

SOCIAL SCIENCES COURSES HANDBOOK 2019

**Christian Heritage College
School of Education and Business
Social Sciences Courses Handbook 2019**

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

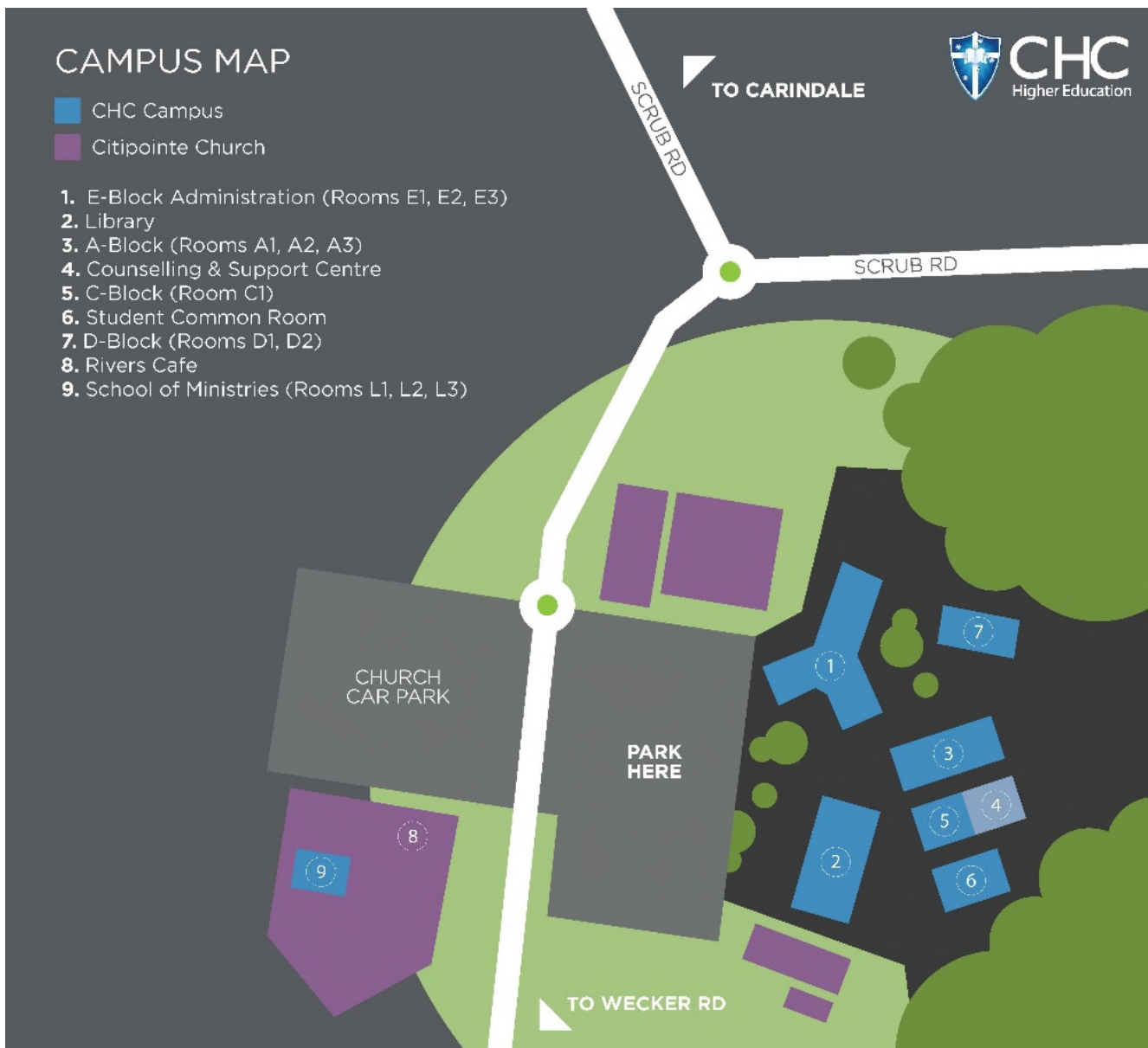
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Campus map



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 the course “transformed to transform your world”.

Praying that grace may be yours more and more.

CHC calendar 2019

For up-to-date information, please check the *Calendar* on the [Documents](#) page of the CHC website on a regular basis as dates are subject to change.

SEMESTER 1, 2019								WINTER SEMESTER, 2019 ³		
COMMENCING	CHC WEEK	AUSTRALIA STUDIES CENTRE	POSTGRADUATE BUSINESS COURSES (STUDY PERIODS 1-3)	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION ¹	MINISTRIES	LIBERAL ARTS	COMMENCING	CHC WEEK	ALL SCHOOLS
28 January	-		<i>SP1 Last day to add: 1 Feb</i>					3 June	1	⊗
4 February	-		Study Period 1 begins [1]					10 June	2	*
11 February	-		<i>SP1 census date: 11 Feb</i> [2]					17 June	3	■
18 February	0	Arrive 19 Feb <i>2019S1 Orientation</i>		<i>2019S1 Orientation</i>	<i>2019S1 Orientation</i>	<i>2019S1 Orientation</i>	<i>2019S1 Orientation</i>	24 June	4	
25 February	1		<i>SP1 Last day to drop: 1 Mar</i> [4]					1 July	5	
4 March	2							8 July	6	
11 March	3	CS254 trip: 16-17 Mar	Study Period 1 ends [6]					15 July		<i>2019S1 Def/Supp exams 2019S2 Orientation</i>
18 March	4		<i>PG Bus Break SP2 Last day to add: 22 Mar</i>							
25 March	5		Study Period 2 begins [1]							
1 April	6	Outback trip: 4-7 Apr	<i>SP2 Census date: 1 Apr</i> [2]							
8 April	7									
15 April	8		<i>SP2 Last day to drop: 18 Apr</i> [4]			<i>Easter Break²</i>				
22 April	-	<i>Easter Break</i>		<i>Easter Break</i>	<i>Easter Break</i>	<i>Easter Break²</i>	<i>Easter Break</i>			
29 April	9		Study Period 2 ends [6]							
6 May	10	Sydney trip: 10-12 May	<i>PG Bus Break SP3 Last day to add: 10 May</i>			<i>Ministry Development Week</i>				
13 May	11		Study Period 3 begins [1]							
20 May	12		<i>SP3 Census date: 20 May</i> [2]							
27 May	13						<i>Study Week</i>			
3 June	14	<i>Exam Week Depart 6 June: Non-STEM</i>	<i>SP3 Last day to drop: 6 Jun</i> [4]	<i>Study Week</i>						
10 June	15			<i>Exam Week</i>	<i>Study Week</i>					
17 June	16	Depart 22 June: QUT STEM	Study Period 3 ends [6]	<i>Exam Week</i>	<i>Exam Week</i>	<i>Study Week</i>				

Important Dates: ⊗ Last day for adding units: 2019S1 - **Friday 8 March**; 2019SW - **Friday, 7 June** * Census date (Last day for dropping units without financial penalty): 2019S1 - **Wednesday 20 March**; 2019SW - **Monday, 10 June**

■ Last day for dropping units without academic penalty: 2019S1 - **Friday 19 April**; 2019SW - **Friday 21 June**

CHC Events: ✈ School of Ministries Graduation (2018 graduands): 31 March

Public Holidays: ① Good Friday: Friday 19 April

② Easter Monday: Monday 22 April

③ ANZAC Day: Thursday 25 April

④ Labour Day: Monday 6 May

Notes:

(1) Students in ITE courses are to consult the calendar contained in the *Education Courses Handbook* for the dates that apply to PEP units and Study/Exam Weeks depending upon the semester of enrolment in their course.

(3) The School of Ministries has a two-week Easter break. (3) 2019SW is a non-compulsory study period with a limited range of units on offer. Not available to commencing students.

SEMESTER 2, 2019								SEMESTER 3, 2019 ⁶		
COMMENCING	CHC WEEK	AUSTRALIA STUDIES CENTRE	POSTGRADUATE BUSINESS COURSES (STUDY PERIODS 4-6)	BUSINESS CHRISTIAN STUDIES SOCIAL SCIENCES	EDUCATION ⁴	MINISTRIES	LIBERAL ARTS	COMMENCING	CHC WEEK	ALL SCHOOLS
1 July	-		SP4 Last day to add: 5 July					18 November	1	
8 July	-		Study Period 4 begins [1]					25 November	2	⊗
15 July	0	Arrive 17 July 2019S2 Orientation	SP4 Census date: 15 July [2]	2019S1 Def/Supp exams 2019S2 Orientation	2019S1 Def/Supp exams 2019S2 Orientation	2019S1 Def/Supp exams 2019S2 Orientation	2019S1 Def/Supp exams 2019S2 Orientation	2 December	3	
22 July	1		[3]					9 December	4	* 2019S2 Def/Supp exams
29 July	2		SP4 Last day to drop: 2 Aug [4]					16 December	5	
5 August	3	CS254 trip: 10-11 Aug	[5]					23 December ⁷	-	⊗ Summer Break
12 August	4		Study Period 4 ends [6]					30 December ⁷	-	⊗ Summer Break
19 August	5		PG Bus Break SP5 Last day to add: 23 Aug					6 January	6	■
26 August	6		Study Period 5 begins [1]					13 January	7	
2 September	7		SP5 Census date: 2 Sep [2]					20 January	8	
9 September	8	■ Outback trip: 12-15 Sept	[3]			Ministry Development Week		27 January	9	⊗
16 September	9		SP5 Last day to drop: 20 Sep [4]					3 February	10	
23 September	10		[5]			Spring Break ⁵		10 February	11	
30 September	-	Spring Break	Study Period 5 ends [6]	Spring Break	Spring Break	Spring Break ⁵	Spring Break	17 February	12	2019S3 Exam Week
7 October	11	⊗ Sydney trip: 11-13 Oct	PG Bus Break SP6 Last day to add: 11 Oct							
14 October	12		Study Period 6 begins [1]							
21 October	13		SP6 Census date: 21 Oct [2]							
28 October	14	Exam Week Depart 31 Oct: Non-STEM	[3]	Study Week			Study Week			
4 November	15		SP6 Last day to drop: 8 Nov [4]	Exam Week	Study Week		Exam Week			
11 November	16	Depart 16 Nov: QUT STEM	[5]		Exam Week	Study Week				
18 November	-		Study Period 5 ends [6]							

Important Dates: ⊗ Last day for adding units: 2019S2 - **Friday 2 August**; 2019S3 - **Friday 29 November** * Census date (Last day for dropping units without financial penalty): 2019S2 - **Thursday 15 August**; 2019S3 - **Monday 9 December**

■ Last day for dropping units without academic penalty: 2019S2 - **Friday 13 September**; 2019S3 - **Friday 10 January**

CHC Events: 🎓 Graduation (2019 graduands - not School of Ministries): Friday 13 December

Public Holidays: Ⓞ Brisbane Exhibition: Wednesday 14 August Ⓞ Queen's Birthday: Monday 7 October Ⓞ Christmas Day: Wednesday 25 December Ⓞ Boxing Day: Thursday 26 December Ⓞ New Year's Day: Wednesday 1 January Ⓞ Australia Day: Monday 27 January

Notes: (4) Students in ITE courses are to consult the calendar contained in the *Education Courses Handbook* for the dates that apply to PEP units and Study / Exam Weeks depending upon the semester of enrolment in their course.

(5) The School of Ministries has a two-week Spring break. (6) 2019S3 is a non-compulsory study period with a limited range of units on offer. Not available to commencing students. (7) CHC closed Monday 23 December - Friday 3 January (inclusive)

Important dates 2019

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

Semester 1, 2019	
Close of applications for commencing overseas students (applying from overseas)	1 November 2018
Close of applications for commencing overseas students (applying from within Australia)	14 January
Close of applications for commencing Postgraduate Business students	14 January
Unit Selection Forms – on-time submission (continuing domestic students)	18 January
Unit Selection Forms – on-time submission (commencing and continuing overseas students) ¹	4 February
Close of applications for all other commencing domestic students	18 February
Orientation program for commencing overseas students (<i>compulsory</i>)	20-21 February
Orientation program for ALL commencing students	21 February
Classes commence	25 February
Last day for adding units	8 March
Last day for dropping units without financial penalty (CENSUS DATE)	20 March
Mid-semester break (School of Ministries)	15-26 April
Last day for dropping units without academic penalty	19 April
Mid-semester break (not School of Ministries)	22-26 April
On-time date for application to graduate - mid-year conferral period	1 June
Ministry Development Week (School of Ministries)	6-10 May
Semester 1, 2019 exam period	10-21 June
End of Semester 1, 2019	21 June
Semester 1, 2019 results released	8 July
Semester 1, 2019 deferred and supplementary exam period	15-19 July

CHC Events	
School of Ministries graduation ceremony (2018 graduands)	31 March

Study Period 1, 2019 (Postgraduate Business courses only)	
Last day for adding units	1 February
Classes commence	4 February
Last day for dropping units without financial penalty (CENSUS DATE)	11 February
Last day for dropping units without academic penalty	1 March
End of Study Period 1	15 March

Study Period 2, 2019 (Postgraduate Business courses only)	
Last day for adding units	22 March
Classes commence	25 March
Last day for dropping units without financial penalty (CENSUS DATE)	1 April
Last day for dropping units without academic penalty	18 April
End of Study Period 2	3 May

Study Period 3, 2019 (Postgraduate Business courses only)	
Last day for adding units	10 May
Classes commence	13 May
Last day for dropping units without financial penalty (CENSUS DATE)	20 May
Last day for dropping units without academic penalty	6 June
End of Study Period 3	21 June

Winter Semester 2019 ²	
Unit Selection Forms – on-time submission (continuing students)	13 May
Classes commence	3 June
Last day for adding units	7 June
Last day for dropping units without financial penalty (CENSUS DATE)	10 June
Last day for dropping units without academic penalty	21 June
End of Winter Semester, 2019	12 July
Winter Semester, 2019 results released	29 July

¹ A late enrolment fee will be charged to overseas students who do not submit their Unit Selection forms for Semester 1, 2019 by this date.

² Winter Semester is not available to commencing students.

Semester 2, 2019	
Close of applications for commencing overseas students (applying from overseas)	1 May
Close of applications for commencing overseas students (applying from within Australia)	10 June
Close of applications for commencing Postgraduate Business students	10 June
Unit Selection Forms – on-time submission (commencing and continuing overseas students) ³	1 July
Unit Selection Forms – on-time submission (continuing domestic students)	1 July
Close of applications for all other commencing domestic students	15 July
Orientation program for commencing overseas students (<i>compulsory</i>)	18-19 July
Orientation program for ALL commencing students	19 July
Classes commence	22 July
Last day for adding units	2 August
Last day for dropping units without financial penalty (CENSUS DATE)	15 August
On-time date for application to graduate - end-of-year conferral period	1 October
Ministry Development Week (School of Ministries)	9-12 September
Last day for dropping units without academic penalty	13 September
Mid-semester break (School of Ministries)	23 September-4 October
Mid-semester break (not School of Ministries)	30 September-4 October
Semester 2, 2019 exam period	5-15 November
End of Semester 2, 2019	15 November
Semester 2, 2019 results released	9 December
Semester 2, 2019 deferred and supplementary exam period	10-14 December

CHC Events	
CHC graduation ceremony (2019 graduands) (not School of Ministries)	14 December
CHC closed	23 December-3 January

Study Period 4, 2019 (Postgraduate Business courses only)	
Last day for adding units	5 July
Classes commence	8 July
Last day for dropping units without financial penalty (CENSUS DATE)	15 July
Last day for dropping units without academic penalty	2 August
End of Study Period 4	16 August

Study Period 5, 2019 (Postgraduate Business courses only)	
Last day for adding units	23 August
Classes commence	26 August
Last day for dropping units without financial penalty (CENSUS DATE)	2 September
Last day for dropping units without academic penalty	20 September
End of Study Period 5	4 October

Study Period 6, 2019 (Postgraduate Business courses only)	
Last day for adding units	11 October
Classes commence	14 October
Last day for dropping units without financial penalty (CENSUS DATE)	21 October
Last day for dropping units without academic penalty	8 November
End of Study Period 6	22 November

Semester 3, 2019⁴	
Unit Selection Forms – on-time submission (continuing students)	25 October
Classes commence	18 November
Last day for adding units	30 November
Last day for dropping units without financial penalty (CENSUS DATE)	10 December
Last day for dropping units without academic penalty	10 January 2020
End of Semester 3, 2019	21 February 2020
Semester 3, 2019 results released	9 March 2020

³ A late enrolment fee will be charged to overseas students who do not submit their Unit Selection forms for Semester 2, 2019 by this date.

⁴ Semester 3 is not available to commencing students.

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 Classroom conduct
 - 1.2.3 Privacy, confidentiality and informed consent
 - 1.2.4 Submission of assessment tasks
 - 1.2.5 Extensions
 - 1.2.6 Resubmissions
 - 1.2.7 Return of assessment tasks
 - 1.2.8 Plagiarism
 - 1.2.9 Moderation of assessment
 - 1.2.10 Conflict of interest and dual relationship
- 1.3 Modes of study
- 1.4 Assessment genres
- 1.5 Fieldwork placement requirements
- 1.6 Transfer of credit

1.1 School of Social Sciences staff

Academic staff

Dr Stephen Beaumont (Dean)

Dr Johannes Luetz (Undergraduate and Postgraduate Course Coordinator, Social Sciences)

Toni Neil (Undergraduate and Postgraduate Course Coordinator, Counselling)

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)

Sonia Thompson (Counselling Practicum Administration)

TBA (Social Sciences Practicum Administration)

1.2 School of Social Sciences practices

1.2.1 Attendance and engagement

In order to maximise learning, it is important that students engage in the learning opportunities and activities of their courses.

Internal and Intensive mode units

Students are expected to attend **at least 80% of class time** for units that are offered as weekly classes, or **every session** for units that are offered as intensives, unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should email the relevant lecturer **before** the scheduled commencement time.

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 stated in the unit outline that is made available 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.

Varied attendance expectations may apply to different CHC Schools and courses, and students have a responsibility to ensure that they are fully aware of the attendance policies that apply to their enrolment. Students may place their results for the semester in jeopardy because of their inability to satisfy course attendance requirements.

External/online mode units

Some external/online units may involve regular face-to-face interaction with teaching staff and other students (eg via video conferences, electronic forums) and other interactive learning activities. Students who undertake studies by external/online mode are expected to remain in communication with the unit lecturer and/or tutor, participate in Moodle™ activities, and complete the required readings and assessments. The same attendance requirements apply to online classes as to internal and intensive mode units.

1.2.2 Classroom conduct

CHC aims to create a constructive environment for academic achievement, for Christian community and for personal growth. The Scriptures establish basic principles of behaviour and respect and CHC expects all students to maintain high standards of Christian conduct.

Respect for your fellow students and lecturers include the following:

- polite and appropriate engagement in the planned learning activities;
- appropriate use of personal computers (see below);
- turning mobile phones off or on silent mode;
- ignoring calls and messages during class times; and
- avoiding eating in classes, except where required by medical conditions.

Students are welcome to use notebook computers for class note-taking but must ensure that such use does not impede the learning of fellow students. It is understood that such use does NOT include any forms of social media, etc. Appropriate security of personal property remains the responsibility of individual students.

1.2.3 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* contain reference 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. If students have concerns about privacy or confidentiality, they may contact their course coordinator.

1.2.4 Submission of assessment tasks

There are two methods for the submission of assessment tasks – online and paper-based. Students are notified of the submission methods that apply to particular assessment tasks in unit assessment guides. When submitting a hard copy assessment, students must complete a CHC assignment cover and sign the declaration. If this information is incomplete or the declaration is not signed, the assessment may not be considered submitted. In such cases, original due dates will remain in force and student's may be penalised for the late submission of assessment. When submitting online via Turnitin™, students are not required to submit a cover page. Rather they must include a title page and check the declaration on the Turnitin™ Submission page. The assessment task will not be submitted if this box is not checked. When submitting online it is possible to submit more than one file via Turnitin™. Turnitin™ accepts many different file types (for example .doc, .pdf, .xls, .swf, .exe.). **Turnitin™ does not accept '.pages' files from a MAC computer.** Where possible a student should combine similar files into one document before loading to the Turnitin™ portal. When submitting an assessment, students need to look for the following three things:

1. an email to say that it has been correctly submitted;
2. that it says 'Submitted for grading'; and
3. that you receive a similarity score (percentage).

If you do not receive one of these items, then there is a possibility that the assessment task has not been correctly submitted. In this case, you have until 5.00pm on the next working day to notify myself and your lecturer so that it can be sorted. Following this process will mean that you will not be penalised. If an assessment is unable to be retrieved by a lecturer for marking it may be considered late and penalties may apply.

Prior to the assessment task's deadline students may upload their file to the assessment task's draft submission point within the Moodle@CHC unit site where the content is automatically checked for originality against documents from other sources. After this checking process a report is generated for the student to view and to make any necessary modifications to their assessment task.

1.2.5 Extensions

CHC Policy: *Extensions* sets out the circumstances under which extensions to due dates for assessment tasks may be given and allows for schools-based conditions for the granting of extensions, including penalties. It is recognised that students may need extensions for disabilities, special needs, illness, bereavement, major accident, or serious personal difficulties and CHC is committed to working with students to accommodate reasonable requests that are made before the due date of an assessment task.

The conditions applied by the School of Social Sciences, including Christian Studies units, are indicated below:

- The due date for an assessment task is available in the unit outline/handbook/assessment booklet and on Moodle™.
- Requests for extensions must be submitted via the relevant form on the CHC website. Extension requests are approved or not approved by your course coordinator.
- Extension requests, and any relevant supporting documentation, must be submitted *at least 24 hours* before the due date for the assessment task concerned.
- An extension request may not be considered if it is not accompanied by relevant supporting documentation, such as a medical certificate. Your course coordinator may request further evidence.
- As processing a request for an extension may take up to two working days, students are advised to lodge relevant requests as early as possible. It remains the responsibility of students to ensure the timely submission of assessment tasks.
- The submission of a request for an extension does not guarantee that an extension will be granted.

- Students will be notified of the outcome of their request for an extension by email their CHC email address. If the request has been approved, the email will include the revised due date for submitting the assessment task and Moodle™ will be updated.
- If a student has had a request for extension granted and then requires a further extension, the student is required to submit another form.

Unless an extension has been approved, an assessment task that is submitted past the due date will incur the following penalties:

- A penalty of ONE full grade will be deducted if the assessment task has been submitted late within the first three days after the due date e.g. Outstanding to High Quality, Commendable- to Satisfactory-, Satisfactory to Unsatisfactory.
- From day four after the due date, late assessment tasks will incur additional penalties of a PARTIAL grade PER DAY e.g. High Quality+ to a High Quality, Commendable to Commendable-, Commendable- to a Satisfactory+.
- After two weeks (14 days, includes weekend days) the assessment task is not marked.

Sample cases:

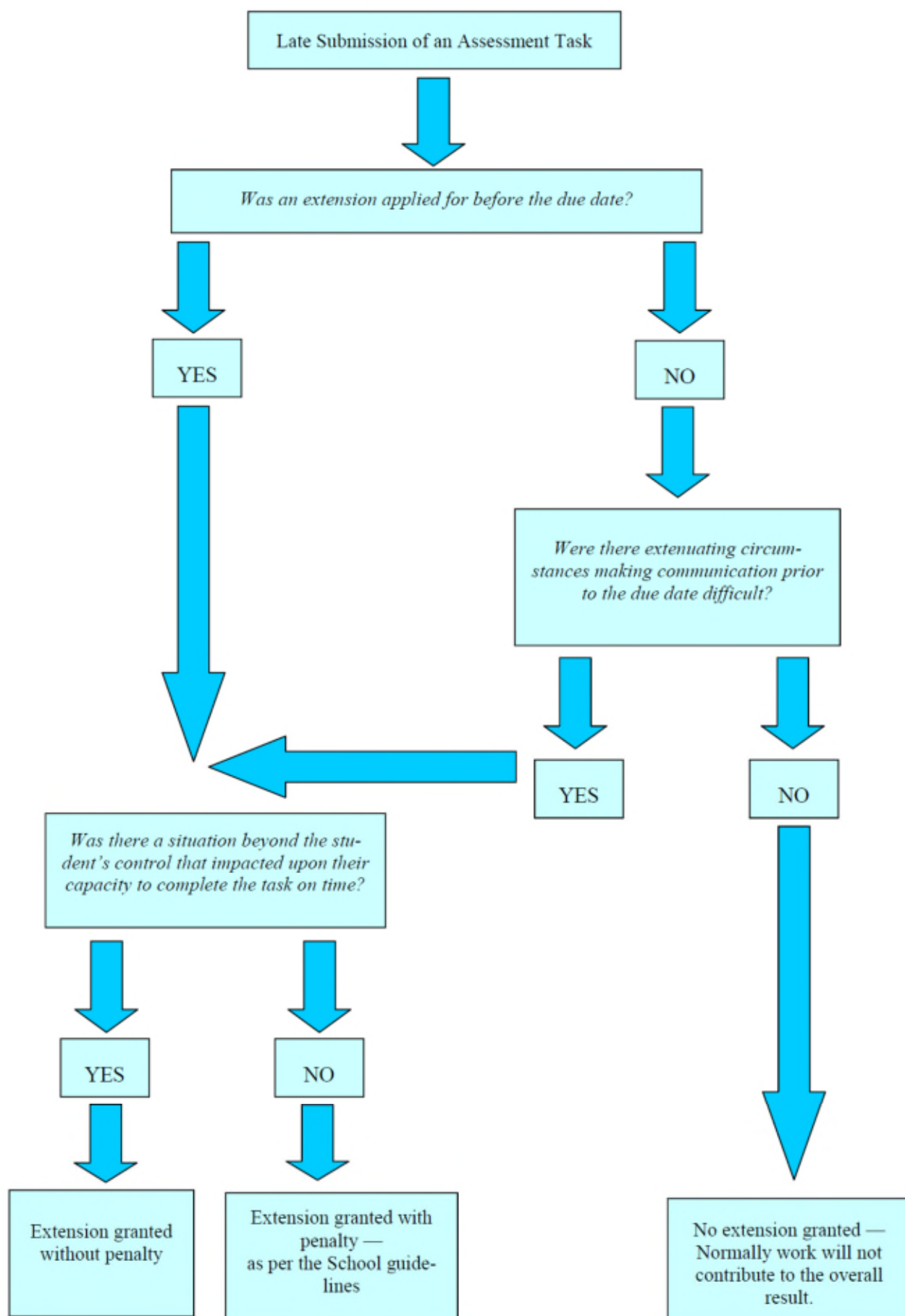
1. Assessment task submitted one day late – one full grade penalty;
2. Assessment task submitted three days late – one full grade penalty;
3. Assessment task submitted five days late – one full grade penalty (the penalty for three days after the due date), PLUS a partial grade for day four PLUS a partial grade for day five. In this case, if the assessment task received a High Quality-, the first deduction will be one full grade to Commendable-, then a partial grade, to Satisfactory+, will be deducted for day four lateness, and then another partial grade, to Satisfactory, will be deducted for day five lateness.

A table of calculated results is as follows:

RESULT (no penalty)	O+	O	O-	HQ+	HQ	HQ-	C+	C	C-	S+	S	S-	U+	U	U-
1 day late	HQ+	HQ	HQ-	C+	C	C-	S+	S	S-	U+	U	U-			
2 days late	HQ+	HQ	HQ-	C+	C	C-	S+	S	S-	U+	U	U-			
3 days late	HQ+	HQ	HQ-	C+	C	C-	S+	S	S-	U+	U	U-			
4 days late	HQ	HQ-	C+	C	C-	S+	S	S-	U+	U	U-				
5 days late	HQ-	C+	C	C-	S+	S	S-	U+	U	U-					
6 days late	C+	C	C-	S+	S	S-	U+	U	U-						
7 days late	C	C-	S+	S	S-	U+	U	U-							
8 days late	C-	S+	S	S-	U+	U	U-								
9 days late	S+	S	S-	U+	U	U-									
10 days late	S	S-	U+	U	U-										
11 days late	S-	U+	U	U-											
12 days late	U+	U	U-												
13 days late	U	U-													
14 days late	U-														

Please see CHC Policy: *Extensions* on the CHC website for a full statement regarding the process for applying for an extension, the circumstances under which extensions may be given and the conditions that apply to extensions. The following diagram is reproduced from CHC Policy: *Extensions* and sets out the conditions under which requests for extensions will be considered and when penalties will be applied:

CHC EXTENSION POLICY



Long term extensions

Occasionally in some circumstances, which the student has verified with supporting evidence, the School of Social Sciences Board of Studies will consider granting an extension beyond end of semester.

- The student needs to discuss the matter with the course coordinator to seek advice regarding whether the circumstance meet the parameters for a long-term extension.
- The student needs to submit a case in writing to the course coordinator with written evidence of the circumstance (this may include letters from doctors, counsellors, other health professionals).
- The course coordinator will bring the request to the Board of Studies (BOS) for discussion and recommendation.

If the application is approved:

- The student will receive a unit exit result of 'IX – Incomplete (Extension granted)' for the unit.
- Students may be required to attend classes in the next semester to make up for lectures not attended.
- All assessment tasks will have to be submitted as a hard copy with a CHC Assignment COVER SHEET as well as a title page. Please note that **Turnitin submissions are not allowed beyond the end of the semester of enrolment.**
- The student is required to submit the hard copy task in an envelope addressed to Mrs Rossana Seminario (School of Social Sciences Administration). This has to be delivered to CHC via post or in person. **Please make sure to include on the assessment cover page the name of the lecturer who taught the unit.**
- Assessments submitted after the end of semester may not be graded by the lecturer of the unit.
- The student needs to attach the approved extension email to the assessment when submitting. Assessment tasks, which are submitted past the due date without an email indicating the success of the extension application will be treated as late and penalties applied. If a student fails to attach a granted extension to their assessment, they will be penalised for the lateness and will lose grades as per the current Student Handbook, with the understanding that assessments that are more than two weeks late will not be marked.
- Any questions regarding this are to be sent to the School Administration Officer at socsciadmin@chc.edu.au.

If the application is NOT approved:

- The student will be advised by the course coordinator and an additional meeting and plan may need to be developed.

Please be aware that, if you are granted an extension of the due date for an assessment item within a unit and that extension continues into a subsequent semester, you are *not* considered to be enrolled in that unit in the subsequent semester (you do not need to re-enrol as you are already in the unit until the long-term extension due date expires). If you are reliant on study support payments through Centrelink and are not undertaking a full-time load in a particular semester (as determined by the Australian government) then your eligibility for payments may be nullified, resulting in you not receiving payment for that semester. This arrangement is determined by Australian government legislation and is a not a matter that CHC is able to vary.

Students who receive study support payments through Centrelink are to be aware that eligibility for such payments normally requires full-time enrolment in a course of study in the specific semester for which payment is made. If you are in any doubt regarding your eligibility, please see the Centrelink website or visit a Centrelink office. Please note that this is general advice only, and that CHC does not provide advice concerning individual students' eligibility for Centrelink payments.

1.2.6 Resubmissions

Resubmission guidelines

- Occasionally a lecturer may request an assessment to be resubmitted, or the Board of Studies may request an assessment to be resubmitted.
- As per CHC Policy: *Assessment*, students do not have the right to request a resubmission.

Maximum results for any submitted resubmission

- 100-level units: For Task 1 in a 100-level unit, a resubmit will be marked in the normal way. Any subsequent tasks requiring resubmission may only receive a grade of no higher than a "Pass (P)" If a student is not required to resubmit Task 1 but is asked to resubmit Task 2 and/or 3 the highest result for these would be a Pass.
- 200-level or higher units: If a student is required to resubmit Tasks 1, 2 or 3 for a unit other than a 100 level the highest mark for the task in question is a Pass.

Process for resubmissions

1. The lecturer marks the original assessment task with feedback. If the assessment task needs a 'Resubmit', the lecturer notifies the School of Social Sciences and places the outcome on Moodle.
2. The lecturer notifies the student and the School of Social Sciences Administration Officer via email about the requirements for the assessment resubmission and the due date of the resubmission.
3. The School of Social Sciences Administration Officer will process the resubmission in the system and the resubmission link under the unit's Assessments will be updated with the due date to enable the student to submit the task. An email confirming this will be sent to the student, stating the resubmission due date.
4. The timeframe for a resubmit is to be 10 working days from the date of emailing the student.
5. The student must submit the resubmission task via Turnitin™ using the RESUBMISSION link for the unit, and then advise the lecturer via email that the task has been submitted. If the resubmission task is due after the end of semester, the assessment task is to be submitted as a hard copy.
6. If the assessment is a hard copy, the student is required to attach the original marked assessment task to the new resubmission assessment task and submit it with an assignment COVER SHEET to CHC. The student is required to submit the hard copy task in an envelope addressed to Mrs Rossana Seminario (School of Social Sciences Administration). This must be delivered to CHC via Post or in person. Please make sure to include in the assessment's cover page the name of the lecturer who taught the unit and to advise the lecturer via email that the task has been submitted.
7. The assessment task is graded as per the guidelines above.

PLEASE NOTE:

If a student does not submit a RESUBMISSION on time it will be penalised for lateness as per CHC Policy: *Extensions*. Please be aware that if the RESUBMISSION is a second resubmission for a 100-level unit or if the unit is 200-level or over, the maximum result that can be awarded is a Satisfactory; if this is the case, as soon as the task is one day late it will be one full grade penalised for lateness and will be graded as Unsatisfactory. Please note that a large number of Social Sciences units require that all assessments be passed in order to pass the unit; please check the Unit Handbook/Assessment Booklet for information.

If a student is unable to submit a resubmission on time due to circumstances beyond their control, he/she may request and extension for a RESUBMISSION in order to avoid penalties (following the guidelines to Request Extension online).

1.2.7 Return of assessment tasks

Most of the assessment tasks in Social Sciences units are submitted via Turnitin™. There are some instances in which the School of Social Sciences Administration Office receives hard copies of assessment tasks and media hardware (that is, USBs, CDs, DVDs, SD cards). These are required to be collected by students no longer than one semester from the unit of enrolment of the corresponding unit.

Please be aware that all assessment tasks beyond this date will be disposed of.

If a student requires the assessment to be posted (i.e. external students), a self-addressed padded envelope must be supplied to the School of Social Sciences Administration Office. Please contact RSeminario@chc.edu.au to request an assessment task to be posted, including all the details of the task.

1.2.8 Plagiarism

Any assignment submitted as part of CHC work must be the original work of the student who submits it. Although the thinking which goes into preparing the assignment will be based on research and reading, the paper submitted should constitute the student's own ideas, or an evaluation and critique of the ideas of others, and should be written in the student's own words. The ideas of others that have been used in forming opinions must be acknowledged where they occur in the text.

When do you reference?

- When you paraphrase (reword) something from another author.
- When you use facts or ideas not your own.
- Definitions, statistics, terminology.
- When you give a direct quote.

CHC defines plagiarism as the action or practice of using someone else's ideas or phrasing and representing them as your own, either on purpose or through carelessness, without acknowledgment. 'Ideas or phrasing' includes written or spoken material, from whole papers and paragraphs to sentences, statistics and graphs, and even phrases. 'Someone else' can mean an author of a book or journal, an electronic resource such as material found on the worldwide web, CHC lecture notes, power points, handout, things lecturers say or another student. Please refer to the hierarchy of sources (found in the Academic Writing Guide on the CHC website) for a list of appropriate sources. Plagiarism also relates to work that is produced co-operatively between two or more students without the lecturer's consent. If a student repeats a class for whatever reason, they are not permitted to resubmit the same work that may have been submitted in a previous enrolment. This is also considered plagiarism. There are several different types of plagiarism:

- Self-plagiarism - submitting an assignment that was previously submitted for the same or another unit.
- Purloining - copying from someone else's work without their knowledge.
- Sham paraphrasing - using key phrases from someone else's work without using quotation marks, which implies that the words are yours.
- Verbatim copying - using a direct quote, even if slightly modified, without using quotation marks.
- Ghostwriting - submitting an assignment that was written by someone else.
- Illicit paraphrasing - paraphrasing someone else's ideas without acknowledging them.

Further, when writing an assessment, do not simply drop quotations into your paper. Just because it is referenced, does not mean that it is good academic writing. A writer cannot simply use one source after the other as this does not show understanding of the topic and an ability to write at an academic level. Quotes must be integrated into the text of the student's work otherwise there can be a lack of original content. When a student over quotes, it makes the content look questionable and it can also be considered lazy and/or plagiarism.

Further information regarding, and examples of, plagiarism can be found in CHC Policy: *Academic Integrity* on the CHC website.

1.2.9 Moderation of assessment

Moderation is a quality assurance process that ensures appropriate standards. It is a process for ensuring that marks or grades are awarded appropriately and consistently.

Moderation involves reviewing assessment for teaching and learning assessment schemes, items and assessor grades and feedback. It is essentially a form of feedback to markers to help them align their marking standards with those of other markers.

There are four moderation processes that take place in the School of Social Sciences: self-moderation, internal staff/peer moderation, external moderation and unit moderation.

In general, each semester the School determines a set of units that are to be moderated. The purpose of moderation is to:

- review and endorse the assessment marking scheme/type of assessment;
- review and endorse summative assessment item/s;
- verify and endorse the final grades allocated to students;
- provide feedback to the lecturer; and
- provide feedback to the school that assists with providing learning opportunities for staff.

Over the course of a few years, all units offered by the School will undergo the moderation process.

1.2.10 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 (general students) or the practicum coordinator (practicum students) 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 (BOS) 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 Modes of study

There are two modes in which units in the Social Sciences courses may be delivered. These modes are *internal* and *external/online*.

The modes in which particular units are delivered can vary from semester to semester. Information regarding the modes in which units are to be delivered in the coming semester is available in the *Units on Offer* documents that are published on the CHC website.

Internal mode

Units that are delivered in the internal mode are conducted on campus in a face-to-face context. The contact hours for a unit may be delivered either as **weekly classes** across the semester, or as **intensives** for which the contact hours are condensed into a number of whole days.

All arrangements regarding units that are offered in the internal mode are advertised prior to the beginning of the semester in which they are being offered, in the CHC *Timetable and Intensives Schedule*.

Weekly classes:

Internal mode units that are scheduled with weekly classes normally have three hours of classes per week, although this can differ according to the requirements of particular units.

Involves:		
- on campus lectures and tutorials	- generally 3 hours per week of face-to-face contact	- digital communication
- weekly schedule	- 10 to 11 hours per week of reading and assessment preparation	- digital learning support
- at least 80% attendance		- communication with staff and students

Intensives:

Internal mode units that are offered as intensives are scheduled in such a way that the contact hours are condensed into a number of whole days. These may be scheduled together as consecutive days, or as a series of one-, two- or three-day sessions at various points during the semester, and may be held both at weekends and during holiday periods.

Involves:		
- on campus activities	- generally 4-5 days per semester of face-to-face contact	- digital communication
- in whole-day blocks	- 10 to 11 hours per week of reading and assessment preparation	- digital learning support
- attendance at each day and at least 80% attendance overall		- communication with staff and students

External/online mode

Units that are offered in the external/online mode are those that are not offered on campus but are undertaken in students' own locations. This mode was traditionally provided for students who did not live within travelling distance of their institution. In today's work, study and social contexts, external/online students include those who enrol in units in the external/online mode for reasons of convenience as well as location.

Involves:		
- off campus activities	- digital communication	- appointments can be made with unit lecturers
- study materials	- digital learning support	
- 10 to 11 hours per week of reading and assessment preparation	- communication with staff and students	

1.4 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: <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. A book review also contains the essential information about the book itself. (See this website for more information: http://writingcenter.unc.edu/handouts/book-reviews/ for some good tips on writing a book review)
Case study
<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. <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.
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 <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> will clearly explain the issue, set out your argument logically, and back it up with evidence. The <i>conclusion</i> 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 <i>Essay</i> and <i>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.

1.5 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 each of these bodies is the number of supervised fieldwork placement hours completed by students during their course.

Students in these courses are advised that, while the Practicum Administrator is able to assist with the finding of 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 an applied social sciences organisation
- Field Observations and Report: observational visits in two different organisations

Bachelor of Applied Social Science

- Year 1 - Placement Observations: an observation in an applied social sciences organisation
 - Field Observations and Report: observational visits in two different organisations
- Year 2 - Practicum I (Semester 1): 100 hours
 - Practicum II (Semester 2): 100 hours
- Year 3 - Practicum III: 200 hours

Practicums I and II are completed in one setting over two semesters. Practicum III is completed in a different setting.

Students must abide by the ACWA Code of Ethics and Practice Guidelines.

Bachelor of Counselling

- Year 1 - Placement Observations: an observation in an applied social sciences 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: 20 hours of client-related contact in a placement setting;
 - CO368: 40 face-to-face counselling hours plus 20 hours of client-related contact hours; 7 hours of individual supervision
 - CO369 and CO370: 40 face-to-face counselling hours plus 20 hours of client-related contact hours; 7 hours of individual 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: 20 hours of client-related contact in a placement setting;
 - CO668: 40 face-to-face counselling hours plus 20 hours of client-related contact hours; 7 hours of individual supervision
 - CO669 and CO370: 40 face-to-face counselling hours plus 20 hours of client-related contact hours; 7 hours of individual 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 Department of Justice and Attorney-General (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 Applied Social Science students working in Youth Work, Family support and child protection will need a Blue Card. Students working in Chaplaincy, Community aid and development, Community mental health, Disability and aged care, and 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.

The Blue Card process needs to be completed and recorded by the Practicum Administrator by the end of the student's first semester of study.

1.6 Transfer of credit

Students may apply for transfer of credit from previous studies, according to the provisions of CHC Policy: *Transfer of Credit for Domestic Students* and CHC Policy: *Transfer of Credit for Overseas Students*.

Application for transfer of credit should be made at the time of entry into the course, although later applications will be accepted. Students should be aware, however, that transfer of credit will not be granted for units in which students are currently enrolled. Applications for transfer of credit may be made using the *Application for Transfer of Credit* form. Students must ensure that all required documentation, as described on the application form, is submitted with the application.

Students may also apply to engage in cross-institutional study towards the requirements of their CHC courses. This involves enrolment at a 'host' institution to undertake studies in units that are relevant to students' courses but are not offered by CHC. *Approval will not be given for cross-institutional study for which equivalent units are offered by CHC.* Applications for cross-institutional study may be made using the *Application for Cross-Institutional Enrolment – Form A*. Students must ensure that all required documentation, as described on the application form, is submitted with the application.

Not all courses offered by CHC allow for transfer of credit. Where transfer of credit is allowed, a maximum of 50% of a course may be undertaken through transfer of credit and/or cross-institutional study. Any variations to this are indicated in the relevant statement of course rules.

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**
 - 2.3.1 Professional social sciences associations**

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 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 theories and are encouraged to develop an 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 30 hours of their own personal counselling. **At least 20 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.

In 2016, CHC gained Affiliated Organisational Membership with PACFA. This allows CHC delegates to attend PACFA council meetings twice a year to discuss policy and strategy. It also gives CHC the opportunity to contribute to the development of policy and strategy for the counselling and psychotherapy profession.

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.

Graduates of the Bachelor of Counselling and the Master of Counselling 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

2.3.1 Professional social sciences associations

Students who complete an approved pathway in the Bachelor of Social Science (SS11) (continuing students only) are eligible for membership with the Australian Community Workers Association (ACWA). Information regarding ACWA, the benefits of membership and the process for applying is available on the [ACWA website](#).

Section 3: Undergraduate courses information

- 3.1 Courses and modes**
- 3.2 Diploma of Social Science (SS04)**
- 3.3 Bachelor of Applied Social Science (SS17)**
- 3.4 Bachelor of Counselling (SS18)**

3.1 Courses and modes

The undergraduate courses offered by the School of Social Sciences are:

- Diploma of Social Science (SS04)
- Bachelor of Applied Social Science (SS17)
- Bachelor of Counselling (SS18)

These 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/modes* modes. Students may enrol in units within their courses in either mode (as delivered with particular semesters); however, a number of the units in the courses are delivered in the *internal* mode only (as indicated by * in the sections below), 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 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.

3.2 Diploma of Social Science (SS04)

The Diploma of Social Science is a one-year course (full-time equivalent) and is available on both a full-time and part-time basis. It is designed to provide students with practical and theoretical knowledge and concepts with some depth relating to applied social sciences discipline areas.

The maximum time allowed for the completion of the Diploma of Social Science is five years.

The requirements for the Diploma of Social Science are indicated below.

Course title:	Diploma of Social Science
Course structure:	The course requires 80 credit points for completion, comprising 80 credit points of core units. 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.

Course content: * = Internal mode only	Unit	Credit points
	<i>Core units</i>	
	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
SO115 Introduction to Applied Social Science Contexts	10	
Other protocols:	<ul style="list-style-type: none"> Students must obtain a passing grade in the nominated prerequisite(s) before enrolling in a unit. 	
Recommended full-time enrolment pattern: * = 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
	SO115 Introduction to Applied Social Science Contexts	10
Course pathways:	<ul style="list-style-type: none"> The Diploma of Social Science comprises the first year (full-time equivalent) of the Bachelor of Applied Social Science. Students who enter the Diploma of Social Science may transfer into the Bachelor of Applied Social Science. Students who graduate with the Diploma of Social Science may articulate into the Bachelor of Applied Social Science. 	

3.3 Bachelor of Applied Social Science (SS17)

The Bachelor of Applied Social Science is a three-year course (full-time equivalent) and is available on both a full-time and part-time basis. It is designed to provide students with broad and coherent knowledge and skills for professional work and future learning in applied social science discipline areas.

The maximum time allowed for the completion of the Bachelor of Applied Social Science is 10 years.

There is some flexibility regarding the choice of specialisation and stream of study for the Bachelor of Applied Social Science, according to the options outlined below. All options contain core requirements, consisting of Christian Studies, Professional Studies units, and foundational theory and skills units.

The requirements for the Bachelor of Applied Social Science are indicated below. For the enrolment requirements pertaining to units, please see *Section 5: Unit prerequisite requirements*.

Course title:	Bachelor of Applied Social Science	
Course structure:	<p>The course requires 240 credit points for completion, comprising 160 credit points of core units and 80 credit points of major units within one specialisation. The major consists of 40 credit points in discipline-specific units and 40 credit points in either a <i>practicum</i> stream or a <i>coursework</i> stream.</p> <p>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).</p> <p>The standard full-time load for the course is four units (40 credit points) per semester.</p>	
Specialisations:	<p>The following specialisations are available:</p> <ul style="list-style-type: none"> - Disability and Aged Care - Family Support and Child Protection - Human Behaviour <p>The following specialisations are available to continuing students only:</p> <ul style="list-style-type: none"> - Chaplaincy - Community Aid and Development - Community Mental Health - Youth Work 	
	Unit	Credit points
	<i>Core units</i>	
	Christian Studies	
	CS116 Christian Foundations for Work and Vocation I	10
	CS216 Christian Foundations for Work and Vocation II	10
	CS316 Christian Foundations for Work and Vocation III	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
	SO115 Introduction to Applied Social Science Contexts	10
	SO212 Emerging Issues in Sociology	10
	SO223 Ethics, Policy and Professional Issues in the Social Sciences	10
	SO224 Relationships and Families in Sociological Perspectives	10
	SO225 Foundations of Community Engagement*	10
	SO310 Transformational Theology for Applied Social Science Practices	10
	SO311 Management in Applied Social Science Contexts	10
	SO312 Reconciliation in Contemporary Contexts*	10
	<i>Specialisations – Discipline units</i>	
	Disability and aged care	
	DC240 Disability and Aged Care: Theoretical Perspectives	10
	DC241 Disability and Aged Care: Skills and Processes*	10
	DC342 Disability and Aged Care: Current and Emerging Issues	10
	SO343 Reflective Practice*	10
	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

Course content: * = Internal mode only	Unit	Credit points
	Human Behaviour	
	CO221 Group Processes	10
	HB241 Social Psychology	10
	HB342 Contemporary Technology and Human Behaviour	10
	SO343 Reflective Practice*	10
	Chaplaincy (continuing students only)	
	CH240 Chaplaincy: Theoretical Perspectives	10
	CH241 Chaplaincy: Skills and Strategies*	10
	CH342 Chaplaincy: Contexts and Issues	10
	SO343 Reflective Practice*	10
	Community Aid and Development (continuing students only)	
	CD240 Community Aid and Development	10
	CD241 Community Development Skills*	10
	CD342 Urban Community Development	10
	CD343 Christian Community Practitioners*	10
	Community Mental Health (continuing students only)	
	MH240 Theoretical Approaches to Community Mental Health Care	10
	MH241 Skills and Interventions for Community Mental Health Care*	10
	MH342 Emerging Issues in Community Mental Health Care	10
	SO343 Reflective Practice*	10
	Youth Work (continuing students only)	
	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
	<i>Specialisations – Practicum stream units</i>	
	SO230 Applied Social Sciences Practicum I*	10
	SO231 Applied Social Sciences Practicum II*	10
	SO330 Applied Social Sciences Practicum III*	20
	<i>Specialisations – Coursework stream units</i>	
	SO222 Research Methods	10
	SO393 Guided Literature Review	10
SO394 Extended Self-Directed Project	20	
Other protocols:	<ul style="list-style-type: none"> • Students must obtain a passing grade in the nominated prerequisite(s) before enrolling in a unit. • A major is defined as consisting of 80 credit points from one discipline-specific specialisation. • Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. 	
Recommended full-time enrolment pattern:	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

Recommended full-time enrolment pattern (continued):	Unit	Credit points
	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
	SO115 Introduction to Applied Social Science Contexts	10
	Year 2 Semester 1	
	SO224 Relationships and Families in Sociological Perspectives	10
	SO225 Foundations of Community Engagement	10
	Major unit: Discipline-specific unit 1	10
	<i>Practicum stream</i>	
	SO230 Applied Social Sciences Practicum I or	10
	<i>Coursework stream</i>	
	SO222 Research Methods	10
	Year 2 Semester 2	
	SO212 Emerging Issues in Sociology	10
	SO223 Ethics, Policy and Professional Issues in the Social Sciences	10
	Major unit: Discipline-specific unit 2	10
	<i>Practicum stream</i>	
	SO231 Applied Social Sciences Practicum II or	10
	<i>Coursework stream</i>	
	SO393 Guided Literature Review	10
	Year 3 Semester 1	
	CS316 Christian Foundations for Work and Vocation III	10
	SO311 Management in Applied Social Science Contexts	10
	SO312 Reconciliation in Contemporary Contexts	
	Major unit: Discipline-specific unit 3	10
	Year 3 Semester 2	
	SO310 Transformational Theology for Applied Social Science Practices	10
	Major unit: Discipline-specific unit 4	10
	<i>Practicum stream</i>	
	SO330 Applied Social Sciences Practicum III or	20
	<i>Coursework stream</i>	
	SO394 Extended Self-Directed Project	20
Course pathways:	<ul style="list-style-type: none"> • The Diploma of Social Science comprises the first year (full-time equivalent) of the Bachelor of Applied Social Science. • Students who enter the Diploma of Social Science may transfer into the Bachelor of Applied Social Science. • Students who graduate with the Diploma of Social Science may articulate into the Bachelor of Applied Social Science. 	

3.4 Bachelor of Counselling (SS18)

The Bachelor of Counselling is a three-year course (full-time equivalent) and is available on both a full-time and part-time basis. It is designed to serve 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 maximum time allowed for the completion of the Bachelor of Counselling is 10 years.

The requirements for the Bachelor of Counselling are indicated below. For the enrolment requirements pertaining to units, please see *Section 5: Unit prerequisite requirements*.

Course title:	Bachelor of Counselling	
Course structure:	<p>The course requires 240 credit points for completion, comprising 220 credit points of core units and 20 credit points of elective units.</p> <p>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).</p> <p>The standard full-time load for the course is four units (40 credit points) per semester.</p>	
Course content: * = Internal mode only	Unit	Credit points
	<i>Core units</i>	
	Christian Studies	
	CS116 Christian Foundations for Work and Vocation I	10
	CS216 Christian Foundations for Work and Vocation II	10
	CS316 Christian Foundations for Work and Vocation III	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
	SO115 Introduction to Applied Social Science Contexts	10
	SO310 Transformational Theology for Applied Social Science Practices	10
	CO212 Counselling Approaches	10
	CO213 Introduction to Mental Health	10
	CO214 Foundational Processes and Strategies in Counselling*	10
	CO220 Development Through the Lifespan	10
	CO221 Group Processes*	10
	CO222 The Human Narrative and Change*	10
	CO223 Ethics in Counselling	10
	CO314 Advanced Processes and Strategies in Counselling*	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

Course content (continued): * = Internal mode only	Unit	Credit points
	<i>Elective units</i>	
	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
Other protocols:	<ul style="list-style-type: none"> • Students must obtain a passing grade in the nominated prerequisite(s) before enrolling in a unit. • 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. • Not more than one grade of Pass Conceded (PC) will be allowed for credit towards the award. 	
Recommended full-time enrolment pattern: * = 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
	SO115 Introduction to Applied Social Science Contexts	10
	Year 2 Semester 1	
	CO212 Counselling Approaches	10
	CO214 Foundational Processes and Strategies in Counselling*	10
	CO220 Development Through the Lifespan	10
	Elective 1	10
	Year 2 Semester 2	
	CO213 Introduction to Mental Health	10
	CO221 Group Processes*	10
	CO223 Ethics in Counselling	10
	CO314 Advanced Processes and Strategies in Counselling*	10
	Year 3 Semester 1	
	CO222 The Human Narrative and Change*	10
	CS316 Christian Foundations for Work and Vocation III	10
	CO367 Reflective Practice: Consolidating Foundations*	10
	CO368 Reflective Practice: The Therapeutic Relationship*	10
	Year 3 Semester 2	
	SO310 Transformational Theology for Applied Social Science Practices	10
	CO369 Reflective Practice: External Contexts*	10
	CO370 Reflective Practice: Personal Practice Framework*	10
	Elective 2	10
	Course pathways:	<ul style="list-style-type: none"> • The Diploma of Social Science comprises the first year (full-time equivalent) of the Bachelor of Counselling. • Students who enter the Diploma of Social Science may transfer into the Bachelor of Counselling. • Students who graduate with the Diploma of Social Science may articulate into the Bachelor of Counselling.

Section 4: Postgraduate courses information

- 4.1 Courses and modes**
- 4.2 Graduate Certificate in Social Science Leadership (SS31)**
- 4.3 Graduate Certificate in Neuropsychotherapy (SS33)**
- 4.4 Master of Counselling (SS51)**
- 4.5 Master of Social Science Leadership (SS54)**

4.1 Courses and modes

The postgraduate courses offered by the School of Social Sciences are:

- Graduate Certificate in Social Science Leadership (SS31)
- Graduate Certificate in Neuropsychotherapy (SS33)
- Master of Counselling (SS51)
- Master of Social Science Leadership (SS54)

These courses are available in the *internal* mode and in a *multi-modal* capacity; that is, units in the courses are offered in the *internal* and/or *external/online* modes. Students may enrol in units within their courses in either mode (as offered); however, a number of the units in many of the courses are available in the *internal* mode only (as indicated by * in the sections below), which requires that students attend on campus classes. 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. Units offered in the external mode are supported by learning resources that are provided to students electronically via a Moodle™ web page.

Please note that not all units are offered in every semester, and modes of offering can vary. For advice regarding the availability of units, modes of offering and any unit prerequisite requirements, students should consult their Course Coordinator. Sample outlines for all units in the post-graduate courses are available on the CHC website.

4.2 Graduate Certificate in Social Science Leadership (SS31)

The Graduate Certificate in Social Science Leadership is a one-semester course (full-time equivalent) and is available on a part-time basis only. It is designed to facilitate the acquisition of advanced knowledge and skills related to a specific field of social sciences practice, as well as critical thinking and reflection. In addition, it incorporates a strong leadership focus with a theoretical understanding and practical underpinning of contextual social sciences engagement and Christian worldview integration.

The maximum time allowed for the completion of the Graduate Certificate in Social Science Leadership is five years.

It is expected that graduate employment opportunities would mainly occur in two areas. First, graduates may remain in their current applied social sciences fields but seek professional advancement; second, graduates will gain the credentials for engagement with a broader range of applied social sciences fields.

This course can be completed entirely in external mode of study, which makes it an attractive choice for students who do not live within travelling distance of CHC. Please see Section 1.3 for details on internal and external modes of study.

The requirements for the Graduate Certificate in Social Science Leadership are indicated below.

Course title:	Graduate Certificate in Social Science Leadership	
Course structure:	<p>The course requires 40 credit points for completion, comprising 40 credit points of core units.</p> <p>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).</p> <p>The standard full-time load for the course is four units (40 credit points) per semester.</p>	
Course content:	Unit	Credit points
	SO540 Leadership Theory	10
	SO541 Leadership Practice	10
	SO542 Leading and Facilitating Strategic Change	10
	SO663 Leading Reflective Practice	10
Other protocols:	<ul style="list-style-type: none"> To qualify for the award of the Graduate Certificate in Social Science Leadership a candidate shall accrue 40 credit points. Students must obtain a passing grade in the nominated prerequisite(s), if any, before enrolling in a unit. With the approval of the Course Coordinator, students may include other relevant units within the course. 	
Course pathways:	<ul style="list-style-type: none"> The Graduate Certificate in Social Science Leadership comprises the first semester (full-time equivalent) of the Master of Social Science Leadership. Students who enter the Graduate Certificate in Social Science Leadership may transfer into the Master of Social Science Leadership. Students who graduate with the Graduate Certificate in Social Science Leadership may articulate into the Master of Social Science Leadership. 	

4.3 Graduate Certificate in Neuropsychotherapy (SS33)

The Graduate Certificate in Neuropsychotherapy is a one-semester course (full-time equivalent) and is available on a part-time basis only. It is designed to equip students with the knowledge and skills of neuropsychotherapy that will enhance their knowledge and better equip them for their current field of practice.

Neuropsychotherapy is a multidisciplinary perspective on mental well-being that looks to neuroscience and related fields of human biology and psychology to enhance the clinical practice of talking therapies and other related fields. Scientists have been able to provide unprecedented explanations of brain functioning through recent and rapid advances in medical imaging technology. By integrating the findings of the relatively young discipline of neuroscience with the more traditional emotional, cognitive, behavioural and social knowledge of psychology, neuropsychotherapy provides a framework for understanding the human condition from a holistic perspective. Neuropsychotherapy has the potential to transform professional practice in a wide range of disciplines such as psychology, medicine, psychiatry, counselling, education, human resource management, social work, nursing, and business/life coaching.

The maximum time allowed for the completion of the Graduate Certificate in Neuropsychotherapy is five years.

Graduate opportunities include fulfilling professional expectations of counselling and other industry registering associations, and career advancement in a current field of practice. For some, this course may be the entry into a “second training” in the counselling field, giving them the demonstrated knowledge experience required by employers for a more specialised position. It may also provide students from allied disciplines such as teaching or nursing with specialised knowledge and experience that will enhance their practice.

The requirements for the Graduate Certificate in Neuropsychotherapy are indicated below.

Course title:	Graduate Certificate in Neuropsychotherapy	
Course structure:	The course requires 40 credit points for completion, comprising 40 credit points of core units. 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 part-time load for the course is two units (20 credit points) per semester.	
Course content: * = Internal mode only	Unit	Credit points
	<i>Semester 1</i>	
	NP540 Neuroscience for Neuropsychotherapy	10
	NP541 Theory of Neuropsychotherapy	10
	<i>Semester 2</i>	
	NP542 Applied Clinical Skills for Neuropsychotherapy*	10
	NP543 Specialised Clinical Skills for Neuropsychotherapy*	10
Other protocols:	<ul style="list-style-type: none"> To qualify for the award of the Graduate Certificate in Neuropsychotherapy a candidate shall accrue 40 credit points. Students must obtain a passing grade in the nominated prerequisite(s), if any, before enrolling in a unit. With the approval of the Course Coordinator, students may include other relevant units within the course. 	
Course pathways:	There are no articulation or early exit pathways from this course.	

4.4 Master of Counselling (SS51)

The Master of Counselling is a 2-year course (full-time equivalent) and is available on both a full-time and part-time basis. It is designed as a 'first training' course to serve 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. It brings students to a point of professional expertise commensurate with the standards required for fulfilment of the academic requirements for graduate membership of the relevant professional organisations (such as the Queensland Counsellors' Association of Australia, the Christian Counsellors' Association of Australia, and the Australian Counselling Association), as well as eligibility for listing on the Australian Register of Counsellors and Psychotherapists (ARCAP).

The maximum time allowed for the completion of the Master of Counselling is ten years.

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. Students in the Master of Counselling will focus in their electives on a specific area of counselling (child and adolescent, family and relationships, or trauma), which will give them the demonstrated skills and knowledge demanded by the people-helping industry as it increasingly focuses on working with specific client groups. 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.

The requirements for the Master of Counselling are indicated below.

Course title:	Master of Counselling
Course structure:	<p>The course requires 160 credit points for completion, comprising 130 credit points of core units and 30 credit points of elective units.</p> <p>Students must complete a minimum of 20 credit points in the same elective area. The areas of study from which students may choose elective units are:</p> <ul style="list-style-type: none"> Child and Adolescent Counselling Family and Relationship Counselling Trauma Counselling

Course structure (continued):	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). Units that carry increased credit point weightings have proportionally increased minimum workloads. The standard full-time load for the course is four units (40 credit points) per semester.	
Course content: * = Internal mode only	Unit	Credit points
	<i>Core units</i>	
	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
	CO614 Processes and Strategies in Counselling*	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
	<i>Elective units</i>	
	Child and Adolescent Counselling	
	CA540 Child and Adolescent Counselling: Theoretical Foundations	10
	CA541 Child and Adolescent Counselling: Intervention Frameworks*	10
	CA542 Child and Adolescent Counselling: Intervention Strategies*	10
	Family and Relationship Counselling	
	FR540 Family and Relationship Counselling: Theoretical Foundations	10
	FR541 Family and Relationship Counselling: Intervention Frameworks*	10
	FR542 Family and Relationship Counselling: Intervention Strategies*	10
	Trauma Counselling	
	TR540 Trauma Counselling: Theoretical Foundations	10
	TR541 Trauma Counselling: Intervention Frameworks*	10
	TR542 Trauma Counselling: Intervention Strategies*	10
	<i>Other</i>	
	CO591 Directed Study in Counselling	10
	CO592 Practice-based Study in Counselling	10
Other protocols:	<ul style="list-style-type: none"> • Students must complete 200 practicum hours, which are embedded in units CO667-CO670. • Students must complete 30 hours of personal counselling. • Students must complete pre-prac preparations, comprising five site visits and 15 hours* of external professional development events. • Students must obtain a passing grade in the nominated prerequisite(s), if any, before enrolling in a unit. • Students must hold a valid Blue Card before beginning practicum units. • Students who complete the first elective unit in area of study (CA540, FR540, TR540) and then to change to a different area of study are to complete the first two elective units in the second area of study (CA540, FR540, TR540; CA541, FR541, TR541). <p>* 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.</p>	

Recommended full-time enrolment pattern: * = 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
CO614	Processes and Strategies in Counselling*	10
SO661	Group Processes*	10
Year 2 Semester 1		
CO667	Reflective Practice: Consolidating Foundations*	10
CO668	Reflective Practice: The Therapeutic Relationship*	10
	Elective I	10
	Elective II*	10
Year 2 Semester 2		
CO669	Reflective Practice: External Contexts*	10
CO670	Reflective Practice: Personal Practice Framework*	10
CO610	Towards a Christian Worldview for Counselling	10
	Elective III*	10
Course pathways:	There are no articulation or early exit pathways from this course.	

4.5 Master of Social Science Leadership (SS54)

The Master of Social Science Leadership is a 1.5-year course (full-time equivalent) and is available on both a full-time and part-time basis. It is designed to facilitate the acquisition of advanced knowledge and skills related to a specific field of social sciences practice, as well as critical thinking and reflection. In addition, it incorporates a strong leadership focus with a theoretical understanding and practical underpinning of contextual social sciences engagement and Christian worldview integration. Finally, students will undertake research-related studies within the course. This element of the course is designed to enable students to acquire, with appropriate supervision, the skills and knowledge necessary to plan and undertake research and to disseminate findings related to a substantial research project within a specific social sciences discipline.

The maximum time allowed for the completion of the Master of Social Science Leadership is ten years.

It is expected that graduate employment opportunities would mainly occur in two areas: graduates may remain in their current applied social sciences fields but seek further professional advancement, or they will gain the credentials for engagement with leadership roles in a broader range of social sciences fields.

With the exception of SO662 Group Facilitation, this postgraduate award can be completed in external mode of study. This makes the Master of Social Science Leadership an attractive choice for students who do not live within travelling distance of CHC. Please see Section 1.3 for details on internal and external modes of study.

The requirements for the Master of Social Science Leadership are indicated below.

Course title:	Master of Social Science Leadership	
Course structure:	<p>The course requires 120 credit points for completion, comprising 120 credit points of core units.</p> <p>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). Units that carry increased credit point weightings have proportionally increased minimum workloads.</p> <p>The standard full-time load for the course is four units (40 credit points) per semester.</p>	
Course content: <i>* = Internal mode only</i>	Unit	Credit points
	SO540 Leadership Theory	10
	SO541 Leadership Practice	10
	SO542 Leading and Facilitating Strategic Change	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
Other protocols:	<ul style="list-style-type: none"> To qualify for the award of the Master of Social Science Leadership a candidate shall accrue an aggregate of at least 120 credit points, including satisfactory completion of all core units. Students must obtain a passing grade in the nominated prerequisite(s), if any, before enrolling in a unit. With the approval of the Course Coordinator, students may include other relevant units within the course. 	
Course pathways:	<ul style="list-style-type: none"> Students in the Master of Social Science Leadership may graduate with the Graduate Certificate in Social Science Leadership if they meet the course rules. Students who enter the Graduate Certificate in Social Science Leadership may transfer into the Master of Social Science Leadership. Students who graduate with the Graduate Certificate in Social Science Leadership may articulate into the Master of Social Science Leadership. 	

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 ¹	Corequisite ²	Prerequisite OR Corequisite ³	Incompatible ⁴
CD240	Community Aid and Development				
CD241	Community Development Skills	SO114			
CD342	Urban Community Development	40 credit points of introductory Social Sciences units, including SO102			
CD343	Christian Community Practitioners	30 credit points of Community Development units			
CH240	Chaplaincy: Theoretical Perspectives	30 credit points of introductory Social Sciences units			
CH241	Chaplaincy: Skills and Strategies	CH240, SO114			
CH342	Chaplaincy: Contexts and Issues	CH240			
CO221	Group Processes	60 credit points of Social Sciences units, including SO100, SO114			
CO212	Counselling Approaches	SO100, SO112			
CO213	Introduction to Mental Health	SO112			
CO214	Foundational Processes and Strategies in Counselling	SO100, SO114			
CO220	Development through the Lifespan	SO100, SO112			
CO222	The Human Narrative and Change	SO110, CS215		CO220	
CO223	Ethics in Counselling	CO214, CS215		CO213	
CO314	Advanced Processes and Strategies	CO214			
CO367	Reflective Practice: Consolidating Foundations	CO212, CO223, CO314			
CO368	Reflective Practice: The Therapeutic Relationship			CO367	
CO369	Reflective Practice: External Contexts	CO368			
CO370	Reflective Practice: Personal Practice Framework			CO369, SO310	
CO380	Compulsive Behaviours	60 credit points of Introductory Social Sciences units including SO110, SO112, SO114			
CO382	Child and Adolescent Issues	60 credit points of Introductory Social Sciences units including SO110, SO112, SO114		CO220	
CO383	Family and Relationship Issues	60 credit points of Introductory Social Sciences units including SO110, SO112, SO114		CO220	

¹ Must be completed prior to enrolment in the unit.

² Must be completed concurrently with enrolment in the unit.

³ May be completed either prior to or concurrently with enrolment in the unit.

⁴ May not be done after completing the unit.

Unit	Unit Name	Prerequisite ¹	Corequisite ²	Prerequisite OR Corequisite ³	Incompatible ⁴
CO385	Grief and Loss	60 Credit points of Introductory Social Sciences units including SO110, SO112, SO114			
CO386	Trauma Counselling	60 credit points of introductory Social Science units plus CO213, CO214			
CS115	Foundations of a Bible-based Christ-centred Worldview				
CS215	Contours for a Bible-based Christ-centred Worldview	CS115			
CS315	Christianity and Worldviews	CS215			
DC240	Disability and Aged Care: Theoretical Perspectives	SO102			
DC241	Disability and Aged Care: Skills and Processes	CS215, CD240, SO114			
DC342	Disability and Aged Care: Current and Emerging Issues	DC241			
FC240	Family Support and Child Protection: Theoretical Perspectives	SO102			
FC241	Family Support and Child Protection: Skills and Processes	FC240, SO114		SO223	
FC342	Family Support and Child Protection: Current and Emerging Issues	FC241			
HB241	Social Psychology	30 credit points of Social Sciences units, including SO112			
HB342	Contemporary Technology and Human Behaviour	HB241			
HB343	Neuroscience and Human Behaviour	50 credit points of Social Sciences units, including SO112			
MH240	Theoretical Approaches to Community Mental Health Care	SO112, SO114			
MH241	Skills and Interventions for Community Mental Health Care	SO110		MH240	
MH342	Emerging Issues in Community Mental Health Care	MH241			
SO100	Academic and Professional Communication				
SO102	Introduction to Applied Social Theories				
SO110	The Person of the Practitioner				
SO112	Introduction to Human Behaviour				
SO114	Foundational Interpersonal Skills				
SO115	Introduction to Applied Social Science Contexts				

¹ Must be completed prior to enrolment in the unit.

² Must be completed concurrently with enrolment in the unit.

³ May be completed either prior to or concurrently with enrolment in the unit.

⁴ May not be done after completing the unit.

Unit	Unit Name	Prerequisite ¹	Corequisite ²	Prerequisite OR Corequisite ³	Incompatible ⁴
SO212	Emerging Issues in Sociology	SO102			
SO222	Research Methods	40 credit points introductory Social Sciences units			
SO223	Ethics, Policy and Professional Issues in the Social Sciences	40 credit points of Social Sciences units including SO115			
SO224	Relationships and Families in Sociological Perspectives	SO102			
SO225	Foundations of Community Engagement	40 credit points of Social Sciences units including SO102			
SO230	Applied Social Sciences Practicum I	70 credit points of introductory Social Sciences units, including SO102, SO114			
SO231	Applied Social Sciences Practicum II	SO230		SO223	
SO295	Undergraduate Independent Study I	See relevant unit outline			
SO310	Transformational Theology for Applied Social Science Practices	CS215, SO102, SO225			
SO311	Management in Applied Social Science Contexts	<i>One of the following:</i> CD241, CH241, DC241, FC241, HB241, MH241, YO241			
SO312	Reconciliation in Contemporary Contexts	CS215, SO212, SO224			
SO330	Applied Social Sciences Practicum III (20cp)	SO231			
SO343	Reflective Practice	20 credit points of discipline-specific 200-level Social Sciences units			
SO391	Directed Study in the Social Sciences	SO100 Academic and Professional Communication <i>and</i> 40 credit points in Social Science units relevant to the area of study			
SO392	Directed Study in the Social Sciences	SO100 Academic and Professional Communication <i>and</i> 40 credit points in Social Science units relevant to the area of study			
SO393	Guided Literature Review	SO222			
SO394	Extended Self-Directed Project (20cp)	SO393			
SO395	Undergraduate Independent Study II	See relevant unit outline			
YO241	Youth Work: Skills and Strategies	YO240, SO114			
YO342	Youth Work: Current and Emerging Issues	YO241			

¹ Must be completed prior to enrolment in the unit.

² Must be completed concurrently with enrolment in the unit.

³ May be completed either prior to or concurrently with enrolment in the unit.

⁴ May not be done after completing the unit.

5.2 Postgraduate units

Unit	Unit Name	Prerequisite ¹	Corequisite ²	Prerequisite OR Corequisite ³	Incompatible ⁴
CA540	Child and Adolescent Counselling: Theoretical Foundations				
CA541	Child and Adolescent Counselling: Intervention Frameworks			CA540, CO614	
CA542	Child and Adolescent Counselling: Intervention Strategies	CA540, CA541		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 and permission of course coordinator			
CO610	Counselling Towards a Transformational Christian Worldview				
CO614	Processes and Strategies in Counselling	CO514			
CO667	Reflective Practice I: Consolidating Foundations	CO510, CO513, CO523, CO557, CO614		CA540 or FR540 or TR540	
CO668	Reflective Practice II: Therapeutic Relationship			CO667	
CO669	Reflective Practice III: External Contexts	CO668		SO653	
CO670	Reflective Practice IV: Personal Practice Framework	CA541 or FR541 or TR541		CO610, CO669	
FR540	Family and Relationship Counselling: Theoretical Foundations				
FR541	Family and Relationship Counselling: Intervention Frameworks			FR540, CO614	
FR542	Family and Relationship Counselling: Intervention Strategies	FR540, FR541		CO667	
SO540	Leadership Theory				BZ530, JM502
SO541	Leadership Practice				
SO542	Leading and Facilitating Strategic Change				

¹ Must be completed prior to enrolment in the unit.

² Must be completed concurrently with enrolment in the unit.

³ May be completed either prior to or concurrently with enrolment in the unit.

⁴ May not be done after completing the unit.

Unit	Unit Name	Prerequisite ¹	Corequisite ²	Prerequisite OR Corequisite ³	Incompatible ⁴
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	
TR540	Trauma Counselling: Theoretical Foundations				
TR541	Trauma Counselling: Intervention Frameworks			TR540, CO614	
TR542	Trauma Counselling: Intervention Strategies	TR540, TR541		CO667	

¹ Must be completed prior to enrolment in the unit.

² Must be completed concurrently with enrolment in the unit.

³ May be completed either prior to or concurrently with enrolment in the unit.

⁴ May not be done after completing the unit.

Section 6: Resource requirements

- 6.1 Computing facilities**
- 6.2 Text books**
- 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 audio-visual communication tools, and manage and back up files.

6.2 Text books

Each semester a text book list is published on the CHC website along with information about suggested locations where students could purchase the texts. These retailers are not given textbook list requirements by CHC so at times they may not have sufficient stock. Students are expected to source the required readings no later than orientation week. Information about required text books 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 text books, 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 text book.

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 CHC Reception.

Topic/Issue	Staff Member
Accommodation	Stephanie Germain (sgermain@chc.edu.au)
Australia Studies Centre	Joyce Mok (joyce.mok@chc.edu.au)
Counselling and Support Centre	counselling@chc.edu.au
Disability support	disabilitysupport@chc.edu.au
End-of-Semester examinations	Student Administration (sadmin@chc.edu.au)
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
Overseas Student Liaison Officer (OSLO)	Stephanie Germain (sgermain@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 Administration (sadmin@chc.edu.au)
Student Life Coordinator	Stephanie Germain (sgermain@chc.edu.au)
Student Representative Council	studentcouncil@chc.edu.au
Student Services	Stephanie Germain (sgermain@chc.edu.au)
Study Support Tutor	studysupport@chc.edu.au
Timetable and Intensives Schedule	Student Administration (sadmin@chc.edu.au)
Tuition fees and student contribution amounts	CHC Business Office
Unit work	Unit lecturers/tutors
<i>School staff</i>	
Dean, School of Social Sciences	Dr Stephen Beaumont
Course Coordination	Social Sciences courses – Dr Johannes Luetz Counselling courses – Toni Neil
School Administration Officer	Rossana Seminario
Counselling Practicum Administration	Sonia Thompson
Social Sciences Practicum Administration	TBA