



## **YEAR 1**

### **CPS5144SW Tangata Whenua, Tangata Tiriti (15cr) - Level 5**

The course aims to give you an understanding of Māori as tangata whenua (indigenous people) of Aotearoa New Zealand. The course covers aspects of Te Ao Māori (Māori world), tikanga (culture), te reo Māori (the Māori language), and Te Tiriti o Waitangi (The Treaty of Waitangi). Integral to these aims will be an exploration of the relationship between biblical perspectives, the 'story of the Treaty', Māori relations and what that means for us as counsellors and social workers in the Aotearoa New Zealand context.

### **SPF5111 Framework 1: Origins, Themes and Perspectives in Aotearoa New Zealand & International Social Work (15cr) – Level 5**

People working in social services require an understanding of the history, origins and perspectives of social work practice internationally and with respect to the Aotearoa/New Zealand context. The historical context of practice provides a basis for critique of current social work practice in the twenty-first Century. This course will introduce the notion of social work practices and the development of social work as a profession. The course will reflect on Biblical examples of and inspiration for the ethic of social engagement (mercy) and change (justice). It will consider how these inspirations relate to the ethical framework for the profession. It will critique the role of Christian social services in the development of current practices.

### **TPC5188SW PIPI 1 Building Collaborative Partnerships (15cr) - Level 5**

The kaupapa or purpose of this course is to grow students' ability to connect with self, and others through the development of the core values and skills required for collaborative partnerships, based upon ideas of hospitality and manaakitanga. This is done by reflecting on Jesus' call to love others within a professional context. The link between personal and professional development will be emphasised.

### **FPS5117 Vision & Vocation (15cr) - Level 5**

This course relates students' personal journeys of faith to the biblical call towards holistic formation and its practical demonstration in social and professional life. Students will reflect on how a vision of God's character and mission informs and inspires their vocational call.

### **FPS5116 Human Lifespan (15cr) – Level 5**

Working in helping professions requires an appreciation and understanding of the complexity and intricacies of human development across the lifespan and in the context of the environments in which people live. The human lifespan is studied from conception to death within a biblical, familial, social and cultural context to enhance understanding, respect and acceptance of diversity. Developments, across physical, psychological, emotional, social, moral and spiritual domains are explored. Key knowledges of human development will be described, including commonly understood theories as well as Te Ao Māori and other diverse perspectives. These knowledges will be applied to the understanding of one's own development and to support stage-appropriate professional practice as a counsellor or social worker.

### **SPP5155 Pōwhiri Poutama (15cr) - Level 5**

The purpose of this course is to develop students' knowledge and skills in relation to Pōwhiri Poutama. Through the course learning tasks and assessments, this course provides opportunity for students to position themselves within the Christian vision for shalom, by locating themselves, with in te ao Māori, for social work contexts. Students will demonstrate understanding of protocols for engagement within te ao Māori. Correct pronunciation of te reo Māori will be assessed.

### **SPF5312 Fields of Practice (15cr) - Level 5**

Social workers can be found in a wide variety of fields of practice. For example, they can participate in community development, work with cultural communities or communities of interest; and they can practice in health and disability settings, welfare organisations, justice systems, church organisations and schools. In addition, they can apply their skill and knowledge to careers such as policy analysis or research. The purpose of this paper is to identify and contrast the features of different fields of practice. It will also include knowledge and theory, practice principles, research, models and interventions. The paper will look at how fields of practice give expression to the biblical mandate for social engagement.

Students will undertake a critique of a chosen field of practice and investigate current issues.

### **SPP5122 Introduction to Skills for Social Work Practice 1 (15cr) - Level 5**

The purpose of this course is to develop students' core social work practice skills within strengths-based practice knowledges ensuring students understand service-users' transactions within a bio-psycho-social-spiritual framework. Included in this framework is an understanding of the importance of bi-cultural and multi-cultural ways of being as a social work practitioner. The focus is on the development of core strengths-based skills that support an optimistic and hopeful lens for practice that support and empower the vulnerable which is inspired by the Apostle Paul's call to find and focus on those things that are "right, pure, lovely and honourable" (Philippians 4:7). Respect, acceptance, reciprocity, awareness of one's own vulnerability and the holding of hope as dimensions of a humility stance will be explored.

## **YEAR 2**

### **SWP6211 Applied Politics and Law (30cr) – Level 6**

This course introduces social policy, politics, processes and institutions of the Aotearoa/New Zealand political system. Politics are defined, and political ideology and notions of democracy explored. The political system and core beliefs of different political parties in Aotearoa New Zealand are examined. This includes building detailed knowledge of the judicial system in terms of its function, power and practice in Aotearoa New Zealand. Students will also discover how law is interpreted and the relationship and impact of legislation for social workers on their work, as well as for their agencies and clients. Political influence in social justice is described and related to the biblical call to stand for the marginalised.

### **SWP6201 Te Tiriti Informed Practice (15cr) – Level 6**

This course will consider the significance of He Whakaputanga/Declaration of Independence and Te Tiriti o Waitangi for social work practice in Aotearoa New Zealand. The foundational place of tikanga to bi-cultural practice and relationships and the interruption of these through colonial history will be discussed. A range of Māori ways of working in social work practice will be explored along with their relationship to Māori and biblical principles. Students will identify and explore their own culture, heritage and worldview in order to develop an open, non-judgmental and critically informed approach to working with people, particularly tangata whenua.

### **SPF6211 Framework 2: Theories for Social Work (15cr) – Level 6**

This paper invites students to understand their position and explore how they position themselves. Students will look at the concepts that shape what social workers do, how they decide what to do or what they could do. In theorising social work in this way, students will look at a variety of theories which underpin social work practice and explore the stories that we construct about how we do social work. This will include looking at our own knowledge and beliefs from a Christ following position. We will expand our understanding about some of the influences and assumptions that underpin how students look at their own knowledge and beliefs. A bio-psycho-social-spiritual perspective will be used to consider how we can explore these to give expression to the Codes of Conduct and Ethics.

### **CPS6271SW Whānau and Families: Locating ourselves (15cr) – Level 6**

This course considers the impact of one's whānau and or family of origin and the dominant stories within, to heighten awareness of the power of whānau and or family patterns to influence the whānau or family life of successive generations.

An exploration of the challenges of, and possibilities for, whānau and or family life will give students an understanding of issues facing whānau and families today. An introduction to whānau and family systems, ideas, genograms, and theories about whānau and family functioning will give students a foundation learning about locating themselves in relationship with whānau and family work. Students will bring together an understanding of how their own whānau and or family experience informs their engagement with a range of perspectives and types of whānau and or families.

### **CPS7340 Working Inclusively (15cr) – Level 7**

Aotearoa New Zealand's covenant document, Te Tiriti O Waitangi, embeds the importance of participation, partnership and protection between iwi and tauwi. On this foundation, New Zealand has become increasingly multicultural as more people have immigrated here. Consequently, the challenge for social workers and counsellors in New Zealand is to be able to work effectively cross culturally, understanding and respecting difference in actions that demonstrate the biblical mandate to 'love your neighbour'/'kia aroha koe ki tōu hoa tata, anō ko koe'. The theory and application of effective cross cultural and other inclusive interactions, including culture and ethnicity, immigration, gender, sexuality, disability, age and religion are identified and developed in this course.

### **SPF6212 Community Development: Local & Global (15cr) – Level 6**

This course will explore a framework of understanding of community development and the role of social workers as practitioners. Students will articulate principles and theoretical frameworks underpinning community development and will volunteer in an agency for 20 hours. Change processes will be explored and power relations that impact communities local and global. Person-in-environment will be considered throughout, towards human flourishing and shalom, referring to the Micah 6:8 call.

### **CPS6272 Working with Whānau and Families: Applied Theory to Developing Practice (15cr) – Level 6**

Social work and counselling practitioners work with whānau and families to journey toward whānau ora or wellbeing. The purpose of this course is to develop understanding and skills to work with whānau and families. Within Te Tiriti informed practice and biblical narratives, students will develop their practice approach. This will include an evaluation of models, positions and approaches. Students will develop skills for everyday practice, with emphasis on the professional development of the counsellor/social worker, including engagement, communication and facilitation skills.

## **YEAR 3**

### **SWP7401 Social Work Policy in Action (15cr) - Level 7**

Political ideology permeates social policy which, when implemented, affects people's well-being in their social context, including their access to services and resources. Motivated by the identification of Jesus with the marginalised and taking a stance against oppressive social structures and practices, social workers seek human rights and social justice for all. They, therefore, need to be well equipped to critically analyse and proactively challenge policy which disenfranchises, excludes or oppresses social communities and people of diverse cultures, including Māori, both within Aotearoa New Zealand and globally.

### **TPC7270SW Common Themes (15cr) - Level 7**

This course aims to build on previous knowledges and skills gained in the first two years of the programme to develop an advanced awareness of common adversities that bring people to a place of seeking social work interventions. These include: addictions, other mental health issues, family violence, abuse, homelessness, migration and disability. Students examine the aetiologies, presentation and effects of these challenges on individuals, families/whānau and communities. They also critically consider how they position themselves vis-à-vis these issues; and how they negotiate power relations and preferred futures with affected people. The paper also develops students' competence and confidence with conducting risk assessments and safety planning in culturally responsive ways that align with kaupapa Māori and reflect critical language awareness. Overall, the paper seeks to provide a space in which students can clarify and critically reflect on how their values shape social work practice that is inclusive, collaborative, empowering, safe and hopeful – in keeping with Micah 6:8.

### **SPF7311 FRAMEWORK 3: Models & Practice Approaches for Social Work Practice (30cr) - Level 7**

Building on Framework One and Two papers, this course is praxis-focused and designed to support students in articulating their current understandings and synthesise those with current approaches for social work practice. This course focuses specifically on a range of Tangata Whenua, Tangata Pasifika, Social Constructionist and Humanist Existential models for practice. The theoretical underpinnings of each of these models will be detailed to enable students to have an in-depth understanding of the theoretical concepts inherent within each of the models. Students will be encouraged to reflect critically on these models, find points of connection and disconnection with Christ-following ideas and apply them to practice. An assessment of the application of each of these approaches within current social work practise will be provided, alongside their application to practise in the Aotearoa/NZ context.

### **SPP6322FP PIPI 2: Placement – 50 days placement (30cr) - Level 6**

The course will broaden students' understandings of and experience with social work roles and contexts as they develop a Christ-inspired professional identity with on-going examination of guiding values and motivations for practice. Within a 50 day field education placement, students work in collaboration with colleagues and service users/whānau as they continue to further develop skills, understanding and reflexivity within Te Tiriti informed practice. Through the process of reflection, they identify, explore and critique the values and knowledge which underpin and sustain their ethical social work practice.

### **SPP6321 Skills for Social Work Practice 3: Working with Groups (15cr) – Level 7**

Social work and Counselling practitioners are involved in a variety of modes of practice within their professions including working within group settings. The kaupapa or purpose of this course is to equip people with the knowledge and skills to work with a range of clients in a group setting. This will be achieved by applying the theory for working in group contexts, including theories of group behaviour and group work processes, to everyday practice. There will be emphasis on the person of the facilitator, setting up groups, contracting with groups, an introduction to group facilitation skills, and the impact of cultural diversity and differing communities in group process.

### **SPP6322FP PIPI 2 Placement – 50 Day Placement (30cr) – Level 6**

The course will broaden students' understandings of and experience with social work roles and contexts as they develop a Christ-inspired professional identity with on-going examination of guiding values and motivations for practice. Within a 50 day field education placement, students work in collaboration with colleagues and service users/whānau as they continue to further develop skills, understanding and reflexivity within Te Tiriti informed practice. Through the process of reflection, they identify, explore and critique the values and knowledge which underpin and sustain their ethical social work practice.

### **SPP6322 PIPI 2 Professional Considerations for Practice (15cr) – Level 6**

In Year 1 of the social work programme we aim that students develop their ability to connect with self, God and others; expand their awareness of people as living within a social context; and learn the history, purposes and beginning notions of professional social work practice.

In Year 2 we aim that students learn a range of theories, models and skills to empower and enable the person-in-environment; explore notions of justice, human rights and social development in the Aotearoa New Zealand context and worldwide.

In Year 3 we aim that students work towards enabling and empowering people, begin to integrate and apply knowledge of theories, models and skills in a variety of fields of practice; and develop their understanding of social justice, human rights and social development.

### **YEAR 4**

#### **SPP7422 PIPI 3: Research (15cr) – Level 7**

The course is designed to enable students to improve their practice through professional inquiry and self-study by providing an introduction to the research process. The course is designed to support students to not only learn *about* but also *experience* the research process through undertaking a small research project. This will include undertaking a literature review which provides a framework for their inquiry experience and reporting on the research process and findings through a research report.

#### **SPP7421 Advanced Skills for Social Work Practice (15cr) – Level 7**

The purpose of this course is to further extend students' social work practice skills through the integration of language, stance and strategies. These skills will integrate knowledge based on social work theory, models and approaches as well as strengths-based practice, including notions of collaboration and inclusion. It will include knowledge and skills of working biculturally, multiculturally and with diverse communities. Students will demonstrate and critically integrate their personal approach to practice with social work skills, knowledge and theory. They will also evaluate current aspects of practice that are personally challenging, examine assumptions and articulate an ethical approach that maintains a commitment to justice, mercy and humility within challenging social work practice situations.

#### **SPP7422FP PIPI 3 –Praxis and Field Placement (60cr) – Level 7**

By the completion of this course, students are expected to demonstrate competence to practice social work to the level of a beginning practitioner, having deeply examined, applied and extended their faith-values, knowledge and skills developed in coursework to a variety of practice settings, including within the bicultural framework of practice within Aotearoa New Zealand context. Further implications of a personal commitment to and action for a biblical understanding of justice, mercy and humility in the realities of social work practice will be identified and explored. Students will further engage with notions of reflexivity, inquiry, evidence-informed practice, learning styles and multiple intelligences. The course is designed to enable students to improve their practice through critical reflection on their competence and identification of areas for professional development.

#### **SPF7313 Servant Leadership & Managing in Social Services (15cr) – Level 7**

All social workers are placed in roles and positions where they need to exercise leadership. In addition to needing skills in leadership, social workers also need to develop skills in managing themselves, others and resources so that they contribute to organisational and institutional contexts of practice. The purpose of this course is to consider the essential theory and practical strategies for leadership and management in social work practice in the 21<sup>st</sup> century. Specifically this course will focus on the current issues and debates related to social service management and the inspiration of the leadership of Jesus for servant-leadership models. It will include a strengths-based management theory and practice framework for working with staff, the management of resources, and effective self-management

**SPF7411 Framework 4: Integrating Personal & Professional Approaches to Practice (15cr) - Level 7**

The purpose of this course is to provide an opportunity for students to critically evaluate and articulate their personal and professional framework for practice considering the following strands that have been developed over the degree programme: spirituality, social constructionism, strengths-based practice, bi-culturalism, and inclusive approaches to practice. The focus is on linking espoused theory (what you say you do) and theory-in-use (what you actually do), and the ability to evaluate and present an explicit and coherent stance utilising specific examples from fieldwork experience to support this stance. Students will critically reflect on the metaphor/ symbol that they developed to represent their practice framework in Year One, and consider how they would adapt, amend or add to their symbol to represent how it now looks in practice.