

UNIT INFORMATION

UNIT CODE	SO391 - SO392	
UNIT NAME	Directed Study in the Social Sciences	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Human Services	
DURATION	One semester	
LEVEL	Advanced	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Dr Stephen Beaumont	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Coordinator contact hours	20 hours
	Reading, research, preparation and writing	130 hours
	TOTAL	150 hours
	<i>External</i>	
	Coordinator contact hours	20 hours
	Reading, research, preparation and writing	130 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisites</i>	
	SO100 Academic and Professional Communication	
	40 Credit points in Social Sciences units relevant to the area of study	

RATIONALE

This unit gives students the opportunity to explore and consider areas of personal or professional interest related to their discipline that would not otherwise be available. In the study of any of the applied social sciences a student may well be better equipped if he/she can develop a particular area of expertise that builds on previous experience, prepares him/her for an area of specialisation, or involves integration of a particular area of study with other perspectives.

This unit thereby adds both breadth and depth to a student's program of study, as well as increases their options for future employment in specialised areas of practice.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments. In an internal unit, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

EXTERNAL

Learning outcomes will be addressed through consultations with your supervisor, online information, readings, resources, discussion forums and activities that can be found in this unit handbook and on the Moodle page for this unit. As this is an external, self-directed unit, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include: PowerPoints, study guides, notes, readings and activities.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.

- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. Developing a proposal.
2. Consultation.
3. Developing a research essay or academic poster presentation.
4. Final consultation and review.

LEARNING OUTCOMES

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

1. Reviewed relevant literature in their field of study.
2. Integrated knowledge from the specific study into the broader context of human services theory and practice.
3. Critiqued the area of study from a Christian worldview.
4. Applied approaches and methods of inquiry to the examination of an issue and presented coherent findings.
5. Reflected on and applied learning from the study to their life and their developing approach to practice.
6. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: PROJECT TIMELINE AND STRATEGIES

In consultation with their supervisor (by meetings, TEAMS or extended phone conversations), the student will develop a preliminary research design that will include:

- Evidence of their engagement with the topic of their choice (e.g. notes from consultation with the supervisor, brainstormed research questions, methodology).
- An annotated bibliography of literature related to the topic.

A timeline of the project clearly delineating the research tasks to be accomplished and projected time for the completion of these tasks.

Word Length/Duration: 500 words
 Weighting: Pass or Fail
 Learning Outcomes: 1, 5, 6
 Assessed: Week 4
 Method of Submission: Consultation with supervisor

TASK 2: PROPOSAL

Develop a rationale, title, methodology, research question, and annotated bibliography of a minimum of ten quality sources related to the topic that will be the focus of the directed study.

Word Length/Duration: 1,000 words
 Weighting: 40%
 Learning Outcomes: 1, 5, 6
 Assessed: Week 9
 Method of Submission: Turnitin

TASK 3: RESEARCH ESSAY OR ACADEMIC POSTER PRESENTATION

Discuss, synthesise, analyse and draw conclusions from a broad range of sources related to the topic. Include a Christian worldview reflection and a brief personal and professional application.

Word Length/Duration: 4,000 words or equivalent in Academic Poster Presentation
 Weighting: 60%
 Learning Outcomes: 1-6
 Assessed: Week 14
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	ACWA Guidelines	Graduate Attributes
Task 1	1,5,6	1	7	5-7
Task 2	1,5,6	1-3	7	5-7
Task 3	1-6	4	7	5-7

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Specific to particular study.

RECOMMENDED READINGS

BOOKS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Galvan, J. (2017). *Writing literature reviews: A guide for students of students of the social and behavioural sciences* (7th ed.). Routledge.

Greetham, B. (2019). *How to write your undergraduate dissertation* (3rd ed.). Red Globe Press.

Machi, L.A., & McEvoy, B. (2016). *The literature review: Six steps to success* (3rd ed.). Corwin Press.

Moore, B.N., & Parker, R. (2020). *Critical thinking* (13th ed.). McGraw-Hill Education.

Robson, C. (2014). *How to do a research project: A guide for undergraduate students* (2nd ed.). Wiley- Blackwell.

JOURNALS

Community Development Journal

Journal of Social Work Practice

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE

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