SOCIAL SCIENCES COURSES
HANDBOOK 2021

CHC Social Sci-

CHC
CHRISTIAN HERITAGE COLLEGE

Christian Heritage College
School of Social Sciences
Social Sciences Courses Handbook 2021

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All CHC policies, documents and forms referred to in this Handbook are available on relevant pages of the CHC website.

This Courses Handbook is to be read in conjunction with the CHC Student Handbook 2021.

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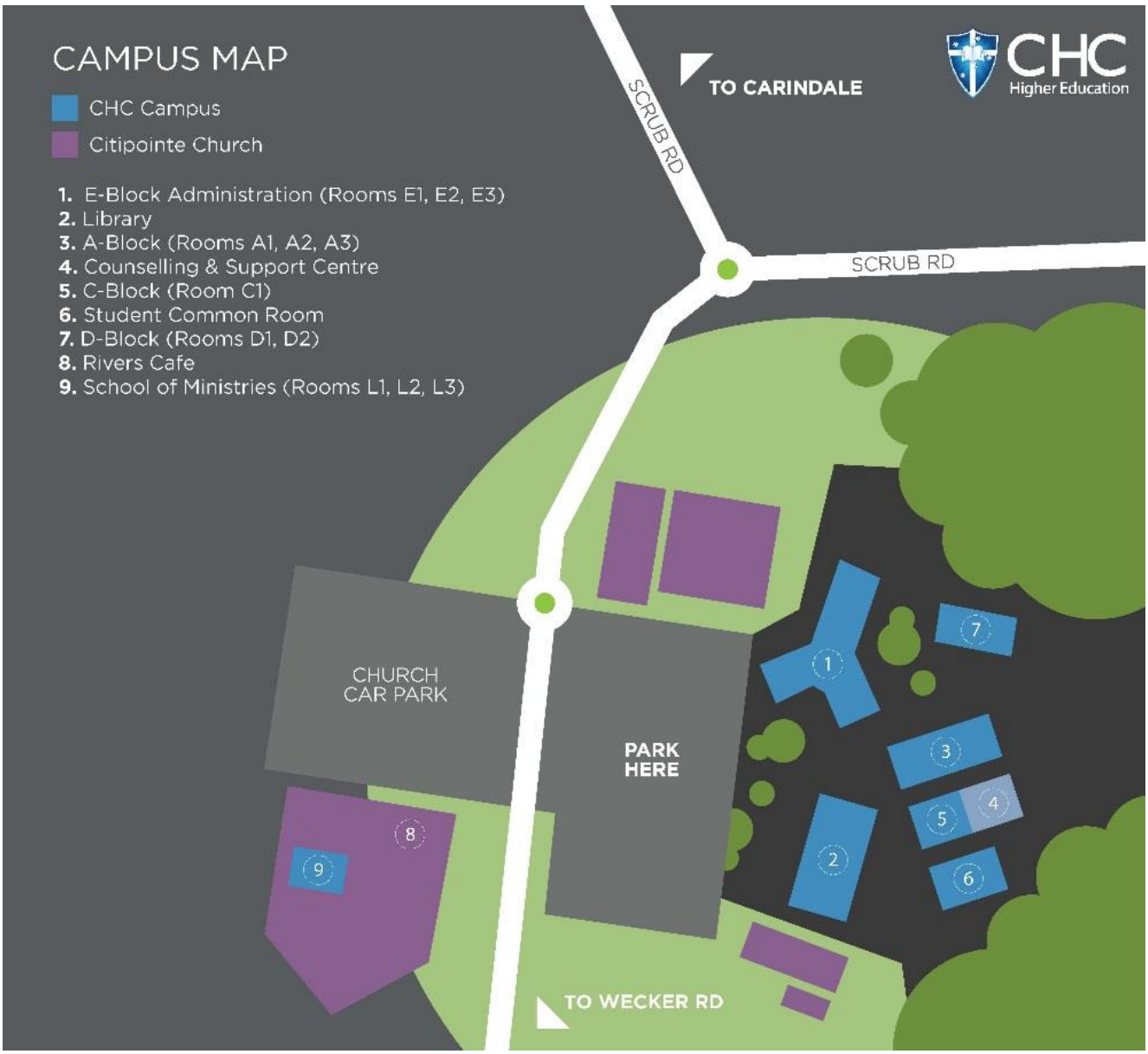
CAMPUS MAP


CAMPUS MAP
CHC Campus
Citipointe Church
1. E-Block Administration (Rooms E1, E2, E3)
2. Library
3. A-Block (Rooms A1, A2, A3)
4. Counselling & Support Centre
5. C-Block (Room C1)
6. Student Common Room
7. D-Block (Rooms D1, D2)
8. Rivers Cafe
9. School of Ministries (Rooms L1, L2, L3)
SCRUB RD
TO CARINDALE
CHC Higher Education
SCRUB RD
CHURCH CAR PARK
PARK HERE
TO WECKER RD

WELCOME

Dear Social Sciences students,

Welcome to Christian Heritage College. We hope that the time that you study with us will be personally enriching and will help prepare you to serve the particular communities and contexts into which you are vocationally called. As staff, we are fully committed to making your time with us as valuable as possible, while serving to enrich your life and further your personal and academic development.

Social Sciences is a broad field, but at its core is a desire to understand people and to serve them more fully – whether in more individual fields such as human services, counselling, more community-oriented contexts such as community development, youth work, disability, community mental health and chaplaincy.

Over the last decade, as we have been developing the courses which now make up the Social Sciences at Christian Heritage College, we have become aware of several themes.

The first of these is that spirituality and God's presence are a part of everything we do, informing our thinking and influencing the people we are becoming – as students as well as those working in society. We have a distinctly Christian worldview that infuses our courses and conduct.

Secondly, we desire to have high quality standards of academic knowledge. It is one of our goals that graduates are professionals who are well informed academically and can 'compete in the marketplace' of the world.

Finally, it is our hope that each of us develops to be the people whom we have the potential to be. "The glory of God is a human fully alive," said Irenaus. Social Sciences courses unashamedly address the whole person, challenging each of us in our thinking and our behaviour as we develop to fully become who we were meant to be.

We hope that you engage in your study at all of these levels and leave your course "transformed to transform your world".

Praying that grace may be yours more and more.

CALENDAR AND IMPORTANT DATES

For up-to-date information, please check the *Calendar and Important Dates* on the Documents page of the CHC website on a regular basis as dates are subject to change.

These documents provide semester start and finish dates, census dates and other administrative dates. It is important that you are aware of these dates for meeting your responsibilities regarding your enrolment and payment of unit costs.

SECTION 1: GENERAL INFORMATION

1.1 School of Social Sciences staff
1.2 School of Social Sciences practices
1.2.1 Attendance and engagement
1.2.2 Privacy, confidentiality and informed consent
1.2.3 Conflict of interest and dual relationship
1.3 Assessment genres
1.4 Fieldwork placement requirements

1.1 School of Social Sciences staff

Academic staff

Dr Stephen Beaumont (Dean; Social Sciences Practicum Administrator)
Dr Johannes M. Luetz (Coordinator, Social Sciences and Human Services courses)
Toni Neil (Coordinator, Counselling courses)
Jenny House (Counselling Services Supervisor)
Sonia Thompson (Counselling Practicum Coordinator)
Lorryn Davies

Sessional staff

Each semester the School of Social Sciences contracts sessional lecturers to teach a range of units in its courses. In the main, these are practising professionals who specialise in the areas related to the units which they teach.

Administration staff

Rosanna Seminario (Administration Officer – Monday-Wednesday)
Ezoza Rustamova (Administration Officer – Thursday-Friday; Social Sciences Practicum Administrator – Tuesday)

1.2 School of Social Sciences practices

1.2.1 Attendance and engagement

Skills-based units

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.

1.2.2 Privacy, confidentiality and informed consent

It is not uncommon for students engaging in Social Sciences courses to reflect on real life experiences and to share personal information and emotions with class members and lecturers in the context of discussion groups and assignment writing, and when engaging in practicum units. It is also not uncommon for students to receive personal information, emotions or experiences from fellow students and from clients in the context of assignment preparation and during practicum placements. Due to the nature of the subject matter that is contained in many units in the Social Sciences courses and in practicum situations, privacy and confidentiality are of the utmost concern. These principles are also subject to legislative requirements that must be observed.

CHC Policy: *Student Code of Conduct* and CHC Policy: *Privacy* refer to the issue of confidentiality. These extend to all Social Sciences units. The following expectations regarding privacy and confidentiality also apply:

- Students, lecturers and administration staff members shall respect and serve others with excellence and ethical integrity, strictly avoiding all harm and exploitation.
- Students, lecturers and administration staff members shall demonstrate sensitivity, humility, honesty, integrity and capability towards others. In demonstrating respect for others, they shall avoid undue invasion of privacy in all classroom, assessments and interpersonal interactions.
- Lecturers and administration staff member shall maintain confidentiality and will clearly define and make known to students any specific boundaries required for particular classes and in practicum settings.
- Students, lecturers and administration staff member shall not disclose confidential communications without first discussing the intended disclosure with the person and then securing written permission. In the area of assessment items when writing about a client, work peer or school student a pseudonym will be used to de-identify the client.
- The exception to maintaining confidentiality is with regards to harm to self or others through suicide, homicide, or serious and imminent abuse. It is the duty of the lecturer, administration staff member or student to disclose such information to their designated supervisor and/or to the authorities, where relevant.
- Students, lecturers and administration staff member need to respect the religious convictions and cultural values of others and strive to understand these without imposing their own beliefs and/or values.
- Students need to respect the privacy of organisations and the information held within those organisations, including the legal and ethical requirements regarding the collection and storing of confidential records.

Privacy and confidentiality expectations are explained on the Moodle pages for units in which issues of confidentiality are arise. These include skill development units, practitioner formation units, and practicum units. Industry-specific ethical guidelines and codes of conduct are also discussed in the relevant units. When students enrol in these units, it is necessary for students to read a statement on confidentiality on the unit's Moodle page, and to agree to this statement (by checking a box) in order to be able to access the unit material.

Students who conduct interviews with others in the course of their enrolment within these units must be aware of the protocols that exist around informed consent and the secure storage of information. The form to be used for the gaining of informed consent from interview subjects is available on the CHC website and includes instructions for its use. The consent of interview subjects must be obtained prior to any interview taking place, and students must ensure that the confidentiality of interview subjects is protected. This includes the use of pseudonyms to de-identify interview subjects, and the use of suitable devices that protect against the sharing or distributing of recordings. The signed informed consent form and the recordings that are conducted in association with assessment tasks are to be provided with the submission of the said assessment tasks. Recordings may be provided on USB drives, or via secure password-protected file sharing. These will be securely stored by CHC for as long as required for the purpose for which they were made, after which they will be erased or destroyed, or, if requested, provided to the interview subject.

Any breach of privacy or confidentiality that occurs during the course of a student's enrolment will be considered as 'Misconduct' under CHC Policy: *Student Code of Conduct and* will be dealt with according to the provisions of that policy. Questions or concerns regarding privacy or confidentiality can be referred to course coordinators.

1.2.3 Conflict of interest and dual relationship

It is understood that, sometimes, a conflict of interest and/or dual relationships may occur and that students should develop the knowledge and skills to deal with such matters.

Students are responsible for informing their course coordinator or the practicum coordinator (as appropriate) if they believe there to be potential for a conflict of interest and/or dual relationships to arise. The relevant course coordinator or practicum coordinator is responsible for ensuring that processes are in place to deal with such situations after a decision is made about the case at the Board of Studies meeting.

Students are to notify the relevant person via the *Disclosure of a Conflict of Interest or Dual Relationship* form available from the School of Social Sciences Administration Office.

1.3 Courses and modes

The courses offered by the School of Social Sciences are available in the *internal* mode and in a *multi-modal* capacity; that is, units in the courses are delivered in the *internal* and/or *external/online* modes. Students may enrol in units within their courses in either mode (as delivered with particular semesters); however, a number of the units are delivered in the *internal* mode only, which requires that students attend on campus classes.

Units that are delivered in the internal mode normally involve three hours of scheduled classes per week; however, some internal units may be scheduled as intensives in which the contact hours are condensed into a number of whole or part days. Units that are delivered in the external/online mode are supported by learning resources that are provided to students electronically via a Moodle web page.

Please note that not all units are available in every semester, and modes of delivery can vary. For advice regarding the availability of units, modes of delivery and any unit prerequisite requirements, students should consult their course coordinators. Sample outlines for units in the undergraduate courses are available on the CHC website.

1.4 Unit requirements

A standard unit carrying a weighting of 10 credit points has a semester workload of 150 hours, which includes aspects such as scheduled contact time, personal study, preparation of assessment tasks and examinations (as applicable). The standard full-time load for the course is four units (40 credit points) per semester. Part-time students normally undertake one or two units per semester.

1.5 Study load

The standard full-time study load for all CHC courses is 40 credit points per semester. Students who are undertaking a part-time study load enrol in 10 or 20 credit points in a semester.

Some CHC courses are offered on a part-time basis only.

1.6 Assessment genres

In order to maximise your understanding of the expectations for the different types of assessment tasks, you should make sure you are familiar with the following general guidelines about genres.

Annotated bibliography
An annotated bibliography is a series of entries regarding journal articles, books or other resources that you have read that begin with a citation for the book (like you would find in a reference list) and then some information that summarises the content, limitations and usefulness of the resource (see https://student.unsw.edu.au/annotated-bibliography for an example).
Book review
A book review does the following: • gives a description and summary of the book; • discusses the author so the reader can better understand the book; • evaluates the book giving examples of positive elements and where the book fell short; • analyses the book from the angle of different sources. A book review also contains the essential information about the book itself. (See http://writingcenter.unc.edu/handouts/book-reviews/ for some good tips on writing a book review).
Case study
Writing a case study: A case study is an investigation of a situation, workplace, client, practitioner, etc. that is often presented as a descriptive narrative. It may have specified sections for discussion, analysis and application. Writing a case study requires a case history, discussion, analysis, application, recommendations, evaluation and/or other criteria as specified in the assignment. *Responding to a case study:* You might be given a case study and asked to respond to it in some way. Often this kind of case study will require discussion, analysis and application. Sometimes you might need to write a case study, this will require a case history, discussion, analysis, application and recommendations or evaluation.
Concept map
A concept map analyses a subject using pictorial or graphic means. The map uses word labels and descriptions or explanations. The map will use lines, arrows, etc., to communicate the relationships between different elements of the map. A concept map task may come with a requirement for a short paper, seminar or handout to accompany it. (See this website for more information: http://www.inspiration.com/visual-learning/concept-mapping)
Essay
An essay is a formal piece of academic writing that communicates a story or an argument. It is linear in nature and has three main parts: introduction; body; and conclusion. The *introduction* is a signpost to what is to follow in the body and clearly sets out the topic and its limits. The *body* will clearly explain the issue, set out your argument logically, and back it up with evidence. The *conclusion* will summarise the journey on which you have taken the reader, clearly restating the conclusion of your argument. It will also contain a reference list. You may be called to write essay with different purposes: reflective; research; comparative; analytical; application; or critical.
Reflective Essay
An essay that is a combination of theoretical and personal perspectives on a topic. It follows the formal conventions of an academic essay, however there will be times where it is appropriate to use first person.
Folio
A folio is a collection of materials that relate to the topic being studied. It may include a range of things such as artefacts, documents, photos, recordings, etc. These may be presented as a 'hard copy' or as a digital or e-folio. It may be that writing tasks will be included in a folio.
Handout
A handout is a document that may include writing, diagrams, artwork, photographs, etc. The purpose is to provide information to the reader in an abbreviated form. It is most likely to accompany a seminar presentation.
Interview schedule
An interview schedule is a list of the questions you intend to ask your interviewees. It is a kind of a script to use so that everyone gets the same questions asked in the same way. The questions are normally derived from and related to prior observations, enquiries or study.
Literature review
A literature review, whether a 'stand-alone' piece or part of a larger work, is a way of reporting on literature that is relevant to a particular area of study. You need to explain what you are studying, why it is important and why you have included the literature that you are reviewing. You need to summarise what the studies you have read are about but you also need to discuss and evaluate the studies, identify what is missing from the studies, provide a conclusion about your reading and, most importantly, explain how you might try to answer some of the missing questions and also identify if there are any gaps in the literature that would suggest further research would be beneficial to the field.

Reflective Journal
A reflective journal is a piece of personal writing in which the writer thinks about a topic through the lens of their own experience and is usually completed in light of relevant literature (eg books, articles, Scripture, etc.). It may be written in first person.
Report
A report is a formal piece of professional or academic writing that communicates the findings of an investigation of some kind. It is similar to an essay but will most likely include an executive summary before the introduction and contain recommendations between the conclusions and the reference list. It may also have appendices, after the reference list, which includes material that would have been a distraction in the body of the report. In a research report, the body will contain a literature review and a section on methodology.
Research Proposal
A research proposal will give a description of a problem in context and pose a research question. It will contain a short literature review or an annotated bibliography relating to the proposed research. It will also lay out the proposed methodology along with ways of remedying any methodological or ethical pitfalls in the proposed study.
Paper
See *Essay* and *Report*.
Poster
A poster is a document that may include writing, diagrams, artwork, photographs, etc. The purpose is to provide information to the reader in an abbreviated form. It is most likely to accompany a seminar or poster presentation.
Seminar
A seminar is a presentation to an individual or a group by an individual or a group. A seminar will present information that could be otherwise presented in an essay, paper or report. A seminar might use visual aids (eg PowerPoint), handouts or posters. A paper might be required alongside a seminar.
Process Report
An annotated transcript is usually accompanied by a process report that describes the processes of the session under discussion. A process report is a written description of the method, techniques and metacommunication that occurred in a therapeutic encounter.
Transcript
A transcript is a verbatim report of what was said in another meeting. This could be used in counselling, pastoral care, interviews, etc. What each person said is transcribed word for word, usually from an audio or video recording, and can be quite time-consuming. Sometimes an annotated transcript is required, where you provide parallel analysis, explanation, comment, reflection, etc., alongside the verbatim transcript.

1.7 Fieldwork placement requirements

Required fieldwork placements

Courses in the School of Social Sciences are designed to meet the accreditation requirements of relevant professional associations. An important aspect of meeting the training standards of these bodies is the number of supervised fieldwork placement hours completed by students during their course.

Who undertake practicum are advised that, while the Practicum Administrator can assist with finding suitable placements, the ultimate responsibility for locating and organising practicum placements rests with students.

Below is a list of the courses and their required fieldwork placements:

Diploma of Social Science

- Placement Observations: observations in a Human Services organisation
- Field Observations and Report: observational visits in two different organisations

Bachelor of Human Services

- Year 1 - Placement Observations: an observation in a Human Services organisation
  - Field Observations and Report: observational visits in two different organisations
- Year 2 - Practicum A: 200 hours
- Year 3 - Practicum B**:** 200 hours (different setting to Practicum A)

Bachelor of Counselling

- Year 1 - Placement Observations: an observation in a Human Services organisation
  - Field Observations and Report: observational visits in two different organisations
- Year 2 - Site visits (5)
  - 15 hours of external professional development
- Year 3 - CO367: 60 face-to-face counselling hours plus 40 hours of client-related contact hours; 10 hours of individual supervision; fortnightly group supervision
  - CO369: 60 face-to-face counselling hours plus 40 hours of client-related hours; 10 hours of individual supervision; fortnightly group supervision

For each semester in which students are enrolled in a practicum unit, they also have to attend a fortnightly supervision group.

Students must abide by the PACFA Code of Ethics.

Master of Counselling

- Year 1 - Site visits (5)
  - External Professional Development (15 hours)
- Year 2 - CO667: 60 face-to-face counselling hours plus 40 hours of client-related contact hours; 10 hours of individual supervision; fortnightly group supervision
  - CO669: 60 face-to-face counselling hours plus 40 hours of client-related contact hours; 10 hours of individual supervision; fortnightly group supervision

For each semester in which students are enrolled in a practicum unit, they also have to attend a fortnightly supervision group.

Students must abide by the PACFA Code of Ethics.

Safety checks

When students work with children (including infants, children or young people under the age of 18) and/or vulnerable people (including the aged, people with mental illness, people with disabilities, or other designated people), students need to possess some form of safety check. For those working with children a current blue card issued by the Blue Card Services department of the Queensland government (or equivalent from the jurisdiction in which they reside) is needed before they are permitted to commence a practicum unit. For those working with vulnerable people a Police Check issued by the Queensland Police Service (or equivalent from the jurisdiction in which they reside) is needed before they are permitted to commence a practicum unit.

Bachelor of Human Services students working in youth work or family support and child protection will need a blue card. Students working in human behaviour may need a blue card and/or a Police Check.

Counselling students require a blue card.

Information regarding blue cards is available from the School of Social Sciences Practicum Administrator and the Counselling Practicum Coordinator.

The blue card and/or Police check process needs to be completed and recorded by the Practicum Administrator by the end of the student's first semester of study.

SECTION 2: RATIONALE FOR THE COURSES

2.1 Christian worldview integration
2.2 Rationale for the counselling courses
2.2.1 Personal development of counselling students
2.2.2 Professional counselling associations
2.3 Rationale for the social sciences courses

2.1 Christian worldview integration

As a higher education provider, CHC is committed to academic freedom and to freedom of belief: therefore, CHC will not require students to personally hold a Christian worldview. As a Christian higher education provider, however, CHC is committed to teaching Christian and other worldviews to enable students to know, understand and discuss the beliefs they have freely chosen. Students will also have opportunity to examine how a Christian worldview may impact on life, culture and scholarship. Higher education, such as that which is pursued in the social sciences courses at CHC, continually engages students in the critical analysis of different worldviews and perspectives, as well as examining the implications of this diversity for social sciences theory and practice. Students in the counselling courses are exposed to current knowledge, theory and skills in the fields of counselling and psychotherapy, while being given opportunity to opportunity to reflect on and integrate what they are learning from the perspective of a Bible-based Christ-centred worldview.

2.2 Rationale for the counselling courses

The Bachelor of Counselling and Master of Counselling aim to equip graduates with the knowledge, skills and personal attributes required to work effectively in a variety of faith-based and secular counselling contexts. To achieve this, students' study and learn to apply current theory and practice form the field of counselling and psychotherapy, while being provided with opportunity to reflect on and integrate what they are learning from the perspective of a Bible-based Christ-centred worldview.

The Bachelor of Counselling and Master of Counselling are based on the following core principles:

A holistic understanding of human beings

Students in the counselling courses are exposed to a range of theory and are encouraged to develop a holistic approach to counselling based on the understanding that the human person is an integrated being and that no one approach to counselling has all the answers or is the right approach for every client. Students develop an intentionally integrated understanding of the human person, the basis of human difficulties, and processes of change, growth and healing.

An integrated process-based approach to counselling and counselling training

Rather than being limited to one theoretical approach to counselling, students in the counselling courses learn not only appropriate skills, but the ability to implement a process that holds the potential to mobilise change for clients. Built on trauma-informed principles, this process-based approach then becomes the basis of theoretical integration.

An emphasis on the person of the counsellor and the therapeutic relationship

Rather than teaching students how to counsel, CHC's approach is to make students into counsellors from the inside out. Based on the foundational principles of the Person-centred approach, the counselling courses have a strong emphasis on developing the person of the counsellor. This includes valuing the well-being of the counsellor. Research consistently shows that, above everything else, the therapeutic relationship is the most important factor for change in counselling. Consequently, there is a strong focus on developing therapeutic relationship skills and the core counselling conditions in the counselling courses.

An intentionally relational and experiential learning community

Consistent with the previous principle, the counselling courses utilise pedagogical approaches that are intentionally relational and experiential in orientation. While theoretical and empirically based knowledge is valued and is made available to students, the approach to learning counselling at CHC is primarily an experiential one in which students are given opportunity to personally as well as professionally reflect on the implications and potential application of what they are learning with respect to their own person, relationships and engagement in broader society.

A strong emphasis on counselling skills training and reflective practice based on real-world experience

A further component of the commitment to producing graduates with the capacity to make a meaningful contribution to their clients' growth and well-being involves a strong emphasis within the counselling courses on the acquisition and practice of counselling skills. Skills are developed alongside critically reflective practice that is applied to substantial real-world counselling experience.

A commitment to rigorous academic standards and currency of course content

Although CHC counselling courses are highly experiential in nature with a strong emphasis on the development of the person of the counsellor, they also value and prioritise academic rigour and the importance of staying up to date with emerging trends and findings relating to the fields of counselling and psychotherapy. This includes underpinning all aspects of the counselling courses with the latest research on interpersonal neurobiology and mental health and encouraging students to engage with counselling research.

Intentional engagement with spirituality as it relates to students and the practice of counselling more generally

Recent years have seen a growing awareness of and focus on the importance of spirituality as a dimension of humanness and as a significant potential dimension of the therapeutic relationship and process. CHC's overtly Christian ethos represents an advantage in this respect as it allows an explicit naming and consideration of issues related to spirituality and its place in the experience of CHC students and the practice of counselling more broadly. While the counselling courses are clear about the use of Christian worldview and spirituality as important frames through which to reflect on and engage with the development of the person of the student counsellor and her or his associated counselling practice, it is recognised that a Christian worldview also requires a respect for and hospitality towards other expressions of faith and spirituality.

Recognition of the need to prepare students to work appropriately and inclusively with clients from diverse backgrounds

Australian society is becoming increasingly diverse and pluralistic in composition and perspective. As a result, counsellors will encounter clients with a broad range of backgrounds, experiences and views. In particular, professional counselling practitioners will work with clients with diverse cultural, ethnic and sexual identities, religious and spiritual views and practices and socioeconomic backgrounds, as well as people with serious mental health issues and physical, developmental, learning and intellectual disabilities.

Often, the experiences, values and choices of counsellors will be very different to those of their potential clients. As a result, the counselling courses are designed to equip student counsellors with the knowledge, skills and experience necessary to work ethically, sensitively, inclusively and respectfully with clients from diverse backgrounds within an increasingly pluralistic society.

Facilitation of practice frameworks that are specific and appropriate for each individual student

The counselling courses emphasise the importance of supporting and facilitating each individual's journey towards maturity and wholeness. Similarly, a Christian worldview can be argued as advocating the importance of allowing each person to discover, develop and use his or her unique talents and gifts in service to his or her community. As a result, the Bachelor of Counselling and Master of Counselling are designed to assist student counsellors to intentionally and critically construct their own personal counselling frameworks as they progress through their studies and accompanying practical experiences.

The importance of ethics and ethical practice

A common emphasis shared by both a Christian worldview perspective and the counselling profession is the importance of ethical behaviour and decision-making with the often-vulnerable people who present for counselling. Consistent with a relational philosophy and Christian worldview position, counselling students at CHC are not only exposed to ethical codes but are given opportunity to evaluate the differing ontological, epistemological and axiological bases of ethics, ethical behaviour and ethical decision-making. In particular, they are invited to personally and professionally reflect on what it means to be an ethical person-practitioner. This includes reflecting on their personal and professional competence, which is evaluated throughout the counselling courses.

2.2.1 Personal development of counselling students

Based on the rationale for CHC's counselling courses, opportunities for personal development and increasing self-awareness are provided as part of the Bachelor of Counselling and Master of Counselling courses. One of the most important and valued places where this is available is through personal counselling experience. The nature of the courses has the potential to bring to the surface unresolved issues in students' lives, at which point having counselling available assists students to establish a value of self-care and ongoing self-reflection. Being a client also provides a unique perspective on counselling where students can learn about the helpful and unhelpful processes that occur in counselling.

All counselling students are required to undergo 20 hours of their own personal counselling. **At least 10 of these hours must be completed before students enrol in the first practicum unit in the respective courses.**

2.2.2 Professional counselling associations

Psychotherapy and Counselling Federation of Australia (PACFA)

The Psychotherapy and Counselling Federation of Australia (PACFA) is a peak body for member associations, branches and colleges, and individuals who meet the standards developed by consensus as appropriate for professional practitioners within the disciplines of Counselling and Psychotherapy in the Australian community.

PACFA was originally a federation of professional associations of psychotherapists and counsellors formed after lengthy national consultation involving many of the leading educators in these fields. In 2015, the organisational structure of PACFA changed to allow individual membership.

Both the Bachelor Counselling and Master of Counselling are accredited by PACFA. This means that, upon completing either award, CHC counselling graduates can become Provisional Members of PACFA member associations, branches or colleges, or become individual members of PACFA.

More information is available on the PACFA website.

Christian Counsellors Association of Australia (CCAA)

The Christian Counsellors Association of Australia (CCAA) is a nationwide federation of state based CCAAs that promotes and maintains professional standards of quality counselling across Australia. The aim of the CCAA is to support and encourage counsellors to integrate their Christian faith with their practice at a professional level. The CCAA has grown as an increasing number of Christians seek accreditation with a supportive body that is conducted on faith principles and has high standards of excellence. The rise of counselling in Australia as a viable profession has become possible with associations such as the CCAA not only demanding high standards from their members, but also encouraging appropriate and relevant discussion of the Christian faith.

The CCAA is a member association of PACFA, with branches in every state.

The CCAA:

- conforms to the standards of training and supervised experience and ethical standards required by PACFA;
- requires theological training (or equivalent) to enable counsellors to address spiritual and faith issues as part of the counselling process;
- provides professional development through meetings and conferences, and by continuing supervision; and
- accepts counsellors of many modalities (eg psychodynamic, cognitive-behavioural) and client groups (eg individual, marriage, family).

Members work in a variety of religious and secular organisations and in private practice.

Bachelor of Counselling and Master of Counselling graduates are eligible to join CCAA at Graduate level.

More information is available on the CCAA website.

2.3 Rationale for the social sciences courses

Broadly speaking, CHC's courses in the social sciences reflect a desire to engage meaningfully and positively with the important questions of human experience, with the development of the individual, the improvement of society, the development of leaders in the fields and the development of skills and knowledge in the people-helping professions.

CHC's courses all share a distinctive emphasis in that studies are founded in and integrated through the application of a Christian worldview. A Christian perspective implies that the development of intellectual capacities should not take place in isolation, but in the context of an understanding of the relevance of the life and teachings of Jesus Christ for the Christian student. The course is thus structured to ensure that students are challenged by the qualities of Christian discipleship, the freedom and responsibilities of Christian maturity, and the call to Christian leadership and ministry.

In addition, the various streams offered within the undergraduate course aims to offer vocational emphases in areas including disability and aged care, family support and child protection and human behaviour, all of which are growing fields of vocational need and opportunity. These vocational elements are designed to develop practical skills and theoretical foundations for those working in these contexts and with a range of people within various institutional contexts.

Many of the opportunities for full time employment are in community service-oriented settings catering to the needs of a diverse range of people and community groups. Graduates will be equipped to work with groups of people in various settings including aged-care, youth and community centres, youth shelters, centres for people with disabilities, in child protection services, local and international aid and development agencies, for family and community service agencies of different levels of government, schools, hospitals, corrective service institutions, sporting organisations and industry.

At the postgraduate level, the courses meet the growing demands of the professional workplace for those who already possess foundational understandings of social sciences professional workplace contexts, including the acquisition of advanced leadership knowledge and skills within specific social sciences professional practice contexts. Contemporary social realities require an ever-deepening understanding of professional social sciences practices that enable practitioners to engage more successfully with their spheres of influence.

It is expected that postgraduate employment opportunities will mainly occur in two areas. Firstly, graduates may remain in their current social sciences fields but seek further professional advancement; secondly, graduates will gain the credentials for engagement with leadership roles in a broader range of social sciences fields. Hence, these courses equip practitioners in social sciences fields to better handle the roles and responsibilities that potential career advancement may bring: for example, through critical thinking and reflection, theoretical understandings of team and project leadership and other leadership skills, Christian worldview integration and application, and research skills and experience in

Thus, the Social Sciences portfolio of courses fills a need in contemporary society and provide graduates with a broad set of skills and understandings that are relevant numerous contemporary ministry and professional outcomes.

SECTION 3: UNDERGRADUATE COURSES INFORMATION

3.1 Undergraduate Certificate of Human Services (SS08)
3.2 Undergraduate Certificate in Counselling Studies (SS09)
3.3 Diploma of Social Science (SS04)
3.4 Bachelor of Counselling (SS18)
3.5 Bachelor of Human Services (SS19)

3.1 Undergraduate Certificate of Human Services (SS08)

Duration:	1 semester (full-time)		
Available:	Full-time		
Structure:	40cp of core units		
Completion:	To qualify for the award of the Undergraduate Certificate of Human Services a student must accrue 40 credit points, including satisfactory completion of the units noted below. The maximum time for completion of the Undergraduate Certificate of Human Services is 1 semester.		
Pathways:	Bachelor of Human Services.		
Content:	Unit		Credit points
	SO102	Introduction to Applied Social Theories	10
	SO112	Introduction to Human Behaviour	10
	SO116	Introduction to Human Services	10
	HB241	Social Psychology	10

3.2 Undergraduate Certificate in Counselling Studies (SS09)

Duration:	1 semester (full-time)		
Available:	Full-time		
Structure:	40cp of core units		
Completion:	To qualify for the award of the Undergraduate Certificate of Counselling Studies a student must accrue 40 credit points, including satisfactory completion of the units noted below. The maximum time for completion of the Undergraduate Certificate of Counselling Studies is 1 semester.		
Pathways:	Bachelor of Counselling.		
Content:	Unit		Credit points
	SO110	The Person of the Practitioner	10
	SO112	Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	CO212	Counselling Approaches	10

3.3 Diploma of Social Science (SS04)

Duration:	1 year (full-time)		
Available:	Full-time; Part-time		
Structure:	80cp of core units		
Completion:	To qualify for the award of the Diploma of Social Science a student must accrue at least 80 credit points, including satisfactory completion of the units noted below. Not more than 1 result of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Diploma of Social Science is 5 years.		
Pathways:	Bachelor of Counselling; Bachelor of Human Services		
Content: ** = Internal mode only*	Unit		Credit points
	Core units		
	Christian Studies		
	CS116	Christian Foundations for Work and Vocation I	10
	CS216	Christian Foundations for Work and Vocation II	10
	Professional Studies		
	SO100	Academic and Professional Communication	10
	SO102	Introduction to Applied Social Theories	10
	SO110	The Person of the Practitioner	10
	SO112	Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	SO116	Introduction to Human Services	10
Enrolment: ** = Internal mode only*	Unit		Credit points
	Year 1 Semester 1		
	CS116	Christian Foundations for Work and Vocation I	10
	SO100	Academic and Professional Communication	10
	SO102	Introduction to Applied Social Theories	10
	SO110	The Person of the Practitioner	10
	Year 1 Semester 2		
	CS216	Christian Foundations for Work and Vocation II	10
	SO112	Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	SO116	Introduction to Human Services	10

3.5 Bachelor of Counselling (SS18)

Duration:	3 years (full-time)		
Available:	Full-time; Part-time		
Structure:	220cp of core units; 20cp of elective units		
Completion:	To qualify for the award of the Bachelor of Counselling a student must accrue at least 240 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Bachelor of Counselling is 10 years.		
Exit:	Diploma of Social Science		
Content: ** = Internal mode only*	Unit		Credit points
	Core units		
	Christian Studies		
	CS116	Christian Foundations for Work and Vocation I	10
	CS216	Christian Foundations for Work and Vocation II	10
	Professional Studies		
	SO100	Academic and Professional Communication	10
	SO102	Introduction to Applied Social Theories	10
	SO110	The Person of the Practitioner	10
	SO112	Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	SO116	Introduction to Human Services	10
	SO317	Transformational Theology for Human Services Practices	10
	SO352	Culturally Sensitive and Inclusive Practice	10
	Counselling Studies		
	CO212	Counselling Approaches	10
	CO213	Introduction to Mental Health	10
	CO215	Advanced Interpersonal Counselling Skills	10
	CO220	Development Through the Lifespan	10
	CO221	Group Processes*	10
	CO223	Ethics in Counselling	10
	CO282	Major Issues in Counselling	10
	CO314	Consolidating Interpersonal Counselling Skills*	10
	CO367	Reflective Practice: Consolidating Foundations*	10
	CO368	Reflective Practice: The Therapeutic Relationship*	10
	CO369	Reflective Practice: External Contexts*	10
	CO370	Reflective Practice: Personal Practice Framework*	10
	Elective units (choose 2)		
	CO380	Compulsive Behaviours	10
	CO382	Child and Adolescent Issues*	10
	CO383	Family Relationship Issues	10
	CO385	Grief and Loss	10
	CO386	Trauma Counselling*	10
	SO391	Directed Study in the Social Sciences	10

Protocols:	Students must complete 200 practicum hours, which are embedded in units CO667 and CO669. Students must complete 20 hours of personal counselling. Students must complete 25 hours of Pre-Prac Preparations, comprising five site visits and 15 hours of external professional development events. Students must make application for a blue card (or equivalent) and have received this card prior to engaging with children and young people under the age of 18 years of age within the unit *CO220 Development Through the Lifespan*.		
Enrolment: ** = Internal mode only*	Unit		Credit points
	Year 1 Semester 1		
	CS116	Christian Foundations for Work and Vocation I	10
	SO100	Academic and Professional Communication	10
	SO102	Introduction to Applied Social Theories	10
	SO110	The Person of the Practitioner	10
	Year 1 Semester 2		
	CS216	Christian Foundations for Work and Vocation II	10
	SO112	SO112 Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	SO116	Introduction to Human Services	10
	Year 2 Semester 1		
	CO212	Counselling Approaches	10
	CO215	Advanced Interpersonal Counselling Skills	10
	CO220	Development Through the Lifespan	10
	CO282	Major Issues in Counselling	10
	Year 2 Semester 2		
	CO213	Introduction to Mental Health	10
	CO221	Group Processes*	10
	CO223	Ethics in Counselling	10
	CO314	Consolidating Interpersonal Counselling Skills*	10
	Year 3 Semester 1		
		Elective unit #1	10
	CO367	Reflective Practice: Consolidating Foundations*	10
	CO368	Reflective Practice: The Therapeutic Relationship*	10
	SO352	Culturally Sensitive and Inclusive Practice	10
	Year 3 Semester 2		
		Elective unit #2	10
	CO369	Reflective Practice: External Contexts*	10
	CO370	Reflective Practice: Personal Practice Framework*	10
	SO317	Transformative Theology for Human Services Practices	10

3.6 Bachelor of Human Services (SS19)

Duration:	3 years (full-time)		
Available:	Full-time; Part-time		
Structure:	160cp of core units; 80cp of specialisation units (including 40cp of discipline-specific units and 40cp in either *practicum* units or *coursework* units)		
Completion:	To qualify for the award of the Human Services a student must accrue at least 240 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Bachelor of Human Services is 10 years.		
Exit:	Diploma of Social Science		
Content: ** = Internal mode only*	Unit		Credit points
	Core units		
	Christian Studies		
	CS116	Christian Foundations for Work and Vocation I	10
	CS216	Christian Foundations for Work and Vocation II	10
	Professional Studies		
	SO100	Academic and Professional Communication	10
	SO102	Introduction to Applied Social Theories	10
	SO110	The Person of the Practitioner	10
	SO112	Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	SO116	Introduction to Human Services	10
	SO212	Emerging Issues in Sociology	10
	SO220	Professional Ethics in the Human Services	10
	SO224	Relationships and Families in Sociological Perspectives	10
	SO313	Management in Human Services	10
	SO312	Reconciliation in Contemporary Contexts*	10
	SO317	Transformational Theology for Human Services Practices	10
	SO352	Culturally Sensitive and Inclusive Practice	10
	HB342	Contemporary Technology and Human Behaviour	10
	Specialisations – Discipline studies electives		
	Family Support and Child Protection		
	FC240	Family Support and Child Protection: Theoretical Perspectives	10
	FC241	Family Support and Child Protection: Skills and Processes*	10
	FC342	Family Support and Child Protection: Current and Emerging Issues	10
	SO343	Reflective Practice*	10
	Human Behaviour		
	CO221	Group Processes	10
	HB241	Social Psychology	10
	HB343	Neuroscience and Human Behaviour	10
	SO343	Reflective Practice*	10
	Youth Work		
	YO240	Youth Work: Theoretical Perspectives	10
	YO241	Youth Work: Skills and Strategies*	10
	YO342	Youth Work: Current and Emerging Issues	10
	SO343	Reflective Practice*	10

Content (continued): ** = Internal mode only*	**Practicum units**		
	SO236	Human Services Practicum A	20
	SO336	Human Services Practicum B	20
	Coursework units		
	SO222	Research Methods	10
	SO393	Guided Literature Review	10
	SO394	Extended Self-Directed Project	20
Enrolment: ** = Internal mode only*	Unit		Credit points
	Year 1 Semester 1		
	CS116	Christian Foundations for Work and Vocation I	10
	SO100	Academic and Professional Communication	10
	SO102	Introduction to Applied Social Theories	10
	SO110	The Person of the Practitioner	10
	Year 1 Semester 2		
	CS216	Christian Foundations for Work and Vocation II	10
	SO112	Introduction to Human Behaviour	10
	SO114	Foundational Interpersonal Skills*	10
	SO116	Introduction to Human Services	10
	Year 2 Semester 1		
	HB342	Contemporary Technology and Human Behaviour	10
	SO224	Relationships and Families in Sociological Perspectives	10
		Discipline Studies elective #1	10
	Practicum		
		Discipline Studies elective #2	10
	Coursework		
	SO222	Research Methods	10
	Year 2 Semester 2		
	SO212	Emerging Issues in Sociology	10
	SO220	Professional Ethics in the Human Services	10
	Practicum		
	SO236	Human Services Practicum A	20
	Coursework		
	SO393	Guided Literature Review	10
		Discipline Studies elective #2	10
	Year 3 Semester 1		
	SO312	Reconciliation in Contemporary Contexts	10
	SO313	Management in Human Services	10
	SO317	Transformational Theology for Human Services Practices	10
		Discipline Studies elective #3	10
	Year 3 Semester 2		
	SO343	Reflective Practice* (Discipline Studies elective #4)	10
	SO352	Culturally Sensitive and Inclusive Practice	10
	Practicum		
	SO334	Human Services Practicum B	20
	Coursework		
	SO394	Extended Self-Directed Project	20

SECTION 4: POSTGRADUATE COURSES INFORMATION

4.1 Graduate Certificate in Social Science Leadership (SS31)
4.2 Graduate Certificate in Applied Neuroscience (SS32)
4.3 Graduate Certificate in Counselling Studies (SS34)
4.4 Master of Counselling (SS51)
4.5 Master of Social Science Leadership (SS54)

4.1 Graduate Certificate in Social Science Leadership (SS31)

Duration:	2 years (part-time)		
Available:	Part-time		
Structure:	30cp of core units; 10cp of elective units		
Completion:	To qualify for the award of the Graduate Certificate in Social Science Leadership a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). With the approval of the Course Coordinator, students may include other relevant units within the course. Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Graduate Certificate in Social Science Leadership is 5 years.		
Pathways:	Master of Social Science Leadership		
Content:	Unit		Credit points
	Core units		
	SO540	Leadership Theory	10
	SO541	Leadership Practice	10
	SO663	Leading Reflective Practice	10
	Elective units		
	SO542	Leading and Facilitating Strategic Change	10
	SO545	Innovation and Social Entrepreneurship – International	10

4.2 Graduate Certificate in Applied Neuroscience (SS32)

Duration:	1 year (part-time)		
Available:	Part-time		
Structure:	40cp of core units		
Completion:	To qualify for the award of the Graduate Certificate in Applied Neuroscience a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). With the approval of the Course Coordinator, students may include other relevant units within the course. Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Graduate Certificate in Applied Neuroscience is 5 years.		
Content: ** = Internal mode only*	Unit		Credit points
	NP543	Specialised Clinical Skills for Neuropsychotherapy*	10
	NP544	Introductory Neuroscience	10
	NP545	Theory of Applied Interpersonal Neuroscience	10
	NP546	Applied Interpersonal Neuroscience Skills	10

4.3 Graduate Certificate in Counselling Studies (SS34)

Duration:	1 semester (full-time)		
Available:	Full-time; Part-time		
Structure:	40cp of core units		
Completion:	To qualify for the award of the Graduate Certificate in Counselling Studies a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). The maximum time for completion of the Graduate Certificate in Counselling Studies is 5 years.		
Pathways:	Master of Counselling		
Content:	Unit		Credit points
	CO510	The Person of the Practitioner	10
	CO513	Towards an Understanding of Mental Health	10
	CO514	Foundational Interpersonal Counselling Skills	10
	CO557	Counselling Theories	10

4.4 Master of Counselling (SS51)

Duration:	2 years (full-time)		
Available:	Full-time; Part-time		
Structure:	130cp of core units; 30cp of elective units		
Completion:	To qualify for the award of the Master of Counselling a student must accrue at least 160 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). Students must complete a minimum of 20cp of elective units in the same area. Students who complete the first elective unit in one area and then change to a different area are to complete the first two elective units in the second area. Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Master of Counselling is 10 years.		
Content: ** = Internal mode only*	Unit		Credit points
	Core units		
	CO510	The Person of the Practitioner*	10
	CO513	Towards an Understanding of Mental Health	10
	CO514	Foundational Counselling Skills*	10
	CO523	Ethics in Counselling	10
	CO557	Theories of Counselling	10
	CO610	Towards a Christian Worldview for Counselling	10
	CO615	Advanced Interpersonal Counselling Skills	10
	CO667	Reflective Practice: Consolidating Foundations*	10
	CO668	Reflective Practice: The Therapeutic Relationship*	10
	CO669	Reflective Practice: External Contexts*	10
	CO670	Reflective Practice: Personal Practice Framework*	10
	SO653	Research Methods	10
	SO661	Group Processes*	10
	Elective units		
	Child and Adolescent Counselling		
	CA550	Child and Adolescent Counselling I*	10
	CA551	Child and Adolescent Counselling II*	10
	CA552	Child and Adolescent Counselling III	10

Content (continued): ** = Internal mode only*	**Family and Relationship Counselling**		
	FR550	Family and Relationship Counselling I*	10
	FR551	Family and Relationship Counselling II*	10
	FR552	Family and Relationship Counselling III	10
	Trauma Counselling		
	TR550	Trauma Counselling, I*	10
	TR551	Trauma Counselling II*	10
	TR552	Trauma Counselling III	10
	Additional electives		
	CO591	Directed study in Counselling	10
	CO592	Practice-based Study in Counselling	10
Protocols:	Students must complete 200 practicum hours, which are embedded in units CO667 and CO669. Students must complete 20 hours of personal counselling. Students must complete 25 hours of pre-prac preparations, comprising five site visits and 15 hours* of external professional development events. Students must hold a valid blue card before beginning practicum units. ** If developmental psychology has not been studied as part of the applicant's undergraduate degree, three of the 15 hours of professional development must be in developmental psychology.*		
Enrolment: ** = Internal mode only*	Unit		Credit points
	Year 1 Semester 1		
	CO510	The Person of the Practitioner*	10
	CO514	Foundational Counselling Skills*	10
	CO557	Theories of Counselling	10
	SO653	Research Methods	10
	Year 1 Semester 2		
	CO513	Towards an Understanding of Mental Health	10
	CO523	Ethics in Counselling	10
	CO615	Advanced Interpersonal Counselling Skills*	10
	SO661	Group Processes*	10
	Year 2 Semester 1		
	CO667	Reflective Practice: Consolidating Foundations*	10
	CO668	Reflective Practice: The Therapeutic Relationship*	10
		Elective unit #1*	10
		Elective unit #2*	10
	Year 2 Semester 2		
	CO610	Towards a Christian Worldview for Counselling	10
	CO669	Reflective Practice: External Contexts*	10
	CO670	Reflective Practice: Personal Practice Framework*	10
		Elective unit #3*	10

4.5 Master of Social Science Leadership (SS54)

Duration:	2 years (full-time – 30cp per semester)		
Available:	Full-time; Part-time		
Structure:	110cp of core units; 10cp of elective units		
Completion:	To qualify for the award of the Master of Social Science Leadership a student must accrue at least 120 credit points, including satisfactory completion of the units as noted below. Students must meet all prerequisite requirements for a unit before enrolling in that unit (see Section 5). With the approval of the Course Coordinator, students may include other relevant units within the course. Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. The maximum time for completion of the Master of Social Science Leadership is 10 years.		
Exit:	Graduate Certificate in Social Science Leadership		
Content: ** = Internal mode only*	Unit		Credit points
	Core units		
	SO540	Leadership Theory	10
	SO541	Leadership Practice	10
	SO663	Leading Reflective Practice	10
	SO650	Leading Relational Dynamics	10
	SO651	Transformative Social Engagement and Christian Worldview	10
	SO653	Research Methods	10
	SO662	Group Facilitation*	10
	SO693	Research Proposal	10
	SO694	Leadership Thesis	30
	Elective units		
	SO542	Leading and Facilitating Strategic Change	10
	SO545	Innovation and Social Entrepreneurship – International	10

SECTION 5: UNIT PREREQUISITE REQUIREMENTS

5.1 Undergraduate units
5.2 Postgraduate units

The information presented on the following pages is provided for students to assist with course planning.

Questions regarding the prerequisite and co-requisite requirements for particular units should be directed to the appropriate course coordinator.

5.1 Undergraduate units

Unit	Unit Name	Prerequisite	Prerequisite OR Corequisite	Incompatible
CO221	Group Processes	60cp, including SO100, SO114		
CO212	Counselling Approaches	SO100, SO112		
CO213	Introduction to Mental Health	SO112		
CO215	Advanced Interpersonal Counselling Skills	SO100, SO114		
CO282	Major Issues in Counselling	SO100, SO112, SO114		
CO220	Development through the Lifespan	SO100, SO112		
CO223	Ethics in Counselling	CS216	CO213, CO215	
CO315	Consolidating Interpersonal Counselling skills	CO215		
CO367	Reflective Practice: Consolidating Foundations	CO212, CO223, CO215, CO315 recommended		
CO368	Reflective Practice: The Therapeutic Relationship		CO367	
CO369	Reflective Practice: External Contests	CO368		
CO370	Reflective Practice: Personal Practice Framework		CO369, SO317	
CO380	Compulsive Behaviours	60cp of introductory units including SO110, SO112, SO114		
CO382	Child and Adolescent Issues	60cp of introductory units including SO110, SO112, SO114	CO220	
CO383	Family and Relationship Issues	60cp of introductory units including SO110, SO112, SO114	CO220	
CO385	Grief and Loss	60cp of introductory units including SO110, SO112, SO114		
CO386	Trauma Counselling	60cp of introductory units plus CO213, CO215		
CS116	Christian Foundations for Work and Vocation I	Nil		
CS216	Christian Foundations for Work and Vocation II	Nil		
FC240	Family Support and Child Protection: Theoretical Perspectives	40cp		
FC241	Family Support and Child Protection: Skills and Processes	SO114		
FC342	Family Support and Child Protection: Current and Emerging Issues	40cp		
HB241	Social Psychology	40cp		
HB342	Contemporary Technology and Human Behaviour	40cp		
HB343	Neuroscience and Human Behaviour	40cp		

Unit	Unit Name	Prerequisite	Prerequisite OR Corequisite	Incompatible
SO102	Introduction to Applied Social Theories	Nil		
SO110	The Person of the Practitioner	Nil		
SO112	Introduction to Human Behaviour	Nil		
SO114	Foundational Interpersonal Skills	Nil		
SO116	Introduction to Human Services	Nil		
SO212	Emerging Issues in Sociology	Nil		
SO222	Research Methods	40cp		
SO220	Professional Ethics in the Human Services	30cp		
SO224	Relationships and Families in Sociological Perspectives	Nil		
SO352	Culturally Sensitive and Inclusive Practice	BHumServ - 40cp; BCouns - CO223		
SO232	Human Services Practicum I	70cp including SO114		
SO233	Human Services Practicum II		SO232	
SO334	Human Services Practicum III			
SO295	Undergraduate Independent Study I	See relevant unit outline		
SO313	Management in Human Services	40cp		
SO312	Reconciliation in Contemporary Contexts	40cp		
SO317	Transformational Theology for Human Services Practices	CS216, SO102		
SO343	Reflective Practice	40cp		
SO391	Directed Study in the Social Sciences	SO100 plus 40cp in relevant units		
SO392	Directed Study in the Social Sciences	SO100 plus 40cp in relevant units		
SO393	Guided Literature Review	SO222		
SO394	Extended Self-Directed Project (20cp)	SO393		
SO395	Undergraduate Independent Study II	See relevant unit outline		
YO240	Youth Work: Theoretical Perspectives	40cp		
YO241	Youth Work: Skills and Strategies	70cp including SO114		
YO342	Youth Work: Current and Emerging Issues	40cp		

5.2 Postgraduate units

Unit	Unit Name	Prerequisite	Prerequisite OR Corequisite	Incompatible
CA550	Child and Adolescent Counselling I		CO514	
CA551	Child and Adolescent Counselling II		CA550, CO615	
CA552	Child and Adolescent Counselling III	CA550, CA551	CO667	
CO510	The Person of the Practitioner			
CO513	Towards an Understanding of Mental Health			
CO514	Foundational Counselling Skills			
CO523	Ethics in Counselling			
CO557	Theories of Counselling			
CO591	Directed Study in Counselling		SO653	
CO592	Practice-based Study in Counselling	60cp, permission of course coordinator		

Unit	Unit Name	Prerequisite	Prerequisite OR Corequisite	Incompatible
CO610	Counselling Towards a Transformational Christian Worldview			
CO615	Advanced Interpersonal Counselling Skills	CO514		
CO667	Reflective Practice I: Consolidating Foundations	CO510, CO513, CO523, CO557, CO615		
CO668	Reflective Practice II: Therapeutic Relationship		CO667	
CO669	Reflective Practice III: External Contexts	CO668		
CO670	Reflective Practice IV: Personal Practice Framework	CA541 *or* FR541 *or* TR541	CO610, SO653, CO669	
FR550	Family and Relationship Counselling I	CO514		
FR551	Family and Relationship Counselling II	CO615	FR550	
FR552	Family and Relationship Counselling III	FR550, FR551	CO667	
SO540	Leadership Theory			BZ530, JM502
SO541	Leadership Practice			
SO542	Leading and Facilitating Strategic Change			
SO663	Leading Reflective Practice			
SO650	Leading Relational Dynamics			
SO651	Transformative Social Engagement and Christian Worldview			
SO653	Research Methods		SO693	
SO661	Group Processes	40cp including CO514 and CO557 (SS51 only)		
SO693	Research Proposal		SO653	
SO694	Leadership Thesis		SO693	
TR550	Trauma Counselling I	CO514		
TR551	Trauma Counselling II	CO615	TR550	
TR552	Trauma Counselling III	TR550, TR551	CO667	

SECTION 6: RESOURCE REQUIREMENTS

6.1 Computing facilities
6.2 Textbooks
6.3 Other requirements

6.1 Computing facilities

All students will require computer and internet access for engaging with their studies. A limited number of computers are available for student use at the Learning Hub.

Students at CHC are assigned a dedicated email address and this will be used to deliver important information and documentation. You will be assigned individualised login details for using Library services and the Moodle learning platform. You are also assigned individual space on the student server for the purpose of data storage. You are expected to check your email and access the Moodle site for relevant class materials and online activities on a regular basis.

All courses offered by CHC require the ongoing use of computer technology. To engage fully with the learning experience for the duration of their studies, students will need to have access to and be able to use internet-connected devices and have reliable connectivity to the internet. Students are expected to find, use and disseminate information, upload and download documents and video and audio files, prepare assessments and presentations, communicate with faculty using CHC student email, and manage and back up files.

6.2 Textbooks

Each semester a textbook list is published on the CHC website along with information about where to purchase the texts. Information about required textbooks is also included in unit outlines. Students will be expected to have all required textbooks available, to read them as required by the lecturer and to use them as relevant in the preparation of assessment tasks. While the CHC Library does maintain copies of all textbooks, class sizes and reading requirements may make it impossible to access the required information as needed for classes in a timely fashion without a personal copy of the textbook.

6.3 Other requirements

Information regarding any additional specific requirements is published in the 'Specialist resource requirements' section in unit outlines and/or assessment booklets.

SECTION 7: STAFF CONTACTS

7.1 Staff contacts

7.1 Staff contacts

Knowing who to contact means that you will be able to deliver and receive communication more effectively. The table below indicates the person(s) to whom you should direct your enquiries depending upon the issue involved.

While all staff may be consulted about general matters and questions, certain issues are the responsibility of the staff members listed below. If in doubt about whom you should approach regarding an issue, please ask at the Student Administration Office.

Topic/Issue	Staff Member
Counselling and Support Centre	counselling@chc.edu.au
Disability support	disabilitysupport@chc.edu.au
Examinations	School Administration Officers
Enrolment issues and student enquiries	Student Administration (sadmin@chc.edu.au)
FEE-HELP and HECS-HELP enquiries	Student Administration (sadmin@chc.edu.au)
IT support	itsupport@chc.edu.au
LAUNCH	Student Administration (sadmin@chc.edu.au)
Moodle support	moodle@chc.edu.au
International Student Officer	studentservices@chc.edu.au
Payment of monies	Pay Online or Student Administration
Resource materials	Library staff
Student Advocacy Officer	studentadvocacy@chc.edu.au
Student grievances	Student Services (studentservices@chc.edu.au)
Student Representative Council	studentcouncil@chc.edu.au
Student Services	Hannah Cully (studentservices@chc.edu.au)
Study Support Tutor	studysupport@chc.edu.au
Timetable	Student Administration (sadmin@chc.edu.au)
Tuition fees and student contribution amounts	CHC Accounts Office (accounts@chc.edu.au)
Unit work	Unit lecturers/tutors
School staff	
Dean, School of Social Sciences	Dr Stephen Beaumont
Course Coordination	Human Services and Social Sciences courses – Dr Johannes Luetz Counselling courses – Toni Neil
School Administration Officer	Rossana Seminario (Monday, Tuesday, Wednesday) Ezoza Rustamova (Thursday, Friday)
Counselling Centre Supervisor	Jenny House
Practicum Coordinator – Counselling	Sonia Thompson
Practicum Administration – Social Sciences	Dr Stephen Beaumont E'zoza Rustamova (Tuesday)