

# Postgraduate Programmes Information Booklet 2025



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## What does BTI offer you?

The BTI postgraduate professional practice programmes offer a distinctive contribution:

- The creation of a learning community that embraces educators (local and international), students and key stakeholder agencies in the learning project.
- Advanced knowledge of specialist fields of professional practice with rigorous analysis, criticism and problem solving.
- Robust experiential learning which places your personal development and professional formation at the centre of the educational endeavour.
- A biblically-informed programme that integrates the outworking of faith within professional practice.
- A social constructionist analysis of professional practice.
- Engagement in a passionate, ongoing commitment to the wellbeing of individuals and communities.
- Distance delivery with in-person and streamed online wānanga and tutorials, enabling access to the programme throughout New Zealand and from overseas.

The rest of this booklet overviews our postgraduate programmes. First, the leadership major, followed by the trauma-informed leadership major and then the trauma therapy major. At the end is a set of FAQs followed by summary descriptions of each course.

# Postgraduate Programmes in Professional Practice and Leadership

The first major in our suite of postgraduate programmes was in the specialty field of leadership. This applies to leadership in a multitude of professional and work contexts. It provides advanced level input on leadership as well as an opportunity to consider the ‘why’ of professional practice in relation to faith and value commitments. This has enriched many of the years to see work as a vocation that they can bring their whole self to and which outworks those inner commitments in consistent and thoughtful ways.

The educational and employment pathways are detailed below:

## What are the Education Pathways?

- Entry to the postgraduate diploma programme requires a bachelor degree in a relevant field, or relevant Level 7+ qualification or experience that is both relevant as well as provides a context for reflecting on the topics covered in the programme. You will also need professional experience, evidence of belonging to a profession and a letter of support from a supervisor or manager.
- The initial goal is completion of the Postgraduate Diploma of Professional Practice (Leadership). This involves core papers in personal and professional principles and in leadership (120cr, Level 8). The final PG Diploma paper has two assignment options: one requires a proposal which prepares them for a piece of Master’s research and the other option enables a practice-related inquiry.
- On completion of the PG Diploma, you can apply for the Master’s major in leadership called the Master of Professional Practice (Leadership) (providing a total of 180cr at Level 9).
- Then, according to NZQA documentation, “A person who holds a Master’s Degree achieved to an appropriate standard, that includes a research component, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.” The Master’s qualification will have developed ‘ways of being’ necessary for sustaining a doctoral pathway if that is your desire. By then, you will have developed a strong foundational understanding about the process of research and you will have studied a range of research methodologies. Importantly, as a graduate from the Master of Professional Practice, you will also have a growing sense of yourself as researcher-practitioner.

## **Employment Pathways**

- Professional standing: These qualifications are professional development and enrichment in nature and do not provide initial qualifications for entry into a profession.
- Vocational benefits: These qualifications are intended to enrich professional practice, enhance effectiveness in organisational roles and foster possibilities for mentoring, supervision, leadership, management and research roles.

## **Programme Aim and Strategic Purpose**

The **Postgraduate Diploma in Professional Practice (Leadership)** helps Christ-following professionals—such as teachers, counsellors, social workers, mentors, chaplains, youth workers, pastors, occupational therapists and organisational leaders — understand their leadership as missional and transformative, aiming for shalom (wellbeing and flourishing). Through advanced and imaginative exploration of faith’s intellectual and practical implications, it aims to reconnect leadership with the Kingdom of God and the self in the socio-cultural context. The programme offers a rigorous, research-rich experience to nurture confident, Christ-following leaders whose practice aligns with their vision for individual and social wellbeing.

## **Programme Rationale**

*The BTI Postgraduate Diploma in and Master of Professional Practice (Leadership) enables the development of the dispositions, as well as advanced level knowledge and skills to engage in research-informed professional practice which is understood as an expression of a call of the biblical narrative. Graduates further develop the capacity to engage in embodied scholarship that is informed by faith, inspired by hope and motivated by love, to undertake supervised independent research, to honour ethical principles central to human flourishing, including those derived from Te Tiriti o Waitangi, and those pertaining to culturally responsive practice, and to contribute as leaders to the wider professional community.*

## **Graduate Profile Outcomes (GPOs)**

The PG Dip PP core GPOs spanning across all majors are for graduates who can:

- Harmonise their professional, personal, cultural and spiritual identities to catalyse and sustain professional growth.
- Engage with multiple perspectives with humility, empathy and grace.
- Draw upon their faith and spirituality in a way that is a meaningful and integral part of their professional work

The specific PG Dip PP (Leadership) GPO is graduates who can:

- Consider the various benefits and challenges of different leadership approaches and locate oneself within this landscape.

## **Programme Structure: Levels and Credits**

<b>POSTGRADUATE DIPLOMA IN PROFESSIONAL PRACTICE (LEADERSHIP)</b>		
<b>(120 credits at Level 8)</b>		
MPP840	Personal and Professional Principles in Practice	30 Credits at Level 8
MPP843	Theory and Practice of Professional Leadership	30 Credits at Level 8
MPP844	Research Inquiry	30 Credits at Level 8
<b>ELECTIVE COURSES – 30 credits from the following:</b>		
MPP845	Professional Supervision and Mentoring: Praxis	15 Credits at Level 8
MPP846	Professional Supervision and Mentoring: Reflective Practice	15 Credits at Level 8
OR	Approved courses in other MPP majors	

### ***Entry Criteria***

- An appropriate NZQA approved Bachelor degree or above, or a strong recommendation from the Interview panel.
- Alignment with values of social change, justice, public good and people's well-being
- A minimum of two years professional experience
- Evidence of belonging to a profession (e.g., have provisional or full registration with a professional registration board, have membership of a professional association).
- A letter of support from their immediate supervisor/manager indicating that they are employed or volunteering in an existing vocational situation which will provide a context for study and application of learning.

# Postgraduate Programmes in Trauma-Responsive Practice

In 2025 BTI two new majors are available in the Professional Practice suite of programmes:

**A Postgraduate Diploma and Master of Professional Practice (Trauma-Informed Leadership & Service)** for professional development and enrichment for leaders, aspiring leaders and those concerned with trauma-informed practice in organisations.

Whilst not providing initial entry into a profession, this qualification will help professionals to be more aware of the impacts and presentations of trauma-affected clients or service-users and be agentic in the development of trauma-informed organisational practices.

As with the Trauma-Responsive Therapy major, this major starts with the pre-requisite Postgraduate Certificate in Responding to Trauma (PGCRT), a 60-credit programme covering the important understandings of trauma and what it means to be trauma-informed, trauma-responsive and trauma-specific. It then goes into depth on approaches to leadership, as well as mentoring and supervision in the workplace, followed by preparation for research into an aspect of most interest to you.

and

**A Postgraduate Diploma and Master of Professional Practice (Trauma-Responsive Therapy)** for professional development and enrichment for members of an existing trauma-therapy related profession such as counsellors, psychotherapists, social workers and psychologists who have some trauma therapy experience.

Whilst also not an initial qualification for entry into a helping profession, this programme will help existing professionals go into depth on therapeutic responses with people experiencing trauma followed by preparation for research into an aspect of therapeutic practice of interest to you.

This programme also starts with the pre-requisite Postgraduate Certificate in Responding to Trauma (PGCRT), a 60-credit programme covering important understandings of trauma and what it means to be trauma-informed, trauma-responsive and trauma-specific.

## What are the Educational Pathways?

- Entry to any of our postgraduate programmes requires a Bachelor degree in a relevant field, or relevant Level 7+ qualification or experience deemed relevant providing likelihood of success in the programme, plus professional experience and a letter of support from a supervisor or manager.
- The initial goal is completion of the Postgraduate Certificate in Responding to Trauma (PGCRT) which is 60 credits at NZQA Level 8. This is introduced below.
- From there you can enrol into one of the Postgraduate Diplomas - professionals engaged in trauma related contexts or organisations but not qualified as therapeutic practitioners can enrol into the Trauma-Informed Leadership and Service major and professionals engaged in trauma therapy can enrol in the Trauma-Responsive Therapy stream (both 120cr at Level 8 on the NZQA framework).

The final PG Diploma paper in all our postgraduate majors has two assignment options: one requires a proposal preparing you for Master's research and the other option enables a practice-related inquiry.

- On completion of one of the PG Diplomas, you can apply for the Master of Professional Practice in your respective major (an additional 60 credits providing a total of 180 credits at Level 9).
- A Master's degree is needed for anyone wanting to go to a doctoral degree. Importantly, a graduate from the Master of Professional Practice will also have a growing sense of self as researcher-practitioner.

# The Postgraduate Certificate in Responding to Trauma

**Programme Aim and Strategic Purpose:** The **Postgraduate Certificate in Responding to Trauma** is aimed at a wide range of professionals whose existing practice is focused on human wellbeing but who are faced with people's suffering and trauma and its various manifestations. Such professionals include social workers, counsellors, teachers and educators, supervisors and mentors, human resource managers, chaplains, youth workers, pastors, occupational therapists, health care and social services professionals, and police officers. The programme aims to equip these helping professionals with understanding and insights to support their staff and clients who are increasingly demonstrating psychological, physical, relational, and behavioural consequences from exposure to repeated or extended adverse life circumstances and help organisations to become more trauma-informed in their professional practice.

**Programme Rationale:** The Postgraduate Certificate in Responding to Trauma prepares graduates to connect with God, self, and others in human and natural systems by honouring ethical principles central to wellbeing and flourishing. It upholds the principles of Te Tiriti o Waitangi, respecting and valuing the wisdom of all cultures as expressions of humanity in all its diversity and beauty. It seeks to support the development of competent, self-aware, ethical, relational, reflexive and solution-finding practice that is informed by faith, inspired by hope, and motivated by love.

**Graduate Profile Outcomes:** Graduates who can:

- Harmonise their professional, personal, cultural and spiritual identities to catalyse and sustain professional growth.
- Engage with multiple perspectives with humility, empathy and grace.
- Draw upon their faith and spirituality in a way that is a meaningful and integral part of their professional work.

## Courses

POSTGRADUATE CERTIFICATE IN RESPONDING TO TRAUMA		
MPP801	The Trauma-Responsive Organisation	5 Credits at Level 8
MPP802	Burnout, Fatigue and Human Flourishing	5 Credits at Level 8
MPP803	Responding to Crisis	5 Credits at Level 8
MPP804	Identity and Trauma	15 Credits at Level 8
MPP805	Risk and Suicide	15 Credits at Level 8
MPP806	Interpersonal Trauma	15 Credits at Level 8
<b>TOTAL</b>		60 credits at Level 8

## Entry Criteria

A broadly relevant Bachelor's degree or Level 7 qualification or two years professional experience.

This PG Certificate gives 60 credits towards one of the 120 credit PG Diplomas related to trauma below:



# The Postgraduate Diploma in Professional Practice (Trauma-Informed Leadership and Service)

**Programme Aim and Strategic Purpose:** With the growing awareness internationally of how adverse experiences can leave painful imprints of trauma across the lifespan and across our whānau and communities, the **Postgraduate Diploma in Professional Practice (Trauma-Informed Leadership and Service)** aims to enhance shalom - wellbeing and flourishing - in practitioners and their professional practice contexts. It aims to meet the expressed needs of leaders in organisations interfacing with those experiencing ongoing trauma responses, professionals who desire to integrate research- based understandings of trauma and apply their learning in trauma-informed, effective, ethical, service and leadership practices leading to transformed professional contexts and more aware and compassionate communities.

**Programme Rationale:** The Postgraduate Diploma in Professional Practice (Trauma-Informed Leadership and Service) extends skills, understandings and ways of being for biblically-inspired, culturally-attuned and research-informed organisational responses to trauma.

**Graduate Profile Outcomes:** Graduates who can:

- Harmonise their professional, personal, cultural and spiritual identities to catalyse and sustain professional growth.
- Engage with multiple perspectives with humility, empathy and grace.
- Draw upon their faith and spirituality in a way that is a meaningful and integral part of their professional work.
- Consider the various benefits and challenges of different leadership approaches and locate oneself within this landscape.
- Foster and facilitate trauma-responsiveness within organisational, community, whānau, hapū and iwi contexts.

## Courses

<b>TRAUMA-INFORMED LEADERSHIP AND SERVICE MAJOR</b>		
POSTGRADUATE CERTIFICATE IN RESPONDING TO TRAUMA – 60 credits		
MPP801	The Trauma-Responsive Organisation	5 Credits at Level 8
MPP802	Burnout, Fatigue and Human Flourishing	5 Credits at Level 8
MPP803	Responding to Crisis	5 Credits at Level 8
MPP804	Identity and Trauma	15 Credits at Level 8
MPP805	Risk and Suicide	15 Credits at Level 8
MPP806	Interpersonal Trauma	15 Credits at Level 8
POSTGRADUATE DIPLOMA IN PROFESSIONAL PRACTICE (TRAUMA-INFORMED LEADERSHIP AND SERVICE) – 120 credits - All of the above plus the following:		
MPP844	Professional Practice Inquiry	30 Credits at Level 8
And ELECT either:		
MPP843	Theory and Practice of Professional Leadership	30 Credits at Level 8
Or THE FOLLOWING TWO PAPERS IN SUCCESSION:		
MPP845	Supervision & Mentoring: Praxis	15 Credits at Level 8
And MPP846	Supervision & Mentoring: Reflective Practice	15 Credits at Level 8

### Entry Criteria

- The Postgraduate Certificate in Responding to Trauma or equivalent.
- A letter of support indicating a role in a setting which will provide a context for study.

# The Postgraduate Diploma in Professional Practice (Trauma-Responsive Therapy)

**Programme Aim and Strategic Purpose:** With the growing awareness internationally of how adverse experiences can leave painful imprints of trauma across the lifespan and across our whānau and communities, the **Postgraduate Diploma in Professional Practice (Trauma-Responsive Therapy)** aims to enhance shalom - wellbeing and flourishing - in practitioners, their professional practice contexts and the clients they serve. The programme aims to meet the expressed needs of counsellors, psychotherapists, social workers, psychologists and other therapeutic professionals for in-depth understanding of trauma that integrates research-informed knowledge from many fields and for effective, ethical, evidence-based practice interventions and organisational responses.

**Programme Rationale:** The Postgraduate Diploma in Professional Practice (Trauma-Responsive Therapy) extends skills, understandings and ways of being for biblically-inspired, culturally-attuned and research-informed therapeutic responses to clients experiencing trauma.

**Graduate Profile Outcomes:** Graduates who can:

- Harmonise their professional, personal, cultural and spiritual identities to catalyse and sustain professional growth.
- Engage with multiple perspectives with humility, empathy and grace.
- Draw upon their faith and spirituality in a way that is a meaningful and integral part of their professional work.
- Apply evidence-based strategies in ethically aware and culturally-attuned trauma therapy.

## Courses

<b>TRAUMA-RESPONSIVE THERAPY MAJOR</b>		
POSTGRADUATE CERTIFICATE IN RESPONDING TO TRAUMA – 60 credits		
MPP801	The Trauma-Responsive Organisation	5 Credits at Level 8
MPP802	Burnout, Fatigue and Human Flourishing	5 Credits at Level 8
MPP803	Responding to Crisis	5 Credits at Level 8
MPP804	Identity and Trauma	15 Credits at Level 8
MPP805	Risk and Suicide	15 Credits at Level 8
MPP806	Interpersonal Trauma	15 Credits at Level 8
POSTGRADUATE DIPLOMA IN PROFESSIONAL PRACTICE (TRAUMA-RESPONSIVE THERAPY) 120 credits - All of the above plus the following:		
MPP807	Working Therapeutically with Trauma	30 Credits at Level 8
MPP844	Professional Practice Inquiry	30 Credits at Level 8

### **Entry Criteria**

- The Postgraduate Certificate in Responding to Trauma or equivalent.
- Membership of appropriate professional body with supervised practice experience.
- A letter of support indicating the applicant has a role in trauma-related professional setting.

# FAQs

1 *When can I start my study?*

You can start at the beginning of either semester. You will need an Individualised Learning Plan (ILP) to map out your study and make sure you cover all the papers needed.

2 *What is the PG Dip PP (TILS)?*

The Postgraduate Diploma of Professional Practice (Trauma-Informed Leadership and Service) starts off with the pre-requisite Postgraduate Certificate in Responding to Trauma (PGCRT) which is 60 credits covering the important understandings of trauma, what it means to be trauma-informed, trauma-responsive and trauma-specific. It then goes into depth on approaches to leadership as well as mentoring and supervision in the workplace followed by preparation for research into an aspect of most interest to you.

3 *What is the PG Dip PP (TRT)?*

The Postgraduate Diploma of Professional Practice (Trauma-Responsive Therapy) is for professional members of an existing trauma-therapy related profession who have trauma therapy or mental health sector involvement and experience. It starts with the pre-requisite Postgraduate Certificate in Responding to Trauma which is 60 credits covering the important understandings of trauma, what it means to be trauma-informed, trauma-responsive and trauma-specific. It then goes into depth on therapeutic responses to people experiencing trauma.

4 *Can I enrol in the Postgraduate Diploma of Professional Practice (Trauma-Responsive Therapy) before finishing the PG Certificate in Responding to Trauma?*

No. The PGCRT is vitally important as the foundation on which to build trauma therapy practice.

5 *Can I enrol in the Postgraduate Diploma of Professional Practice (Trauma-Informed Leadership and Service) before finishing the PG Certificate in Responding to Trauma?*

Not usually – but if your paper pattern does not create a clean start to the PG Diploma papers in a particular year, an individualised learning plan can be created at the discretion of the Programme Lead to make it possible to get started on the PG Diploma. They must be confident that sufficient foundation has been laid on which to build the PG Diploma courses.

6 *Can I enrol in the Master's thesis paper before finishing the MPP844 Research Inquiry preparation paper?*

No. *MPP844 Research Inquiry* sets you up for the thesis paper (MPP951) in the Master's programme. An average of B+ across the Level 8 Postgraduate Diploma papers is needed to show readiness for the thesis work.

7 *What is the purpose of the Master's level and the research thesis?*

The Master's level has a specific outcome in mind for graduates: to develop a reflective researcher-practitioner stance as a foundation for excellence in research-informed professional practice.

8 What semester is each course taught in?

NOTE: All courses are required unless marked as electives:

<b>Postgraduate Diploma of Professional Practice (Leadership) – 120 credits</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
MPP840 30 credits	MPP843 30 credits
ELECTIVES: EITHER MPP845 15 credits + MPP846 15 credits OR 30 credits from MPP801-806 courses	MPP844 30 credits
<b>Postgraduate Certificate in Responding to Trauma – 60 credits</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
MPP 801, 802, 803 micro-credentials (each 5 credits)	MPP 801, 802, 803 micro-credentials (each 5 credits)
MPP804 15 credits	MPP805 15 credits
	MPP806 15 credits
<b>Postgraduate Diploma in Professional Practice (Trauma-Responsive Therapy) – 120 credits</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Completion of the PGCRT above, followed by:	
MPP807 30 credits	MPP844 30 credits
<b>Postgraduate Diploma in Professional Practice (Trauma-Informed Leadership and Service) – 120 credits</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Completion of the PGCRT above, followed by:	
ELECTIVES: EITHER MPP845 15 credits + MPP846 15 credits OR MPP843 30 credits taken in Sem 2	ELECTIVE: MPP843 30 credits (or Sem 1 : 845+846)
	MPP844 30 credits
<b>MASTER OF PROFESSIONAL PRACTICE – 180 credits</b>	
<b>SEMESTER ONE</b>	<b>SEMESTER TWO</b>
Completion of one of the PG Diplomas (120 credits) above, followed by:	
MPP951 60 credits – full year part-time or one semester if full-time	MPP951 60 credits – full year part-time or one semester if full-time – can start in Sem 2
<i>Please note that semester patterns may change from year to year if needed to match staffing availability.</i>	

## Course Descriptions



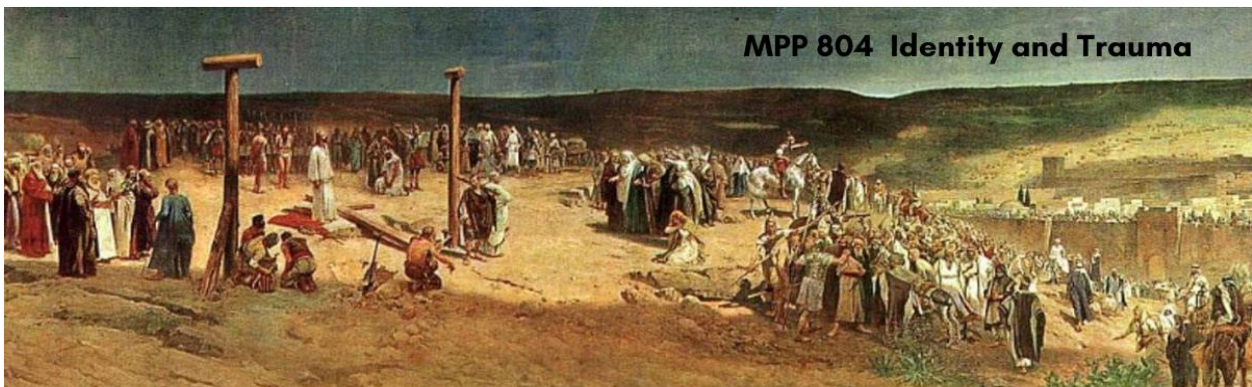
In this course, students explore trauma-informed and trauma-responsive practice frameworks. They learn how traumatic experiences impact physical, mental, emotional, relational, environmental, and spiritual dimensions of humanity. Trauma-responsive solutions are compared critically with traditional behavioural models of human management systems. The course examines global interest in implementing trauma-responsive practice across various organisational contexts. Students engage with research evidence, considering practical ways to apply trauma-responsive practices to their own professional contexts.



This course introduces the conceptual frameworks of burnout, compassion fatigue and human flourishing. It explores the trauma responses of workplace burnout and compassion fatigue to identify the causes of stress and the physical, mental, emotional, relational, environmental, and spiritual dimensions necessary for human flourishing. Students will compare pathways from burnout and compassion fatigue to flourishing with wellness theories and examine empirical literature on managing burnout and compassion fatigue and implementing mechanisms for flourishing.



This course explores evidence-based professional practices for managing traumatic incidents drawing on events such as the Christchurch earthquakes, the Mosque shooting, and the White Island eruption. It addresses chronic stress from long-term crises like the COVID-19 pandemic and the critical immediate responses required for sudden crises. Students will learn trauma-responsive models, considering cultural variations, and the use of the Secondary Traumatic Stress Scale in various practice contexts, including its application by medical personnel in emergency departments. The course also includes a reflection on the biblical story of the 'Good Samaritan' to explore the question 'who is my neighbour?' in times of crisis.



This course explores the relationship between trauma and identity, providing a nuanced, critical, and research-informed understanding of professional responses to psychological trauma. It delves into post-traumatic growth (PTG) with reference to biblical narratives and recent research. Students reflect on their identities in trauma work, examining vicarious PTSD and PTG. The course discusses cultural factors including colonisation, inter-cultural trauma, and historical trauma reproduced within communities. It aims to equip students with the knowledge and skills to support colleagues, clients, pupils, parishioners, and service users, emphasising the importance of understanding the connections between trauma and identity.

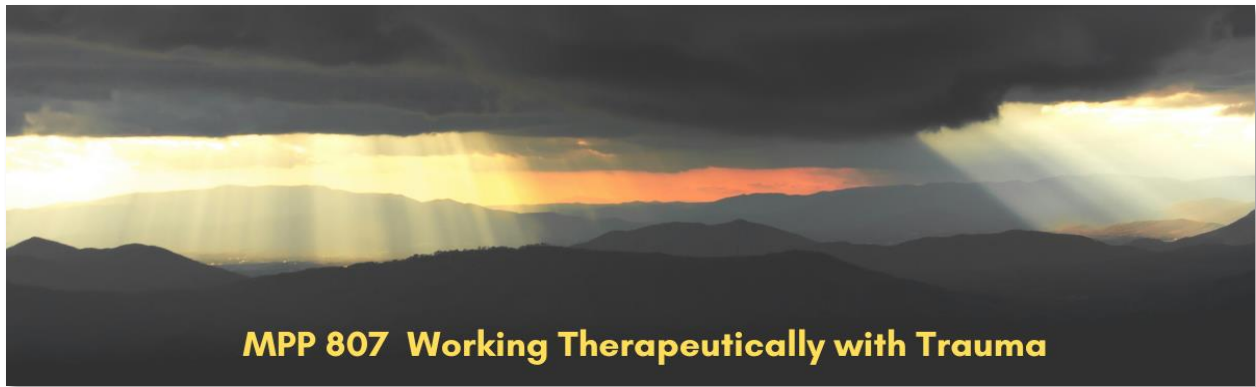




Suicide defined as 'self-inflicted death', occurs globally every 40 seconds. For each death, there are approximately 20 more suicide attempts. Pandemics, like Covid-19, increase suicide risk, with significant psychological impacts. Global inequalities further heighten risk, particularly among socio-economically disadvantaged, marginalised racial, ethnic, and sexual groups, and frontline workers. This course provides practical skills for professional contexts focusing on three key areas: risk evaluation including protective and vulnerability factors; the impact of suicide on families, whānau, communities and professionals due to the unique nature of traumatic loss and grief, and the guilt that often accompanies bereavement by suicide; hope and resilience in light of the biblical narrative with sensitivity towards cultural taboos surrounding suicide.



This course focuses on trauma experienced between people, contrasting with Criteria A (DSM-5) stressors like environmental disasters. When violence, force, or abuse is used by one person or group against another, relational and attachment dynamics profoundly affect how people experience and understand these events. This course utilises Te Whare Tapa Whā framework to critically examine interpersonal trauma and promotes safe and compassionate responses. Block one explores the relational (whānau) and spiritual (wairua) contexts to understand why interpersonal trauma is so devastating. Block two addresses physical (tinana) assaults and abuse including physical, sexual and gang violence. Block three investigates emotional and psychological (hinengaro) abuse such as cyber-bullying, gaslighting and catfishing. Current research, including epigenetic and polyvagal theories, provide students with practice skills for professional contexts.



### **MPP 807 Working Therapeutically with Trauma**

This course builds upon the foundational knowledge of trauma gained in the PGCRT courses (801-806). It fosters an ethically aware, Tiriti-informed and culturally-attuned lens for assessing therapeutic responses to trauma. Students will explore how research-informed understandings of trauma and evidence-based strategies can be integrated into their therapeutic practice. Enriched by dialogue with class peers who also work therapeutically with trauma survivors, students will reflect on their professional journey, connecting it with their evolving identity and practice as therapists who can work effectively with trauma.

**This paper has a wānanga** to launch it. In 2025 it will be held on Friday, 7 March (11am-6pm) & Saturday, 8 March (9am-3pm). The wānanga provides students to extend the key concepts about trauma and begin an in-depth application in trauma therapy. It will be hybrid, both online (Microsoft TEAMS) and onsite (Tauranga), however, the onsite participation is strongly recommended. It provides an opportunity for students to develop a community of care that fosters safety and trust, consider the nature of trauma study, develop a professional network with peers and meet key specialist guest speakers.



### **MPP 840 Personal and Professional Principles in Practice**

Students explore the relationship between being a Christian and being professional and consider the relationship between being a follower of Christ and a disciple-maker. They consider a biblical view of calling and work, personal identity and design and how these may be expressed within one's professional practice and leadership landscape. Students engage with inquiry processes of reflection to explore and enhance the resonance between being Christian and their professional practice. Students are also introduced to the notion of the Biblical mandate for social change, and the imperative to support the vulnerable and marginalized in our communities.



**MPP843**  
**Theory and Practice**  
**of Professional Leadership**

Students engage more intentionally in this paper with the concept of leadership from several different perspectives. Students are enabled to draw on relevant literature and to critically examine and compare a range of leadership models in addition to studying the biblical model of discipleship and spiritual leadership. Change management is one of the most important leadership practices, and therefore this paper also supports students to consider what change is and how different people may respond to change differently depending on context, their worldview and life experiences. It provides for creative, imaginative, and critical thinking as to how they might be discerning, strategic and influential serving within and through their professional landscape and practice.



Students study the basic principles of research, learn about some of the common approaches to conducting research, and gain some experience with foundational qualitative research skills. They discuss and explore the relationships between the Biblical Spirit of Truth and the production of high-quality research. The ideas in this course are then applied to their own professional practice and/or context, as well as to possible future projects.



Students examine and engage with the theory and practice of supervision and mentoring. In this course, students will engage critically with scholarly literature to develop their understanding of the theoretical foundations underpinning good professional and clinical supervision, and mentoring. This theoretical foundation will lead students to examine the practice of supervision and mentoring, with opportunities to contextualise theory and practice in their own professional contexts.



Students reflect on the practice of supervision and mentoring through the lens of scholarly literature and theory. In this course, students will engage in collegial conversation to critique and reflect on the practice framework that they developed in MPP845. Students will use their practice framework to explore an issue of practice. This will provide opportunities to contextualise theory and practice in their own professional contexts.



This course provides students the opportunity to further develop and demonstrate the dispositions, advanced-level knowledge, and skills to engage in research into an aspect of their professional practice and leadership with guidance and support from a supervisor. The process will enable the student to develop as a *researcher-practitioner* whose stance is ethical, humble, gracious, and discerning while recognizing ways in which their spirituality and faith sustain inner professional growth. It also contributes to the development of advanced knowledge in professional practice and/or leads to new understandings about the nature of professional practice and has the potential to make a contribution to human flourishing within the student's professional landscape.

**He mihi mahana ki a koe.**

**To apply for any of these programmes and book an interview**

**<https://bti.ac.nz/apply/>**

**Haere mai**