Patterns of conflict</li> <li>8. Patterns of relationship</li> <li>9. Differentiation of self</li> <li>10. Boundaries and others</li> <li>11. Journey of life themes</li> <li>12. The “wounded healer” as a companionship model of relationship</li> <li>13. Self-care</li> <li>14. Kingdom values in social sciences praxis</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. explored aspects of the person required to establish a therapeutic, companionship, interpersonal relationship;</li> <li>2. identified with the concept of a “wounded healer”;</li> <li>3. developed an awareness of the principles of personality development while exploring the formation and expression of their own personality style;</li> <li>4. explored metaphors that represent the journey of transformation;</li> <li>5. analysed patterns of communication and personal styles of relating, particularly those that reflect the character of Jesus; and</li> <li>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.</li> </ol>

<sup>1</sup> Seminal text

<p><b>Assessment tasks</b></p>	<p><b>Task 1: Structured journals</b></p> <p>Post three journals from the topics posted on Moodle™.</p> <p>Word Length/Duration: 900 words (3 x 300 words)</p> <p>Weighting: 20% (Assessed on the final journal)</p> <p>Learning Outcomes: 1, 3, 5, 6</p> <p>Assessed: Weeks 4, 6, 10</p> <p><b>Task 2: Process report of a recorded conversation</b></p> <p>Record a 15-minute interpersonal communication encounter, and write a process report of the conversation.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 5, 6</p> <p>Assessed: Week 9</p> <p><b>Task 3: Essay</b></p> <p>Write a reflective essay presenting your own journey of development.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p>
<p><b>Unit summary</b></p>	<p>This unit develops in students an understanding of self as an important aid in connecting with and attending to other people's stories. It begins to develop skills in listening and reflective, attentive, restorative responding to self and others. It is a foundational social sciences unit that begins a process in students whereby they learn the importance of the human experience.</p>