



## Bachelor of Social Work – Programme Overview

### Conceptual Framework

#### Institutional Vision and Mission

##### **BTI: Our Vision**

To be a relational, responsive and transformational Christ-following community who are committed to growing a faithful expression of the Kingdom of God on earth.

##### **BTI: Our Mission**

To provide Christ-centred, biblically informed professional preparation, development and research for influential service.

The Bethlehem Tertiary Institute (BTI) is a non-denominational Christian institution founded in 1993, committed to integrating faith-based principles with professional education. BTI emphasises a Christ-centred education, combining biblical values with critical thinking to produce ethical and reflective practitioners. The integration of knowledge (head), values (heart), and skills (hands) underpins BTI's educational philosophy. The Bachelor of Social Work (BSW) programme reflects this mission by fostering practitioners equipped to embody justice, mercy, and humility in their personal and professional lives. This document highlights BTI's comprehensive approach to social work education.

#### The Bachelor of Social Work Programme

Accredited by the New Zealand Qualifications Authority (NZQA) and the Social Workers Registration Board (SWRB) the BSW programme promotes experiential learning and a strengths-based approach. Ākonga (learners/students) are equipped to meet regulatory standards with an emphasis on professional competency, ethical practice, and cultural responsiveness. Mixed-mode delivery ensures nationwide accessibility, while onsite wānanga maintains the value of face-to-face relationships in teaching and learning.

### Key principles:

- **Shalom as a guiding framework:** Grounded in the Bible's grand narrative, the concept of shalom emphasises peace, justice, and comprehensive wellbeing. A praxis of shalom supports ākonga of all faith backgrounds for effective and critically reflective practice in diverse contexts.
- **Te Tiriti o Waitangi informed practice:** The programme incorporates Indigenous knowledges and practices, preparing ākonga to work competently with whānau Māori. Within a commitment to shalom as an outworking of justice, mercy, and humility BTI promotes a transformative understanding of colonisation and privilege that fosters social workers who will be change agents in their communities.
- **Experiential and reflective learning:** Ākonga engage in practical learning through field education, fostering professional growth, practice skills, self-awareness, and the integration of theory and practice. Ākonga are equipped to locate their practice in personal values and lived experiences, and to navigate regulatory requirements for robust practice.

## Programme rationale

The Bachelor of Social Work programme integrates a Christ-centred, faith-based perspective with professional social work practice. Grounded in a vision for shalom and guided by a commitment to Te Tiriti o Waitangi, the programme equips ākonga with critical reflection, cultural responsiveness, and practice skills for working in diverse social work contexts. By upholding the principles of justice, mercy, and humility, the programme fosters dedicated practitioners who strive for transformational change and serve their communities with competence and compassion.

## Aims of the Social Work Programme

### *Year 1: Foundations of social work*

Ākonga will:

- Develop their ability to connect with self, God, and others.
- Expand their understanding of social work contexts.
- Build practice skills with a focus on working competently with whānau Māori.
- Learn about the history, purpose, and core concepts of social work.

### *Year 2: Deepening knowledge and practice*

Ākonga will:

- Strengthen their skills in relation to social work theory and models.
- Enhance their understanding of Te Tiriti informed practice and regulatory standards.

- Advance their personal and professional formation through field education and critical reflection.

### *Year 3: Integrating a practice framework*

Ākonga will:

- Refine their professional skills, deepen theoretical knowledges, and develop cultural responsiveness for critically reflective practice.
- Integrate their learning with field education to create their own social work framework and demonstrate the competency standards.

## **Bachelor of Social Work – Graduate Profile**

### **Qualification Overview**

Graduates of the Bachelor of Social Work are professionally competent, ethically astute, and reflective practitioners equipped to navigate the complexities of social work in Aotearoa New Zealand. They integrate theoretical knowledge, cultural values, and practical skills for effective service delivery, aligned with the Social Workers Registration Board (SWRB) Core Competence Standards, advancing social justice, community wellbeing, and transformational change. Completion of the programme qualifies graduates to apply for registration with the SWRB to practise as registered social workers in Aotearoa New Zealand.

### **1. Knowledge Integration**

Graduates can:

- **Apply principles of social justice and shalom** as transformative frameworks, demonstrating moral courage, compassion, and humility in advancing personal, communal, and structural change.
- **Interpret and apply Te Tiriti o Waitangi** to uphold tino rangatiratanga, foster culturally responsive practice, and strengthen tangata whenua–tangata tiriti relationships.
- **Critically apply social work theories, reflective praxis, and strengths-based approaches** to challenge colonialism, privilege, and intersecting inequities, and to engage relationally and with integrity in advancing justice within contexts of diversity.
- **Navigate and uphold relevant legislation and ethical codes** toward safe and ethical social work practice.

### **2. Professional Attributes and Skills**

Graduates can:

- **Apply SWRB Core Competence Standards** in diverse settings to assess, plan, implement, and evaluate social work interventions.
- **Exercise independent judgment through critical reflection and experiential learning** to integrate theory with practice, drawing on supervised field education to navigate complex social issues.
- **Collaborate across disciplines and communities** to develop systemic solutions that enhance community wellbeing.

### 3. Professional Context Application

Graduates can:

- **Deliver high-quality, ethical, and responsive social work practice**, continuously adapting to meet the needs of individuals, whānau, families, and communities.

## Programme Schedule

### Schedule of Courses

#### Bachelor of Social Work

360 credits 120 credits at Level 7

SW5101	Vision and Vocation	Level 5	15 Credits
SW5102	Pōhiri Poutama	Level 5	15 Credits
SW5103	PIPI 1A: Introduction to Person-centred Practice	Level 5	15 Credits
SW5104	Framework 1	Level 5	15 Credits
SW5105	Fields of Practice	Level 5	15 Credits
SW5106	Human Lifespan	Level 5	15 Credits
SW5107	PIPI 1B: Skills in the Social Work Process	Level 5	15 Credits
SW5108	Tangata Whenua Tangata Tiriti	Level 5	15 Credits
SW6201	Applied Politics and Law	Level 6	15 Credits
SW6202	Te Tiriti Informed Practice	Level 6	15 Credits
SW6203	PIPI 2: Praxis and Placement	Level 6	45 Credits
SW6204	A Praxis of Shalom: Justice, Diversity, and Inclusion	Level 6	15 Credits
SW6205	Whānau and Family: Applied Theory	Level 6	15 Credits
SW6206	Framework 2	Level 6	15 Credits
SW7301	Advanced Skills	Level 7	15 Credits
SW7302	Restorative Social Work: Risk, Safety, and Wellbeing	Level 7	15 Credits
SW7303	PIPI 3: Praxis and Placement	Level 7	75 Credits
SW7304	Framework 3	Level 7	15 Credits

## Programme Chart

Year 1		Year 2			Year 3	
<i>Foundations of social work</i>		<i>Deepening knowledge and practice</i>			<i>Integrating a practice framework</i>	
Semester 1	Semester 2	Semester 1	Placement 1	Semester 2	Semester 1	Placement 2
<b>Vision and Vocation</b> (SW5101)	Fields of Practice (SW5105)	Applied Politics and Law (SW6201)		<b>A Praxis of Shalom: Justice, Diversity, and Inclusion</b> (SW6204)	Advanced Skills (SW7301)	
Pōhiri Poutama (SW5102)	<b>Human Lifespan</b> (SW5106)	Te Tiriti Informed Practice (SW6202)		<b>Whānau and Family: Applied Theory</b> (SW6205)	Restorative Social Work: Risk, Safety, & Wellbeing (SW7302)	
<b>PIPI 1A: Introduction to Person-centred Practice</b> (SW5103)	PIPI 1B: Skills in the Social Work Process (SW5107)	PIPI 2: Praxis and Placement (45 credits) (SW6203)			PIPI 3: Praxis and Placement (75 credits) (SW7303)	
Framework 1 (SW5104)	<b>Tangata Whenua Tangata Tiriti</b> (SW5108)			Framework 2 (SW6206)	Framework 3 (SW7304)	

### Notes:

- Courses listed in **bold** are shared with the Bachelor of Counselling programme.
- All courses carry a value of 15 credits unless otherwise specified (PIPI 2 and PIPI 3).
- **Pre-requisite Requirements:**
  - Year 1 courses must be successfully completed before starting Year 2.
  - Year 2 courses must be successfully completed before starting Year 3.
  - Minor variations to prerequisite requirements may be permitted for ākonga applying for CRT/RPL, provided timetables allow.

## Overview of Courses

### *Year 1: Foundations of social work*

Ākonga will:

- Develop their ability to connect with self, God, and others.
- Expand their understanding of social work contexts.
- Build practice skills with a focus on working competently with whānau Māori.
- Learn about the history, purpose, and core concepts of social work.

#### **SW5101 Vision and Vocation**

##### **COURSE DESCRIPTION:**

This course draws on the Bible's metanarrative themes as a theory base for professional practice. Key aspects of God's character and mission inform an approach to social and professional life. Ākonga are invited to reflect on and integrate their own life experiences, worldview, and values to inspire their vocational calling.

##### **LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Articulate ways in which the biblical metanarrative can be applied in social and professional life.
2. Explain how a vision of God's character and mission can shape vocational calling.

#### **SW5102 Pōhiri Poutama**

##### **COURSE DESCRIPTION:**

The purpose of this course is to develop ākonga knowledge and skills in relation to Pōhiri Poutama as a framework for engagement within te ao Māori in social work contexts. Ākonga will explore Pōhiri Poutama as a relational process grounded in whakawhanaungatanga. Through interactive learning tasks and Assignments, ākonga will reflect on their own cultural identity and positionality, situating themselves within a Christian vision for shalom and Te Tiriti o Waitangi-informed social work practice. Ākonga will demonstrate understanding and application of tikanga and kawa in te ao Māori, including correct pronunciation of te reo Māori as an essential aspect of culturally responsive practice.

##### **LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Articulate their cultural identity and positionality in relation to te ao Māori, using the Pōhiri Poutama framework, Te Tiriti-informed practice, and a Christian vision

for shalom.

2. Apply tikanga and kawa for engagement within te ao Māori, integrating te reo Māori as an essential aspect of culturally responsive and justice-oriented social work practice.

### **SW5103 PIPI 1a: Introduction to Person-centred Practice**

#### **COURSE DESCRIPTION:**

The kaupapa or purpose of this course is to grow ākonga 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.

#### **LEARNING INTENTIONS:**

It is our intention that ākonga will be able to:

1. Establish the nature and purpose of counselling and social work underpinned by the biblical metanarrative.
2. Identify the links between personal development and professional practice, including how patterns of being and doing influence reactions to current situations.
3. Demonstrate and identify core practice skills in helping relationships.

### **SW5104 Framework 1**

#### **COURSE DESCRIPTION:**

People working in social services require a foundational understanding of the history, origins, and evolving perspectives of social work practice, both internationally and within Aotearoa New Zealand. This course explores the historical and philosophical underpinnings of social work, including Indigenous perspectives, Te Tiriti o Waitangi, and the development of social work as a regulated profession.

Ākonga will engage in personal reflection to explore how their worldview, values, and beliefs shape their developing professional identity as social workers. The course introduces key social work values, ethics, and theories, encouraging ākonga to consider how biblical principles of justice, mercy, humility, and shalom inform ethical practice. It examines the role of Christian social services in shaping contemporary practice and prepares ākonga to begin understanding the competencies required for ethical and effective social work.

**LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Articulate how different worldviews—biblical, Indigenous (including tangata whenua), and non-Indigenous—shape social work practices and personal perspectives.
2. Explain how biblical principles of justice, mercy, humility, and shalom relate to ethical social work practice grounded in Te Tiriti o Waitangi and the Aotearoa New Zealand context.
3. Identify key historical and contemporary developments in the social work profession and their influence on professional identity and practice in local and global contexts.

**SW5105 Fields of Practice****COURSE DESCRIPTION:**

Social workers engage in a variety of fields, including community development, cultural communities, health and disability services, welfare organisations, justice systems, churches, and schools. They also contribute to areas such as policy analysis, research, and advocacy.

This course introduces ākonga to different fields of social work practice, exploring their key features, knowledge, theories, practice principles, research, models, and interventions. It examines how social work in these settings reflects Te Tiriti o Waitangi-informed practice and promotes justice, mercy, and humility. The course also considers how different fields of practice connect with the biblical mandate for social engagement. Ākonga will explore a chosen field of practice, identifying its key aspects and current issues.

**LEARNING INTENTIONS:**

In keeping with the above, this course intends that ākonga will:

1. Summarise key literature related to different fields of social work practice.
2. Identify key themes and their practical application in a selected field of practice.
3. Express personal motivations, beliefs, and values for social engagement in a chosen field of practice.

## **SW5106 Human Lifespan**

### **COURSE DESCRIPTION:**

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 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.

### **LEARNING INTENTIONS:**

In keeping with the above, ākongā will be able to:

1. Analyse the implications of viewing self and others as imago Dei for personal identity and professional orientation.
2. Interpret key lifespan knowledges, including diverse cultural and theoretical perspectives, across stages of human development.
3. Evaluate the implications of human development theories for identity formation and stage-appropriate professional practice.

## **SW5107 PIP1B: Skills in the Social Work Process**

### **COURSE DESCRIPTION:**

This course introduces ākongā to core social work practice skills within a strengths-based framework, equipping them to engage effectively with individuals, whānau, and communities. Ākongā will explore the bio-psycho-social-spiritual dimensions of service users' experiences, developing an appreciation for holistic, culturally responsive, and ethically grounded practice. The course integrates Te Tiriti-informed approaches to foster respectful and empowering interactions.

A key focus is the development of foundational social work skills that support an optimistic and hopeful approach to practice, ensuring that practitioners uphold the dignity and agency of those they serve. Through experiential learning, ākongā will critically reflect on the values that underpin strengths-based practice and align with professional social work standards, including the Social Workers Registration Board (SWRB) Core Competence Standards and Code of Conduct.

**LEARNING INTENTIONS:**

In keeping with the above, this course intends that ākonga will:

1. Explain core strengths-based skills in social work practice and their application across the social work process.
2. Analyse the knowledge and values underpinning strengths-based social work, including their relationship to a bio-psycho-social-spiritual understanding and matauranga Māori.
3. Apply foundational social work skills that support engagement, uphold a strengths-based approach, and reflect ethical and humble professional practice.

**SW5108 Tangata Whenua Tangata Tiriti****COURSE DESCRIPTION:**

This course provides an introduction to Māori as tangata whenua (Indigenous people) of Aotearoa New Zealand. It explores key aspects of Te Ao Māori (the Māori world), tikanga (cultural protocols and practices), te reo Māori (the Māori language), and Te Tiriti o Waitangi (the te reo Māori version of The Treaty of Waitangi). Emphasising the historical and contemporary significance of Te Tiriti, the course examines its implications for social work and counselling practice. Central to this exploration is the intersection of biblical perspectives, the story of the Treaty, and Māori–Pākehā relations, equipping ākonga to engage in culturally responsive, Te Tiriti-informed, and justice-oriented professional practice in Aotearoa New Zealand.

**LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Analyse Aotearoa New Zealand's history, political systems, and socio-economic context in relation to tangata whenua and the place of Te Tiriti o Waitangi in shaping contemporary society.
2. Integrate Te Ao Māori cultural knowledge and experiences to develop Te Tiriti-informed competence, respect, and confidence for social work and counselling practice.
3. Analyse biblical perspectives on culture in relation to the challenges and implications of Te Tiriti for faith, life, and professional practice.

*Year 2: Deepening knowledge and practice*

Ākonga will:

- Strengthen their skills in relation to social work theory and models.
- Enhance their understanding of Te Tiriti informed practice and regulatory standards.
- Advance their personal and professional formation through field education and critical reflection.

**SW6201 Applied Politics and Law**

**COURSE DESCRIPTION:**

This course explores the application of Aotearoa New Zealand legislation, political ideologies, and regulatory frameworks in social work practice. With a focus on Te Tiriti o Waitangi and biblical principles of justice, ākonga will examine legislation and apply culturally responsive approaches to understand their statutory responsibilities as social workers.

**LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Apply key legislative and regulatory frameworks relevant to social work practice in Aotearoa New Zealand, with a focus on Te Tiriti o Waitangi.
2. Integrate biblical principles of justice into ethical and professional social work practice.
3. Analyse political ideologies in relation to Indigenous knowledges and biblical principles of justice.

**SW6202 Te Tiriti Informed Practice**

**COURSE DESCRIPTION:**

This course equips ākonga to integrate Te Tiriti informed practice into their professional social work roles. Building on prior learning, ākonga will examine the significance of He Whakaputanga (Declaration of Independence) and Te Tiriti o Waitangi, with a focus on how these shape social work ethics, obligations, and responsibilities in Aotearoa New Zealand.

Through critical reflection, ākonga will explore how their own culture, heritage, and worldview influence their engagement with Te Tiriti principles in practice. The course will examine Māori models, theories, and approaches to social work and how these align with best practice frameworks, professional competencies, and biblical principles of justice and relational restoration. Emphasis will be placed on applying these insights to real-world

contexts, ensuring ākongā develop the cultural responsiveness and critical awareness necessary for ethical and effective practice.

**LEARNING INTENTIONS:**

In keeping with the above, ākongā will be able to:

1. Analyse how social work practice is shaped by He Whakaputanga, Te Tiriti o Waitangi, tikanga, and the historical and contemporary impacts of colonisation in Aotearoa New Zealand.
2. Critically reflect on their own culture, heritage, and worldview in relation to responsibilities within Te Tiriti-informed practice.
3. Apply Māori models, theories, or approaches to social work practice in ways that engage biblical principles of justice and relational restoration.

**SW6203 PIPI 2: Praxis and Placement**

**COURSE DESCRIPTION:**

This course deepens ākongā understanding and critical analysis of social work roles and contexts as they continue developing a professional identity informed by a biblical vision of shalom as justice, mercy, and humility in practice. With a strong emphasis on Te Tiriti-informed practice, ākongā will engage in a 50-day field education placement, working collaboratively with organisations, agencies, colleagues, and service users/whānau. Through structured critical reflection, ākongā will explore and critique the values, knowledge, and ethical principles that sustain professional social work practice in Aotearoa New Zealand. This process strengthens their ability to integrate theory with practice, develop cultural responsiveness, and refine their professional decision-making in diverse social service settings.

**LEARNING INTENTIONS:**

In keeping with the above, ākongā will be able to:

1. Critically evaluate a developing professional identity informed by a biblical vision of shalom as justice, mercy, and humility in practice, with attention to how this shapes guiding values and motivations for social work.
2. Apply social work knowledge, methods, and social policies in practice with awareness of their effectiveness and ethical implications.
3. Apply developing skills to work responsively with service users and whānau in collaborative, Te Tiriti-informed, safe, and ethical practice relationships.
4. Critically engage in professional supervision as a process for integrating values, theory, law, and policy in reflective and accountable social work practice.

## **SW6204 A Praxis of Shalom: Justice, Diversity, and Inclusion**

### **COURSE DESCRIPTION:**

This course explores shalom as a transformative framework for addressing discrimination and fostering community flourishing in Aotearoa New Zealand. Ākonga will analyse discourses that perpetuate discrimination, examining their impacts across personal, communal, and public contexts. Guided by Te Tiriti o Waitangi and a biblical vision for justice, ākonga will reflect on the power of grace to deconstruct hostility and foster community flourishing. Through the lens of issues such as cultural diversity, gender, disability, and migration, ākonga will develop the skills to integrate a praxis of shalom with relational and systemic change in professional practice.

### **LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Analyse discourses that perpetuate discrimination to understand their impacts on personal, communal, and public contexts.
2. Develop a praxis of shalom that embodies grace-informed practice principles to foster community flourishing.
3. Apply a praxis of shalom to contexts of discrimination, illustrating how grace-informed actions can foster communal and public transformation.

## **SW6205 Whānau and Family: Applied Theory**

### **COURSE DESCRIPTION:**

This course equips ākonga with knowledge and applied skills for working effectively with whānau and families in diverse contexts. Ākonga critically examine contemporary challenges and strengths within whānau and family systems, integrating theoretical perspectives with practical approaches that foster whānau ora and holistic family wellbeing. Through engagement with whakapapa kōrero and dominant narratives, ākonga reflect on their own whānau and family identity, exploring how these shape their personal and professional practice. Ākonga develop core competencies, including engagement, communication, and facilitation, applying Te Ao Māori-informed, strengths-based, and relational perspectives. Reflexive practice is central, enabling ākonga to understand how their presence, values, and cultural positioning influence professional relationships and interventions. Integrating a biblical narrative of shalom as community flourishing, ākonga strengthen their ability to work ethically, relationally, and collaboratively in ways that foster restorative and transformative approaches to whānau and family wellbeing.

**LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Critically explore understandings of whānau and family, including social constructions, biblical narratives, and Te Tiriti-informed perspectives, using theories, models, and approaches that support relational restoration and flourishing.
2. Apply culturally responsive, ethically astute, strengths-based approaches for engaging, communicating, and collaborating with whānau or families.
3. Analyse personal lived experiences of whānau and family, reflecting on how whakapapa kōrero and family narratives shape identity and influence engagement.

**SW6206 Framework 2****COURSE DESCRIPTION:**

This course is designed to help ākonga critically explore and synthesise relevant social work theories to inform their practice. Emphasising a Christ-centred perspective, ākonga will reflect on their positionality, beliefs, and values, assessing how these shape approaches to social work. The course delves into key theoretical models, including those rooted in Christian, social constructionist, humanist existential, Tāngata Whenua, and Pasifika frameworks. Ākonga will engage with these models to enhance their cultural competence and effectiveness in diverse social work settings. Rooted in praxis, the course encourages the integration of theory with practical application, empowering ākonga to reflect on the ethical and cultural dimensions of their practice within the Aotearoa New Zealand context. Assessment will focus on ākonga ability to apply these theories to real-world social work challenges, preparing them for effective, ethical, culturally responsive practice in their future careers.

**LEARNING INTENTIONS:**

In keeping with the above, ākonga will be able to:

1. Critically analyse key social work theories – including Pasifika frameworks – to assess their relevance in practice.
2. Examine how personal beliefs and a Christ-centred perspective shape positionality and ethical practice.
3. Apply theoretical insights to address real-world social work challenges in Aotearoa New Zealand.

*Year 3: Integrating a practice framework*

Ākonga will:

- Refine their professional skills, deepen theoretical knowledges, and develop cultural responsiveness for critically reflective practice.
- Integrate their learning with field education to create their own social work framework and demonstrate the competency standards.

**SW7301 Advanced Skills**

**COURSE DESCRIPTION:**

This course advances ākonga professional competence in complex social work contexts through the integration of language, stance, strategy, and theoretical knowledge. Emphasising strengths-based, culturally responsive, and ethically grounded practice, ākonga will deepen their capacity to engage collaboratively and inclusively across diverse settings.

Through critical reflection and experiential learning, ākonga will examine theoretical frameworks, ethical principles, and cultural considerations relevant to advanced practice. They will identify personal challenges and assumptions in practice and develop strategies that demonstrate justice, mercy, and humility in navigating the complexities of professional social work.

**LEARNING INTENTIONS:**

In keeping with the above, this course intends that ākonga will:

1. Apply advanced social work practice skills by integrating language, stance, strategies, and theoretical knowledge with professional competence and cultural responsiveness.
2. Critically reflect on social work skills, theoretical perspectives, ethical principles, and cultural considerations in complex practice contexts.
3. Critically evaluate personal challenges and assumptions in practice to develop an ethically grounded strategy that upholds justice, mercy, and humility in navigating complex social work situations.

## **SW7302 Restorative Social Work: Risk, Safety, & Wellbeing**

### **COURSE DESCRIPTION:**

This course equips ākonga with the knowledge and skills necessary to conduct comprehensive risk assessments and implement effective intervention strategies in social work practice. Grounded in Te Tiriti o Waitangi, the biblical concept of shalom as comprehensive wellbeing, and professional ethical standards, ākonga will critically engage with concepts of risk, safety, resilience, and protective factors across diverse contexts.

Through a combination of theoretical learning, case-based application, and critical reflection, ākonga will develop the ability to assess and respond to complex situations involving individuals, whānau, families, and communities. By the end of this course, ākonga will demonstrate advanced critical thinking, ethical decision-making, and the ability to apply risk assessment frameworks to real-world social work scenarios, contributing to the holistic wellbeing of individuals and communities.

### **LEARNING INTENTIONS:**

In keeping with the above, this course intends that ākonga will:

1. Apply advanced skills in risk assessment and intervention by engaging with concepts of risk, safety, resilience, and protective factors to develop effective responses in diverse social work contexts.
2. Apply Te Tiriti o Waitangi principles and a shalom-centred approach to assess and respond to risk in ways that uphold comprehensive wellbeing, relational restoration, and culturally responsive practice with individuals, whānau, families, and communities.
3. Critically evaluate personal values, biases, and ethical responsibilities in risk assessment and intervention to support professional decision-making that aligns with best practice, regulatory standards, and holistic wellbeing.

## **SW7303 PIPI 3: Praxis and Placement**

### **COURSE DESCRIPTION:**

At the completion of this course, ākonga will demonstrate competence to practice social work at the level of a beginning practitioner. They will critically apply and extend their faith-informed values, knowledge, and skills in diverse practice settings, with a particular emphasis on Te Tiriti-informed practice within the Aotearoa New Zealand context.

Ākonga will explore the implications of a biblical understanding of justice, mercy, and humility in the realities of social work practice, integrating these principles into ethical decision-making, advocacy, and professional engagement. They will engage deeply with reflexivity, critical inquiry, and evidence-informed practice, while also refining their self-awareness regarding learning styles and multiple intelligences in professional development.

This course is designed to support ākonga transition to professional practice through structured critical reflection on competence, field education experiences, and areas for growth. Through this process, ākonga will refine their practice frameworks, consolidate their professional identity, and develop a lifelong commitment to ethical, culturally responsive, and transformative social work practice.

### **LEARNING INTENTIONS:**

In keeping with the above, this course intends that ākonga will:

1. Critically reflect on a biblically-informed professional identity to express guiding values, ethical commitments, and motivations for practice in diverse social work contexts.
2. Critically reflect on Te Tiriti-informed practice to support ethical, just, and culturally responsive social work grounded in Te Tiriti o Waitangi.
3. Justify the integration of social work knowledges by drawing on theory, research, evidence-informed practice, and critical inquiry to navigate complex practice settings.
4. Apply a developing level of practice using the SWRB Core Competence Standards in collaborative, safe, and ethical relationships with service users, whānau, and professional networks.

### **SW7304 Framework 3**

#### **COURSE DESCRIPTION:**

Ākonga will consolidate their understanding of key strands developed throughout the degree, including spirituality, social constructionism, strengths-based practice, Te Tiriti-informed practice, and a praxis of shalom. The course emphasizes the integration of theory and practice, requiring ākonga to critically engage with the interplay between espoused theory (what you say you do) and theory-in-use (what you actually do). Drawing on their fieldwork experiences, ākonga will evaluate how their framework aligns with social work ethics, Te Tiriti o Waitangi-informed practice, SWRB Core Competence Standards, and biblical principles of justice, mercy, humility, and relational restoration. As a culminating component of their learning journey, ākonga will revisit and critically reflect on the metaphor or symbol they developed in Year 1 to represent their evolving practice framework. They will adapt, amend, or expand their symbol to demonstrate its application in real-world social work settings, incorporating insights from their placement experiences, critical reflection, and professional growth.

#### **LEARNING INTENTIONS:**

In keeping with the above, this course intends that ākonga will:

1. Formulate a personal, theoretically and biblically informed practice framework that integrates a praxis of shalom, Te Tiriti-informed practice, and the relationship between theory and practice.
2. Critically engage with literature to evaluate how key theories, concepts, and perspectives inform and challenge their professional positioning.
3. Articulate a synthesis of knowledge, skills, principles, and attitudinal stance that supports ongoing practice grounded in relational restoration and the biblical values of justice, mercy, and humility in Aotearoa New Zealand.