

CHCC

CHRISTIAN HERITAGE COLLEGE
SOCIAL SCIENCES

COURSES HANDBOOK
2024



**Christian Heritage College
School of Social Sciences and Business
Social Sciences Courses Handbook 2022**

Published by:

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Information in this publication was correct at time of printing: January 2023

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

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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.

SECTION 1: GENERAL INFORMATION

- 1.1 SCHOOL OF SOCIAL SCIENCES AND BUSINESS STAFF - SOCIAL SCIENCES COURSES
- 1.2 ATTENDANCE AND ENGAGEMENT
- 1.3 MODES OF DELIVERY
- 1.4 UNIT REQUIREMENTS
- 1.5 STUDY LOAD
- 1.6 PREREQUISITE REQUIREMENTS
- 1.7 COURSE PROGRESSION
- 1.8 ELIGIBILITY FOR PASSING EXIT RESULTS
- 1.9 CALENDAR AND IMPORTANT DATES
- 1.10 PRIVACY, CONFIDENTIALITY AND INFORMED CONSENT
- 1.11 CONFLICT OF INTEREST AND DUAL RELATIONSHIP
- 1.12 ASSESSMENT GENRES
- 1.13 FIELDWORK PLACEMENT REQUIREMENTS

1.1 SCHOOL OF SOCIAL SCIENCES AND BUSINESS STAFF - SOCIAL SCIENCES COURSES

Academic staff

Associate Professor Stephen Beaumont (Dean)
Toni Neil (Coordinator, Counselling courses)
Ada Steyn (Counselling Centre Supervisor & Counselling Practicum Coordinator)
Herbie Onapa (Coordinator, Human Services courses Lecturer, Human Services)
Belinda Norman (Lecturer, Counselling)
Caitlin Olsen, (Lecturer, Human Services)

Sessional staff

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

Administration staff

Ezoza Rustamova (Administration Officer and Human Services Practicum Officer)
Maurine Ayoub (Administration Officer)

1.2 ATTENDANCE AND ENGAGEMENT

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.

1.3 MODES OF DELIVERY

The Social Sciences courses 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. These are indicated as “*” in the respective course information in the following sections.

Units offered 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, and some might also involve scheduled online classes. Units offered in the *external/ online* mode are supported by learning resources that are provided to students electronically via a Moodle web page and might also involve scheduled online classes.

Not all units are offered in each semester, and modes of delivery in the undergraduate courses can vary. Advice regarding unit availability, delivery modes and prerequisite requirements is available from Course Coordinators. Sample unit outlines for the Social Sciences courses are available on the CHC website.

1.4 PREREQUISITE REQUIREMENTS

To enrol in a unit, students must obtain a passing exit result in any nominated prerequisite unit(s).

1.5 CALENDAR AND IMPORTANT DATES

Please consult the [Calendar and Important Dates](#) published on the [Documents](#) page of the CHC website

1.6 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.

1.7 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 Social Sciences Administration Officer.

1.8 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

<p>A book review does the following:</p> <ul style="list-style-type: none"> • 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. <p>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).</p>
<p>Case study</p> <p><i>Writing a case study:</i> 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.</p> <p><i>Responding to a case study:</i> 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.</p>
<p>Concept map</p> <p>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 http://www.inspiration.com/visual-learning/concept-mapping for more information)</p>
<p>Essay</p> <p>An essay is a formal piece of academic writing that communicates a story or argument. It is linear in nature and has three main parts: introduction; body; and conclusion. The <i>introduction</i> is a signpost to what is to follow in the body and clearly sets out the topic and its limits. The <i>body</i> clearly explains the issue, sets out your argument logically and backs it up with evidence. The <i>conclusion</i> summarises the journey on which you have taken the reader, clearly restating the conclusion of your argument. It also contains a reference list. Essays might have different purposes: reflective; research; comparative; analytical; application; or critical.</p>
<p>Reflective Essay</p> <p>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.</p>
<p>Folio</p> <p>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.</p>
<p>Handout</p> <p>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.</p>
<p>Interview schedule</p> <p>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.</p>
<p>Literature review</p> <p>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.</p>
<p>Reflective Journal</p> <p>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.</p>
<p>Report</p> <p>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.</p>
<p>Research Proposal</p>

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 <i>Essay and Report</i> .
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.

1.9 FIELDWORK PLACEMENT REQUIREMENTS

Required fieldwork placements

The Social Sciences courses 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.

Students 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 courses and their required fieldwork placements.

Bachelor of Human Services

- Year 1 - Placement Observations: an observation in a Human Services organisation
 - Field Observations and Report: observational visits in an ~~two~~ different organisation
- 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~~ one 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 must 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 must 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.

Bachelor of Counselling students and Master of Counselling students require a blue card. Bachelor of Counselling students are required to hold a valid blue card (or equivalent) in order to engage with children and young people under the age of 18 years of age within the unit *CO220 Development Through the Lifespan*.

Information regarding blue cards is available from the 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 an institute of higher education, 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 institute of higher education, 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 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 are exposed to current knowledge, theory and skills 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 from 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 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 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](#).

Australian Counselling Association

ACA is Australia's largest single registration body for Counsellors and Psychotherapists with over 9,000 members. ACA serves a crucial role in advocating and advancing the profession of counselling and psychotherapy.

ACA's objectives include:

- Promote and advocate for the counselling profession.
- Represent its members to government and industry.
- Establish appropriate training standards for the profession.
- Accredite education courses for Counsellors.
- Assist members with employment and practice development.
- Recognise appropriate professional development opportunities for members.
- Establish and oversee codes of ethical practice.
- Assist the mental health consumer access ethical and appropriate service providers.

Both the Bachelor Counselling and Master of Counselling are accredited by ACA. This means that, upon completing either award, CHC counselling graduates can apply to become a Level 1 member of ACA.

More Information is available on the [ACA 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 DIPLOMA OF SOCIAL SCIENCE (SS04)**
- 3.2 BACHELOR OF COUNSELLING (SS18)**
- 3.3 BACHELOR OF HUMAN SERVICES (SS19)**

3.1 DIPLOMA OF SOCIAL SCIENCE (SS04)

Duration: 1 year (full-time)
The maximum time allowed for completion of the Diploma of Social Science is 5 years.

Available: Full-time; Part-time

Rationale: The Diploma of Social Science is intended to provide a basic knowledge of business principles and practices, and competence to apply that knowledge in a range of contexts. The relevance of Biblical Christian worldview for the conduct of business is also addressed.

Outcomes: It is expected that graduates from this course will find employment in areas such as case work, personal support work and other, similar roles in the community services sector.

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 as noted below.

Pathways: Bachelor of Counselling; Bachelor of Human Services

Content: *Core units*

CS117	Christian Worldview and Professional Practice I
CS216	Christian Worldview and Professional Practice II
SO104	Communication Skills for Professional Practice
SO102	Introduction to Applied Social Theories
SO103	The Personal Formation of the Practitioner
SO112	Introduction to Human Behaviour
SO114	Foundational Interpersonal Skills*
SO116	Introduction to Human Services

Enrolment: The enrolment patterns below represent a full-time study load of 40cp per semester.

<i>Commencing Semester 1</i>			<i>Commencing Semester 2</i>		
Semester 1:	CS117	SO104	Semester 1:	CS117	SO14
	SO102	SO103		SO112	SO116
Semester 2:	CS217	SO112	Semester 2:	CS217	SO114
	SO114	SO116		SO102	SO103

Units marked with '' are available in the Internal mode only and must be studied on campus.*

3.2 BACHELOR OF COUNSELLING (SS18)

Duration:	3 years (full-time) The maximum time allowed for completion of the Bachelor of Counselling is 10 years.
Available:	Full-time; Part-time
Rationale:	The Bachelor of Counselling serves the need of the institutional church, individual Christian clergy and lay-people, and members of the wider community to gain an appropriate qualification to offer effective professional counselling services. The course is designed to bring students to a point of professional expertise commensurate with the standards required for fulfilment of the academic requirements for graduate membership of relevant professional organisations, as well as eligibility for listing on the Australian Register of Counsellors and Psychotherapists (ARCAP).
Outcomes:	It is expected that graduates from this course will find employment in the community services sector, in church and para-church settings, and in private practice. There is also an increasing demand for counselling skills as part of a broader job description, complementary to case management, personal and family support, which opens up another range of potential employment opportunities for graduates
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.
Exit:	Undergraduate Certificate in Counselling Studies; Diploma of Social Science
Protocols:	Students must complete: <ul style="list-style-type: none">• 200 practicum hours, which are embedded in units CO667 and CO669;• 20 hours of personal counselling; and• 25 hours of Pre-Prac Preparations, comprising five site visits and 15 hours of external professional development events.
Content:	<i>Core units</i> Christian Studies units CS117 Christian Worldview and Professional Practice I CS216 Christian Worldview and Professional Practice II Professional Studies units SO104 Communication Skills for Professional Practice SO102 Introduction to Applied Social Theories SO103 The Personal Formation of the Practitioner SO112 Introduction to Human Behaviour SO114 Foundational Interpersonal Skills* SO116 Introduction to Human Services SO317 Transformational Theology for Human Services Practices SO353 Working with First Nations People & Diverse Communities

Units marked with '' are available in the Internal mode only and must be studied on campus.*

**Content
(continued):****Counselling Studies units**

CO212	Counselling Approaches
CO213	Introduction to Mental Health
CO215	Advanced Interpersonal Counselling Skills
CO220	Development Through the Lifespan
CO221	Group Processes
CO223	Ethics in Counselling
CO282	Major Issues in Counselling
CO314	Consolidating Interpersonal Counselling Skills
CO367	Reflective Practice: Consolidating Foundations
CO368	Reflective Practice: The Therapeutic Relationship
CO369	Reflective Practice: External Contexts*
CO370	Reflective Practice: Personal Practice Framework*

Elective units

CO380	Compulsive Behaviours
CO382	Child and Adolescent Issues*
CO383	Family Relationship Issues
CO385	Grief and Loss
CO386	Trauma Counselling*
SO391	Directed Study in the Social Sciences

Enrolment:

The enrolment patterns below represent a full-time study load of 40cp per semester.

<i>Commencing Semester 1</i>			<i>Commencing Semester 2</i>		
Semester 1:	CS117	SO104	Semester 1:	CS117	SO104
	SO102	SO103		SO112	SO116
Semester 2:	CS217	SO112	Semester 2:	CS217	SO102
	SO114	SO116		SO103	SO114
Semester 3:	CO212	CO215	Semester 3:	CO213	CO215
	CO220	CO282		CO223	CO221
Semester 4:	CO213	CO221	Semester 4:	CO212	CO220
	CO223	CO314		CO282	Elective unit
Semester 5:	CO367	CO368	Semester 5:	CO315	SO317
	SO352	Elective unit		CO367	CO368
Semester 6:	CO369	CO370	Semester 6:	SO353	Elective unit
	SO317	Elective unit		CO369	CO370

*Units marked with ** are available in the Internal mode only and must be studied on campus.*

3.3 BACHELOR OF HUMAN SERVICES (SS19)

Duration:	3 years (full-time) The maximum time allowed for completion of the Bachelor of Human Services is 10 years.
Available:	Full-time; Part-time
Rationale:	The Bachelor of Human Services is designed to provide students with broad and coherent knowledge and skills for professional work and future learning in human services discipline areas. It reflects a desire to engage meaningfully and positively with the important questions of human experience, the development of the individual, the improvement of society and the development of skills and understandings in the area of people-helping. The course has emphases in theoretical understanding of, and practical skills working with, diverse groups of human beings and the issues they face in modern society, and of the roles and skills required of those working in contemporary human services contexts.
Structure:	160cp of core units; 80cp of specialisation units (comprising 40cp of discipline-specific units and 40cp in either <i>practicum</i> units or <i>coursework</i> units)
Completion:	To qualify for the award of the Bachelor of Human Services, a student must accrue at least 240 credit points, including satisfactory completion of the units as noted below.
Exit:	Diploma of Social Science
Content:	<i>Core units</i>

Christian Studies units

- CS117 Christian Worldview and Professional Practice I
- CS216 Christian Worldview and Professional Practice II

Professional Studies units

- SO104 Communication Skills for Professional Practice
- SO102 Introduction to Applied Social Theories
- SO103 The Personal Formation of the Practitioner
- SO112 Introduction to Human Behaviour
- SO114 Foundational Interpersonal Skills*
- SO116 Introduction to Human Services
- SO212 Emerging Issues in Sociology
- SO220 Professional Ethics in the Human Services
- SO226 Working with Families
- SO312 Reconciliation in Contemporary Contexts*
- SO313 Management in Human Services
- SO317 Transformational Theology for Human Services Practices
- SO353 Working with First Nations People and Diverse Communities
- HB342 Contemporary Technology and Human Behaviour

Units marked with '' are available in the Internal mode only and must be studied on campus.*

**Content
(continued):***Specialisation units***Family Support and Child Protection units**

- FC240 Family Support and Child Protection: Theoretical Perspectives
 FC241 Family Support and Child Protection: Skills and Processes*
 FC342 Family Support and Child Protection: Current and Emerging Issues
 SO343 Reflective Practice*

Human Behaviour units

- CO221 Group Processes
 HB241 Social Psychology
 HB343 Neuroscience and Human Behaviour
 SO343 Reflective Practice*

Youth Work units

- YO240 Youth Work: Theoretical Perspectives
 YO241 Youth Work: Skills and Strategies*
 YO342 Youth Work: Current and Emerging Issues
 SO343 Reflective Practice*

Practicum units

- SO236 Human Services Practicum A (20cp)
 SO336 Human Services Practicum B (20cp)

Coursework units

- SO222 Research Methods
 SO393 Guided Literature Review
 SO394 Extended Self-Directed Project (20cp)

Enrolment:

<i>Commencing Semester 1</i>			<i>Commencing Semester 2</i>		
Semester 1:	CS117 SO102	SO104 SO103	Semester 1:	CS217 SO112	SO103 SO114
Semester 2:	CS217 SO114	SO112 SO116	Semester 2:	CS117 SO102	SO104 SO103
Semester 3:	HB342 Elective #1 <i>Practicum:</i> <i>Coursework:</i>	SO224 Elective #2 SO222	Semester 3:	SO212 Elective #1 <i>Practicum:</i> <i>Coursework:</i>	SO220 Elective #2 SO222

Units marked with '*' are available in the Internal mode only and must be studied on campus.

Enrolment (continued):	<i>Commencing Semester 1</i>			<i>Commencing Semester 2</i>		
	Semester 4:	SO212	SO220	Semester 4:	HB342	SO226
		<i>Practicum:</i>	SO236 (20cp)		<i>Practicum:</i>	SO236 (20cp)
		<i>Coursework:</i>	SO393 Elective #2		<i>Coursework:</i>	SO393 Elective #2
Semester 5:	SO312	SO313	Semester 5:	SO312	SO317	
	SO352	Elective #3		SO343	Elective #3	
Semester 6:	SO317	SO343	Semester 6:	SO313	SO352	
	<i>Practicum:</i>	SO336 (20cp)		<i>Practicum:</i>	SO336 (20cp)	
	<i>Coursework:</i>	SO394 (20cp)		<i>Coursework:</i>	SO394 (20cp)	

SECTION 4: POSTGRADUATE COURSES INFORMATION

- 4.1 GRADUATE CERTIFICATE IN APPLIED NEUROSCIENCE (SS32)
- 4.2 GRADUATE CERTIFICATE IN COUNSELLING STUDIES (SS34)
- 4.3 GRADUATE CERTIFICATE IN CHILD AND ADOLESCENT COUNSELLING (SS35)
- 4.4 GRADUATE CERTIFICATE IN RELATIONSHIP COUNSELLING (SS36)
- 4.5 GRADUATE CERTIFICATE IN TRAUMA COUNSELLING (SS37)
- 4.6 MASTER OF COUNSELLING (SS51)

4.1 GRADUATE CERTIFICATE IN APPLIED NEUROSCIENCE (SS32)

Duration:	1 year (part-time) The maximum time allowed for completion of the Graduate Certificate in Applied Neuroscience is 5 years.				
Available:	Part-time				
Rationale:	The Graduate Certificate in Applied Neuroscience is intended to provide students with the knowledge and skills of applied neuroscience that will enhance their knowledge and better equip them for their current field of practice.				
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.				
Content:	<i>Core units</i>				
	NP544 Introductory Neuroscience				
	NP545 Theory of Applied Interpersonal Neuroscience				
	NP546 Applied Interpersonal Neuroscience Skills				
	NP547 Applied Neuroscience Skills: Specialised Applications				
Enrolment:	<i>Commencing Semester 1</i>			<i>Commencing Semester 2</i>	
	Semester 1:	NP544	NP545	Semester 2:	NP544 NP545
	Semester 2:	NP546	NP547	Semester 3:	NP546 NP547
				Semester 3:	NP546 NP547

4.2 GRADUATE CERTIFICATE IN COUNSELLING STUDIES (SS34)

Duration:	1 year (part-time) The maximum time allowed for completion of the Graduate Certificate in Counselling Studies is 5 years.	
Available:	Part-time	
Rationale:	The Graduate Certificate in Counselling Studies is designed to develop students' foundational knowledge and skills in the field of counselling studies.	
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.	
Pathway:	Master of Counselling	
Content:	<i>Core units</i>	
	CO503 The Personal Formation of the Practitioner*	
	CO513 Towards an Understanding of Mental Health	
	CO514 Foundational Interpersonal Counselling Skills*	
	CO557 Counselling Theories	
Enrolment:	<i>Commencing Semester 1</i>	<i>Commencing Semester 2</i>
	Semester 1: CO503 CO557	Semester 1: CO503 CO513
	Semester 2: CO513 CO514	Semester 2: CO514 CO557

Units marked with '*' are available in the Internal mode only and must be studied on campus.

4.3 GRADUATE CERTIFICATE IN CHILD AND ADOLESCENT COUNSELLING (SS35)

Duration:	1 year (part-time) The maximum time allowed for completion of the Graduate Certificate in Child and Adolescent Counselling is 5 years.	
Available:	Part-time	
Rationale:	The Graduate Certificate in Child and Adolescent Counselling is designed to enhance students' knowledge and skills in relation to child and adolescent counselling.	
Structure:	40cp of core units	
Completion:	To qualify for the award of the Graduate Certificate in Child and Adolescent Counselling, a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below.	

Content:	<i>Core units</i>					
	CA550	Child and Adolescent Counselling I*				
	CA551	Child and Adolescent Counselling II*				
	CA552	Child and Adolescent Counselling III				
	CO553	Domestic and Family Violence				

Enrolment:	<i>Commencing Semester 1</i>					
	Semester 1:	CA550	CA551	Semester 2:	CA552	CO553

Units marked with ** are available in the Internal mode only and must be studied on campus.

4.4 GRADUATE CERTIFICATE IN RELATIONSHIP COUNSELLING (\$\$36)

Duration:	1 year (part-time)
	The maximum time allowed for completion of the Graduate Certificate in Relationship Counselling is 5 years.

Available:	Part-time
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Rationale:	The Graduate Certificate in Relationship Counselling is designed to enhance students' knowledge and skills in relationship counselling.
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Structure:	40cp of core units
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Completion:	To qualify for the award of the Graduate Certificate in Relationship Counselling, a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below.
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Content:	<i>Core units</i>					
	FR550	Family and Relationship Counselling I*				
	FR551	Family and Relationship Counselling II*				
	FR552	Family and Relationship Counselling III				
	CO553	Domestic and Family Violence				

Enrolment:	<i>Commencing Semester 1</i>					
	Semester 1:	FR550	FR551	Semester 2:	FR552	CO553

Units marked with ** are available in the Internal mode only and must be studied on campus.

4.5 GRADUATE CERTIFICATE IN TRAUMA COUNSELLING (SS37)

Duration:	1 year (part-time) The maximum time allowed for completion of the Graduate Certificate in Trauma Counselling is 5 years.						
Available:	Part-time						
Rationale:	The Graduate Certificate in Trauma Counselling is designed to enhance students' knowledge and skills in relation to trauma counselling.						
Structure:	40cp of core units						
Completion:	To qualify for the award of the Graduate Certificate in Trauma Counselling, a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below.						
Content:	<i>Core units</i> TFR550 Trauma Counselling I* TFR551 Trauma Counselling II* TFR552 Trauma Counselling III CO553 Domestic and Family Violence						
Enrolment:	<i>Commencing Semester 1</i> <table><tr><td>Semester 1:</td><td>TR550</td><td>TR551</td><td>Semester 2:</td><td>TR552</td><td>CO553</td></tr></table>	Semester 1:	TR550	TR551	Semester 2:	TR552	CO553
Semester 1:	TR550	TR551	Semester 2:	TR552	CO553		

Units marked with ** are available in the Internal mode only and must be studied on campus.

4.5 MASTER OF COUNSELLING (SS51)

Duration:	2 years (full-time) The maximum time allowed for completion of the Master of Counselling is 10 years.
Available:	Full-time; Part-time
Rationale:	As a 'first training' course, the Master of Counselling serves the needs of the institutional church, individual Christian clergy and laypeople, and members of the wider community to gain the appropriate qualifications to offer effective and professional counselling services. Students also have opportunity to specialise in a chosen area of counselling through their selection of elective units.
Outcomes:	It is expected that graduates from this course will find employment in the community services sector, in church and para-church settings, and in private practice.
Structure:	130cp of core units; 30cp of elective units (with a minimum of 20cp in the same area of study)
Completion:	To qualify for the award of the Master of Counselling, a student must accrue at least 40 credit points, including satisfactory completion of the units as noted below.
Exit:	Graduate Certificate in Counselling Studies

Content:*Core units*

CO503	The Personal Formation of the Practitioner*
CO513	Towards an Understanding of Mental Health
CO514	Foundational Counselling Skills*
CO523	Ethics in Counselling
CO557	Theories of Counselling
CO610	Towards a Christian Worldview for Counselling
CO615	Advanced Interpersonal Counselling Skills*
CO667	Reflective Practice: Consolidating Foundations*
CO668	Reflective Practice: The Therapeutic Relationship*
CO669	Reflective Practice: External Contexts*
CO670	Reflective Practice: Personal Practice Framework*
SO653	Research Methods
SO661	Group Processes*

Elective units

Child and Adolescent Counselling units

CA550	Child and Adolescent Counselling I*
CA551	Child and Adolescent Counselling II*
CA552	Child and Adolescent Counselling III

Family and Relationship Counselling units

FR550	Family and Relationship Counselling I*
FR551	Family and Relationship Counselling II*
FR552	Family and Relationship Counselling III

Trauma Counselling units

TR550	Trauma Counselling I*
TR551	Trauma Counselling II*
TR552	Trauma Counselling III

Additional Elective units

CO553	Domestic and Family Violence
CO591	Directed study in Counselling
CO592	Practice-based Study in Counselling

Units marked with '' are available in the Internal mode only and must be studied on campus.*

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:	<i>Commencing Semester 1</i>			<i>Commencing Semester 2</i>		
Semester 1:	CO503	CO514		Semester 1:	CO503	CO513
	CO557	SO653			CO514	CO523
Semester 2:	CO513	CO523		Semester 2:	Elective 1	Elective 2
	CO615	SO661			CO557	CO615
Semester 3:	CO667	CO668		Semester 3:	Elective 3	SO661
	Elective 1	Elective 2			CO667	CO668
Semester 4:	CO610	CO669		Semester 4:	CO610	SO653
	CO670	Elective 3			CO669	CO670

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

<i>Unit</i>	<i>Unit Name</i>	<i>Prerequisite</i>	<i>Prerequisite or Corequisite</i>	<i>Incompatible</i>
CO221	Group Processes	60cp of introductory units including SO114		
CO212	Counselling Approaches	SO104, SO112		
CO213	Introduction to Mental Health	SO112		
CO215	Advanced Interpersonal Counselling Skills	SO103, SO114		
CO282	Major Issues in Counselling	SO100, SO112, SO114		
CO220	Development through the Lifespan	SO104, SO112		
CO223	Ethics in Counselling	SO103, SO114		
CO315	Consolidating Interpersonal Counselling skills	CO215		
CO367	Reflective Practice: Consolidating Foundations	CO212, CO213, CO223, CO215, CO315 recommended		
CO368	Reflective Practice: The Therapeutic Relationship		CO367	
CO369	Reflective Practice: External Contexts	CO368		
CO370	Reflective Practice: Personal Practice Framework		CO369, SO317	
CO380	Compulsive Behaviours	60cp of introductory units including SO103, SO112, SO114		

<i>Unit</i>	<i>Unit Name</i>	<i>Prerequisite</i>	<i>Prerequisite or Corequisite</i>	<i>Incompatible</i>
CO382	Child and Adolescent Issues	60cp of introductory units including SO103, SO112, SO114	CO220	
CO383	Family and Relationship Issues	60cp of introductory units including SO103, SO112, SO114	CO220	
CO385	Grief and Loss	60cp of introductory units including SO103, SO112, SO114		
CO386	Trauma Counselling	60cp of introductory units, 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 of introductory units		
FC241	Family Support and Child Protection: Skills and Processes	SO114		
FC342	Family Support and Child Protection: Current and Emerging Issues	40cp of introductory units		
HB241	Social Psychology	40cp of introductory units		
HB342	Contemporary Technology and Human Behaviour	40cp of introductory units		
HB343	Neuroscience and Human Behaviour	40cp of introductory units		
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 of introductory units		
SO220	Professional Ethics in the Human Services	30cp of introductory units		

<i>Unit</i>	<i>Unit Name</i>	<i>Prerequisite</i>	<i>Prerequisite or Corequisite</i>	<i>Incompatible</i>
SO224	Relationships and Families in Sociological Perspectives	Nil		
SO352	Culturally Sensitive and Inclusive Practice	BCouns - CO223 BHumServ - 40cp of introductory units		
SO236	Human Services Practicum A	70cp of introductory units including SO114	SO220 recommended	
SO336	Human Services Practicum B	SO236		
SO313	Management in Human Services	40cp of introductory units		
SO312	Reconciliation in Contemporary Contexts	40cp of introductory units		
SO317	Transformational Theology for Human Services Practices	CS216, SO102		
SO343	Reflective Practice	40cp of introductory units		
SO391	Directed Study in the Social Sciences	SO104 plus 40cp in relevant units		
SO392	Directed Study in the Social Sciences	SO104 plus 40cp in relevant units		
SO393	Guided Literature Review	SO222		
SO394	Extended Self-Directed Project (20cp)	SO393		
YO240	Youth Work: Theoretical Perspectives	40cp of introductory units		
YO241	Youth Work: Skills and Strategies	70cp of introductory units including SO114		
YO342	Youth Work: Current and Emerging Issues	40cp of introductory units		

5.2 POSTGRADUATE UNITS

<i>Unit</i>	<i>Unit Name</i>	<i>Prerequisite</i>	<i>Prerequisite or Corequisite</i>	<i>Incompatible</i>
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		
CO610	Counselling Towards a Transformational Christian Worldview			
CO615	Advanced Interpersonal Counselling Skills	CO514		
CO667	Reflective Practice I: Consolidating Foundations	CO510, CO513, CO523, CO557, CO615	CA550 or FR550 or TR550	
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			

<i>Unit</i>	<i>Unit Name</i>	<i>Prerequisite</i>	<i>Prerequisite or Corequisite</i>	<i>Incompatible</i>
SO650	Leading Relational Dynamics			
SO651	Transformative Social Engagement and Christian Worldview			
SO653	Research Methods		SO693	
SO661	Group Processes	40cp including CO514 and CO510 (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.