Inside this Issue

A Message from the Head of Department | 2

This Semester
- Justice goes to prison
- Community Projects
- Song with Heart and Health
- Across the Department
- Moreen Pakwan | 3-9

Spotlight on Courses
- Case Management
- Mental Health | 10-13

Staff Papers
- The New Community Services Package, My Journey | 14-16

Spotlight on Staff
- David Yeoman | 17

Careers Teachers
- Social Science FAQ | 18

Editors Notes | 19

For The Diary | 20

Courses and Contacts | 21

Our Courses | 22
A Message from the Head of Department

The Social Science Department is approaching its first birthday as a stand alone Department. The year has been an interesting journey for me as your Teaching Centre Manager, a journey made rewarding particularly by the wonderful support of staff and the warm welcome received from all. As we are still sharing space and facilities with the Early Childhood Education (ECE) staff, their support and co-operative spirit is greatly appreciated. Thank you ECE staff and thank you to Sheryl Rees who left no stone unturned to ensure a smooth transition.

The purpose of the Social Science Department is to provide high quality education and training to our students. Our courses prepare students to work within a broad spectrum of community based organisations with an equally broad client base. It is essential therefore that our graduates step confidently into their work place roles. The social impact of highly competent and well trained workers is of tremendous importance particularly, of course, to potential clients. The feedback received from our placement providers suggests that the standard demonstrated by our students is very high. Indeed indications are that our graduating students are keenly sought by the Community sector.

The maintenance of our high teaching standards is critical. The relevance of our teaching to the needs of the Community Organisations is central to our success. Our Industry Reference Days are an important part of this process. Equally as important are the formal and informal networks that staff develop with the sector. The Department is fortunate in having a committed, well qualified and experienced teaching staff who continue to deliver high quality learning environments for our students. Indeed the student feedback clearly indicates an appreciation of the way in which our staff are prepared to support them. We are fortunate to have a motivated, diverse and interesting student body who engage with the Department on many different and challenging levels.

I along with staff and students look forward to continuing the well established success of this Department.
Song with heart and health

Two Holmesglen students wrote and performed their song at the launch of Mental Health Week.

The duo, called JFDev, consists of Pichai Praekheyaattikul, who wrote the music and lyrics, and Hardev Heer. The students wrote the song as part of an assignment for their Mental Health Sector class and presented it to staff at the Mental Health Foundation office in the city.

Hardev said, “At first we didn’t believe we could do something like this, but with the help and support from our teacher Patricia Miller and Holmesglen gave us the confidence to be able to do it.”

They both believe this opportunity has made them realize that they can make a difference in a variety of different ways in their field and wish to continue to do so.

“Music and welfare are both things that I get a great deal of pleasure from and this has given me the ability to combine both of them,” said Pichai.

At the launch of Mental Health Week in the BMW Edge Theatre at Federation Square, JFDev brought along their keyboard to perform their song. The Minister for Mental Health, the Honourable Lisa Neville gave the opening address, followed by a program of music, dance, theatre and prize giving to an audience of approximately 300.

The students will now be performing their song at the sixth annual Spring Family Fun Day to be held on Sunday November 21, 11am-4pm at Cruden Farm, Langwarrin. Dame Elisabeth Murdoch AC, DBE, will open the gates to her magnificent property to host this special event. The Spring Family Fun Day will include a children’s animal farm, a circus workshop, a classic car and antique horse carriage display. The day of fun, music and entertainment will be complimented by a sausage sizzle and Devonshire tea, as well as magnificent Victorian wine. All proceeds from the day will support the work of The Mental Health Foundation Australia, Alzheimer’s Australia Vic, The Sovereign Order of St John of Jerusalem and the Royal Society of Victoria.

JFDev believe their song offers an inclusive way of expressing the difficulties that many mental health sufferers feel. They have already started on their second song, which they hope can be used to assist the Mental Health Foundation to promote mental health in a positive light.
As part of the Advanced Diploma of Justice, our students experience a range of field trips, including a visit to at least three prisons.

These excursions to the prisons offer our students the unique opportunity to gain an insight into the why and how questions often associated with serious criminal behaviour. In all aspects of the justice system people who have broken the law are involved, therefore it is crucial that our students go into the field with an understanding of the type of people they will be dealing with, and also have an understanding of the reasons why some of these people break the law.

**Melbourne Assessment Prison**, students are given a guided tour of the inner city maximum security prison, ten at a time, they have been shown the main yard, the visiting booths, the protection unit, the psych ward, the management unit and see inside the padded cells, the control panel upstairs which controls the security of the entire building. It is an excellent experience for our first year students to get an understanding of what the inside of a prison looks like and its inhabitants!

**HM Barwon Maximum Security Prison & Marngoneet Correctional Centre**, on separate occasions our second year students are taken to these two facilities. In first semester they head to Barwon in conjunction with their subject, Criminology to talk to six prisoners taking part in a rehabilitative program. Students have the opportunity to ask the prisoners any questions they would like. Prisoners talk about their crimes, what they believe led them to their incarceration, what life is like inside prison, and their plans for their return to society. In second semester, students go to Marngoneet (located next door to Barwon) a very new prison which is focussed completely on rehabilitation, students again are able to speak with six prisoners, three from the protection unit and three from mainstream. This excursion is linked to the subject 'Sociology' and gives the students the chance to compare and contrast the two prisons, Barwon with it's key focus on punishment and Marngoneet with it's focus on rehabilitation. Students generally find that the prisoners at Marngoneet are more honest when answering questions and also more likely to accept their guilt and be ready to move forward with their lives.

**Jessica Burley**
Advanced Diploma of Justice, Bachelor of Arts, Diploma of Training and Assessment
Holmesglen Social Science students were busy between July and September working on community projects as part of their Diploma of Community Services Work.

One group of students organised a full day of activities for the Inala Retirement Village with fun games such as bingo, ring tosses, trivia, dominoes with participation from the 150 elderly residents.

Another group coordinated an event with the Salvation Army at ‘The Couch’ in Burke Street, welcoming International students to Australia with an introduction to the unique wildlife and foods such as lamingtons and meat pies. The evening included slideshows, games and trivia getting everyone involved.

Student groups organised everything from promotional materials to running sheets for the programs and found the experience both rewarding and lots of fun. The projects were part of a month long assignment for the students who worked in groups of 8-12 students.

To find out more about Holmesglen’s Diploma of Community Services Work, please call:
9209 5854 (Moorabbin Campus), or,
9564 6320 (Waverley Campus)

If you have an idea for a community project for students in 2011, please call or e-mail Susan Morton (see courses and contacts page)
This Semester

July 12  Classes commenced for Semester 2, 2010

July 19  Industry Information Session (Community Services)

Information related to the housing sector was presented to staff and students by Fabian Scott, the Life Centre Manager at Project 614 and Peter Hichaaba from The Couch.

July 29  Industry Information Session (Community Services)

Information related to the migrant sector was presented to staff and students by Judy McDoughall, Settlement Officer at the Migrant Information Centre.

August 11  Industry Information Session (Community Services)

Information related to the migrant sector was presented to staff and students by Peter Jarett, Regional Manager at AMES Settlement.

August 17  Industry Information Session (AOD and Youth)

Four speakers from industry presented staff and students with information about their organisation and their industry sector. The presenters were: Constable Sharon Sorensen - Operation Newstart, Joe Soemoe, Youth Development Officer - City of Greater Dandenong, Haydn Salomons—First Step and Peter Nixon—Open Family.

August 24  Open Day at Holmesglen

The annual showcase for each Holmesglen department is the open day. Potential students and perhaps their parents come along to experience the atmosphere and to enjoy the activities planned at all campus locations. Social Science was well represented at Waverley and Moorabbin. Staff were kept busy during the open day, addressing potential students questions about the course content, assessment methods and potential employment opportunities after graduation.

August 30  Industry Information Session (Community Services)

Information related to the disability sector was presented to staff and students by Dianne Williams, Respite Care Yooralla.

Across the Department
This Semester

September 2  Industry Excursion for AOD students
The female AOD students were led by Ms. Susan Manson on a most interesting field trip to First Step, Sacred Heart Mission and RHED.

September 3  Industry Excursion for AOD students
The male AOD students were led by Ms. Susan Manson on an illuminating field trip to Needle Exchange, Salvation Army Crisis Accommodation Centre and Sacred Heart Mission.

September 9  Industry Information Session (Community Services)
Information related to the housing sector was presented to staff and students by Lyn Lanham, GM, client services and Ops, Hanover.

September 17  Planning day for the Centre
Social Science is one Department within the Centre of Health Human and Community Services. The planning day provides an opportunity to engage in cross department synergies and leverage experiences. It also provides an opportunity for all staff to have planning input into determining directions and priorities for the following year.

October 13  Information night, Social Science Moorabbin Campus
The first of the information sessions for Social Science in 2011 was held between 6:30 pm and 8:30 pm at the Moorabbin campus. Attendees were welcomed by Bernard Lamb, the Teaching Centre Manager and then were shown a presentation of Social Science courses at the Moorabbin campus. The attendees then separated into three groups to hear more in depth information about their course of interest from the teaching staff. Ms. Barbara Metzger led the Diploma of Community Services Work session, Ms. Vanesa Phillips led the Certificate IV in Alcohol and other Drugs (AOD) session and Mr. Steve Maude led the Diploma of Youth Work/ Certificate IV in Youth Work session.

October 14  Information night, Social Science Waverley Campus
This information session for Social Science was held between 6:30 pm and 8:30 pm at the Waverley campus. Attendees were welcomed by Bernard Lamb, the Teaching Centre Manager and then were shown a presentation of Social Science at the Waverley campus. The attendees then separated into three groups to hear more in depth information about their course of interest from the teaching staff. Ms. Jessica Burley led the Advanced Diploma of Justice session, Mr. Peter Bennett led the Diploma of Case Management / Certificate IV in Mental Health session and Ms. Ayala Vansover led the Diploma of Community Services Work session.
October 29   Guest Presentation

Ms Marlena Pitrone, Web and Publications Coordinator for Fitzroy Legal Service explained what FLS was, explained the new education portal. Holmesglen (Mr Steve Maude) is a member of the Working Group guiding the development of the education portal for secondary schools and TAFEs. The FLS has created a fantastic educational resource and this was heartily approved by Social Science staff.

October 29   Industry Reference Day

For Social Science, the Industry Reference Day is our opportunity to listen to the potential employers of our graduates. It is the chance for industry to tell Social Science, directly, what issues they face in employing the Holmesglen Social Science graduate. This year, a guest speaker, Lindsay Hall, Acting Unit Manager, DHS Southern Child Protection, kindly agreed to provide a keynote address on the workings of the Department. The presentation was attentive followed by Holmesglen staff and industry attendees alike. Following the presentation, workshops were facilitated where two key questions were addressed. ‘Placement—is there a better way?’ and ‘Why do so few workers use Holmesglen to upskill?’ The feedback from these sessions will assist Social Science to be more aligned with the needs of industry. Thanks to all those who attended and freely provided feedback.

November 19  End of classes for semester 2, 2010

December 07  Information night, Social Science Moorabbin Campus

A second opportunity for potential students to learn about the Social Science offerings in 2011 at the Moorabbin campus.

December 08  Holmesglen Teaching and Learning Showcase

Two Social Science staff members presented. Ms. Susan Morton co-presented on her experiences in completing a Master of Education and Ms. Ayala Vansover co-presented on the benefits of cross departmental cooperation and synergies. Both presentations were extremely well received.

December 08  Information night, Social Science Waverley Campus

A second opportunity for potential students to learn about the Social Science offerings in 2011 at the Waverley campus.

December 17  Final day of semester 2, 2010
Spotlight on Courses

What is Case Management? The service delivery of Case Management is a planned approach. The Case Management process is traced from the intake interview to termination. It helps workers in the community sector to help people whose lives are unsatisfying and or unproductive due to the presence of many problems, which require assistance from several helpers at once.

Case Management has two emphases. On one hand it concentrates on developing or enhancing a resource network. A resource network is the loose organisation of persons which is unified by the common desire to help a specific client & whose activities are coordinated by the Case Manager. On the other hand, Case Management concentrates on strengthening the personal competence of the client to obtain resources & to use the resource network. Personal competence encompasses the client’s knowledge, skills & attitude.

The Diploma of Community Services (Case Management) is a 2 year part-time course running in the evenings on Monday and Tuesday night, starting at 6pm and going through to 9 pm.

The evening classes allow people to work or do whatever they need to do during the day, and then study in a relaxed atmosphere.

The benefits of using Case Management approach for the client include:

- Improved coordination of services.
- Improved service outcomes
- Increased empowerment of clients by involving them in the problem solving.
- Increased involvement in decision making & service provision.
- Increased access to services
- Increased worker accountability.

This qualification applies to workers who deliver or want to deliver Case Management & case work intervention services to clients. As a
Spotlight on Courses

Case Manager you can work under broad direction from senior managers. Case Managers at this level are required to have an understanding of indigenous culture & history, and work with local communities in the provision of services.

This qualification is nationally recognised. At the time of writing this article we have students and/or ex students working in the sector both locally and in the rural community sector. In the past 12 months we had one of our students win the ‘2009 Outstanding Diploma Student’ award (see p.13), and also secure fulltime employment as a Case Manager with a large community housing service provider.

The Diploma of Community Services (Case Management) based at the Waverley Campus (595 Waverley Rd Waverley, between Springvale and Blackburn Rd) is delivered by teachers who have worked or are working in the community sector. They have worked in such areas as Rehabilitation, Hospitals, Drug and Alcohol, Mental Health, Rural Community Health and Housing.

The training package we are delivering is the newly developed CHC08 package. That means we are delivering the latest information and using the latest resources. This Diploma is now very much required by Government local, state and federal service providers, Community Health Centres, Aged Care service providers, youth service, mental health programs, cultural specific service providers and many other services and programs.

If you require more information on the Diploma of Community Services (Case Management), please contact Peter Bennett on 9564 6285 or email on peter.bennett@holmesglen.edu.au.
Holmesglen Mental Health provides a mix of e-learning and classroom based instruction. This year Holmesglen Waverly Campus commenced the Certificate IV Mental Health which superseded the Certificate IV (Non Clinical). The development of the course was a direct response to the growing demands faced by organisations and workers in the Community Sector to have the knowledge and skill base to work with clients, often presenting with a mental health issue.

The course commenced as a fee for service course and has continued this year as a Government funded course. The module CHCCS21A Assess and Respond to Individuals at Risk of Self Harm or Suicide was selected to pilot the e-learning technologies and processes. This e-learning component was created on the Learning Management System called TVC (The Virtual Campus). All modules in the Certificate IV Mental Health are proposed to be delivered though blended learning using TVC.

The reason for using TVC included:

- Fast tracking modules to cater to students with existing qualification and experience but needed specialist skills in the Mental Health area.
- A number of different models, theories and sites were accessible for students who wanted further reading with easy access to it.
- Useful information and resources that may not be required by the competency were added to ensure students had the capacity to extend their learning and gain an informed understanding of issues.
- Readings and information could be accessed by students from a number of locations. For example a number of students who did sleepover’s in Detox Units found it useful to access the site during these times.
- Information sheets and sites from a range of sources were provided which gave students access to these resources if needed during work hours until they establish their own systems.
Students had access to current industry forms and sites as they are update by the providers. Such as the Department of Human Services.

Information could be added as required throughout the module. For example coverage of suicide in the media, can be added to site for discussion.

All information was uploaded onto TVC however it could be released as required so the teacher has control over the sequencing of topics and classes.

Tools could be uploaded to enable students to use them with clients in the workplace if appropriate. This provided opportunities for the students to use different engagement and assessment tools to implement with clients. For example students have found the Depression Check list (K10) very useful.

The use of TVC for these purposes was a very useful teaching tool and received a very positive response from students. More modules have since been added to TVC for the current group of students who are attending in the evening. However access to computer labs during the day and resource development time for teachers are both issues which impact on the use and development of E-learning. E-learning has many benefits for teaching staff and students with applications that are emerging constantly. The progression of E-learning would be benefited by matching the required resources as it is a very valuable and responsive teaching tool.

If you want more information on the Certificate IV in Mental Health, please contact Raelene Stockton on 9564 6261 or email on raelene.stockton@holmesglen.edu.au.
Moreen Pakwan
Winner

2009 Outstanding Diploma Student
Diploma of Community Services (Case Management)

After moving from Uganda, Moreen knew that the Holmesglen diploma course was exactly what she needed to supplement her work experience and learn more about the welfare sector in Australia. She achieved remarkable academic results while working full time, having her first baby and volunteering as head of a youth activities program in her local community.

Moreen is passionate about her work in social service delivery and believes that with determination and commitment to yourself, the course and helping people, it is possible to achieve the goals you set for yourself.
In 2010, the Department of Social Science introduced its new two year course – the *Diploma of Community Services Work* from the 2008 Community Service Training Package. Students from this new course will graduate in December 2011. At the same time we are phasing out the old course – the *Diploma of Community Welfare Work* from the 2002 Training Package. The last cohort of students from the old course will graduate in July 2011. The graduates from July and December will enter the same community sector and do very similar jobs. So what’s in a name? What are the differences between the qualifications and why have the training packages changed?

Firstly, the Training Packages are updated periodically in consultation with industry by the Community Services and Health Industry Skills Council. Each course (and there are many of them) described in a package is made up of compulsory units and elective units. Diploma courses usually have about 18 to 20 units. At Holmesglen there are 18 in the old course and 21 in the new course. New training packages update the types of units and the content of units. Content might change in response to changes in social trends in the community, policies, legislation or current community expectations. Changes to the core compulsory units reflect changes required by the sector to respond to client needs or service provision. For example, two of the new units ensure that students have a general introduction to the community sector and our continually changing multicultural workforce and clientele.

The course packaging rules give the Department an opportunity to review content, sequencing and electives. Our aim is to equip students to work in a wide range of situations in the community sector; such as with individuals, with groups or in the general community, with any age group and with any type of social problem and any type of organisation (public, private or non-profit). Our students need to understand organisational processes and procedures. They need to know how to relate to clients; how to think on their feet that is problem solve within the scope of the professional position and behave ethically and in their clients’ interest.

The first semester in both the old and new course includes foundation
Staff Paper

The New Community Services Course

studies to build awareness and skills. For example, privacy legislation and best policy practice was taught in the context of information systems in the old course and in a general introduction to the community sector in the new course. Privacy obligations will come in later in case management, introduction to counselling or any context where client information is sought and recorded. Other foundation units include enhancing communication skills, reflecting on one’s own professional practice as well as an introduction to sociology, client developmental status and occupational health and safety. In our experience, our students come from a diverse range of backgrounds including not just a wide age range but different cultural and linguistic backgrounds as well. So getting everyone on the same page in terms of community expectations and cultural understandings is important for progression to later concepts and building more complex skills.

The second semester sees some differences between the old and new courses. An introduction to Mental Health has been extended to include an understanding of alcohol and other drug issues. Outreach work and an introduction to disability have been included to enable students to get to grips with some common client issues before commencing six weeks of field placement.

The aim of the second year of the course is to enable students to extend and consolidate their knowledge and skills. Units about family violence and child protection, counselling and case work and management have been carried over from the old course into the new. Community development has been transferred from the first year to the second year of the course since this fits well with group work and a new unit learning about accessing and using community resources. Research and developing policy as individual units have been dropped from the new course but these important skills are developed throughout using various real world contexts such as understanding client issues or comprehending government policy. All strands of the course come together in the final semester where students learn about advocacy, legal and ethical systems and frameworks, finishing off with six weeks of the second field placement.

Sometimes individual teachers teaching a limited range of units do not fully appreciate the progress an individual student makes throughout the course. However, in the final field placement, we see students invariably shine demonstrating not only their employability skills such as teamwork, initiative and problem solving but bringing together their specialist community sector skills and knowledge. It is really gratifying for teachers and placement staff to learn that our students have been offered employment as a result of graduating from our course. We aim to make our students work ready, prepared for further learning, ready to absorb new contexts, develop new skills in whichever path in the community sector they choose to take. This has been our aim in the past with our Diploma of Community Welfare Work and will be our aim in the future with our new Diploma of Community Services Work.
Between 2008 and 2010 I undertook further studies at Monash University, graduating at the end of 2010 with a Master of Education.

**Why did I decide to take this course?**

A great opportunity, future career options, fully supported by Holmesglen, Course tailored for VET professionals and relevant to my job role

**Overview of the M.Ed.**

Three years, six semesters, each with one unit, fourteen assessments totalling 48,000 words! A mix of e-learning and face to face, eighteen workshops (sometimes on a week day, sometimes on a Saturday)

**First Year Subjects (2008)**

Navigating Education and Work: Global Perspectives

Local Practices, Mentoring and Coaching

**Second Year Subjects (2009)**

Adult Education and Training: Theories and Practices

Special Topic in Research

**Third Year Subjects (2010)**

Professional Project

Leadership and Organisation

**Did I achieve my objectives?**

Tasks were all completed and many hours were invested in the course. New perspectives and information gained. Academic skills were acquired and enhanced. Excellent bonding and cohesion with classmates. The satisfaction of a job well done

**Challenges**

Time management, work/study/life balance, communication and Collaboration

I would highly recommend anyone in a senior teaching position to consider a Masters program. It is personally challenging, but the benefits make it so worthwhile and rewarding.
Sergeant David Yeoman

Hi, my name is Dave Yeoman. I am a Sessional Justice teacher currently delivering the night classes for the part-time students in the Advanced Diploma of Justice.

I have 26 years of operational policing experience with 13 of those in criminal investigation and the 13 years in general policing.

My experience includes uniformed duties where I have dealt with the day to day policing issues such as traffic collisions, dealing with street offences and incidents of family violence. I have also resolved, attended or been involved with a large number of critical incidents, controlled complicated and protracted criminal investigations at local CIU divisions, State Crime Squads, task forces and secondments.

I am currently teaching law & policy at the Victoria Police Academy which is part of the recruit training program and I bring enthusiasm, experience and the ability to network into the TAFE environment at Holmesglen.

Through my Holmesglen involvement, I implement the Victoria Police policies of engagement with the community and partnership policing. Many of these Holmesglen Graduates from the Advanced Diploma in Justice will meet the selection criteria for Victoria Police entry. I believe that my work at Holmesglen provides them with a realistic expectation of the Academy course and of the fantastic opportunities for a career in Victoria Police.
Careers Teachers—Social Science FAQ

Which of the Social Science courses are suitable for VCAL and VCE leavers?

- Advanced Diploma of Justice and the Diploma of Community Services are the most suited to school leavers
- Our courses in Youthwork and Alcohol and Other Drugs requires a high degree of maturity and younger applicants with a mature outlook are welcome to apply.
- The courses in Child, Youth and Family Intervention, Mental Health, Counselling and Case Management are most suitable for persons who have already completed a Diploma, or are working in the field.

When is too late to apply?

The Department is open for business in 2011 from 4 January Please call for any information (see p.21). Applications for courses will be accepted up until the interview date of 20 or 24 January. Applicants after this date will be interviewed, subject to places being available.

Where can I find the ATAR score requirement?

None of the Social Science courses have an ATAR requirement. All of the courses have an interview requirement where applicants are assessed for skills and attitudes that are indicators for a successful period of study with Social Science.

If I study at Holmesglen, that means I can’t go to Uni?

Wrong! A Social Science course can help you get to University. For example, Graduates with the Advanced Diploma of Justice have entered RMIT and Monash University with credit for 18 and 12 months respectively. Recently Deakin University has confirmed a 12 month accredit into their Bachelor or Arts and Bachelor of Criminology. Pathways for other courses are being finalised.

Why is Social Science at Holmesglen different to University?

At Social Science we believe that you are being trained to work in a profession that emphasises personal skills and demands personal excellence. We will work with you to develop these attributes.

We have a requirement that in each year that students complete a practical placement where the classroom skills can be put to use. Its not enough to learn about it, you need to be able to do it!

We have small classes (up to 25 students) and accessible teachers.

Our lecturing staff is accessible, friendly and happy to assist you in your studies.
Welcome to the first edition of the Holmesglen Social Science Journal.

It has been quite a team effort to get this edition created and published, but the results have been well worth the effort. Thanks team!

The Journal is targeted to a wide range of persons interested in Social Science. The contents should be of interest to staff and students at Holmesglen, VET providers and University. It is also targeted at Social Science practitioners, any organisation that is involved in the delivery of social science programs and any organisation that accepts Holmesglen Social Science students on placement.

This journal has been made available through the Holmesglen website. Please e-mail to Social-science@holmesglen.edu.au if you wish to be notified when the next edition of the journal is posted.

This journal is canvassing for articles that may be of interest to the wider Social Science community. Staff, students and practitioners do we have an opportunity for you!

Are you a past student with a story of what you have done with your qualification?

Do you want to inform the wider Social Science community about your organisation?

Are you looking for a place to publish an academic paper related to Social Science?

Articles may be submitted to the editor in any format that Word 2007 can read.

Digital Images may be submitted, preferably in JPEG format with appropriate permission to use.

All academic articles must be submitted with appropriate APA format in-text citations and reference list.

Contributors: Peter Bennett, Jessica Burley, Bernard Lamb, Lois Martin, Particia Miller, Susan Morton, Raelene Stockton, Ayala Vansover, David Yeoman

Editor: Kenneth Rankin (kenneth.rankin@holmesglen.edu.au)

Editorial Team: Jessica Burley, Susan Morton, Kenneth Rankin, Jennifer Reynolds, Claire Snell

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The information published in the journal was correct at the time of printing. Holmesglen reserves the right to alter, amend or delete any details. Any corrections will be published in the next issue.
## Social Science For the diary

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 17</td>
<td>Teaching staff return from break</td>
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<td>January 18</td>
<td>Moorabbin Social Science course information evening, 6pm-8pm in M4.2.401</td>
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<td>January 19</td>
<td>Waverley Social Science course information evening, 6pm-8pm in W1.2.03/16</td>
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<tr>
<td>January 20</td>
<td>Interviews for Justice and Case Management at Waverley.</td>
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<tr>
<td>January 24</td>
<td>Interviews for Youth (Moorabbin), AOD (Moorabbin), Mental health (Waverley), Community Services Work (Waverley and Moorabbin) and Mediation (Waverley).</td>
</tr>
<tr>
<td>February 7</td>
<td>Classes commence for Semester 1, 2011</td>
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<tr>
<td>April 11 – 26</td>
<td>Mid term break</td>
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<tr>
<td>April 29</td>
<td>Industry Reference Day at Waverley campus. Call 9564 6320 to confirm your attendance</td>
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<tr>
<td>June 17</td>
<td>Last day of classes for Semester 1</td>
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<tr>
<td>June 24</td>
<td>Closing date for submissions for the Social Science Journal for semester 1, 2010.</td>
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### Social Science Courses and Contacts

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<thead>
<tr>
<th>Course</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td><strong>All general Social Science enquiries</strong></td>
<td>(Moorabbin) 9209 5854 (Waverley) 9564 6320 <a href="mailto:socialscience@holmesglen.edu.au">socialscience@holmesglen.edu.au</a></td>
</tr>
<tr>
<td><strong>Advanced Diploma of Justice</strong></td>
<td>Jessica Burley <a href="mailto:jessica.burley@holmesglen.edu.au">mailto:jessica.burley@holmesglen.edu.au</a> 9564 6312</td>
</tr>
<tr>
<td><strong>Diploma of Community Services Work</strong></td>
<td>Susan Morton <a href="mailto:susan.morton@holmesglen.edu.au">mailto:susan.morton@holmesglen.edu.au</a> 9564 6264</td>
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<tr>
<td><a href="http://www.holmesglen.edu.au/careers/health_and_social_sciences/diploma_of_community_welfare_work">diploma_of_community_welfare_work</a></td>
<td>(2 years FT, Moorabbin and Waverley)</td>
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<tr>
<td><strong>Diploma of Community Services (Case Management)</strong></td>
<td>Peter Bennett <a href="mailto:peter.bennett@holmesglen.edu.au">mailto:peter.bennett@holmesglen.edu.au</a> 9564 6285</td>
</tr>
<tr>
<td><strong>Diploma of Youth Work</strong> (2nd year only in 2011)**</td>
<td>Steve Maude <a href="mailto:stephen.maude@holmesglen.edu.au">mailto:stephen.maude@holmesglen.edu.au</a> 9209 5961</td>
</tr>
<tr>
<td>(no entry in 2011) 2 years FT, Moorabbin)</td>
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<tr>
<td><strong>Certificate IV in Alcohol and Other Drugs</strong></td>
<td>Vanessa Phillips <a href="mailto:vanessa.phillips@holmesglen.edu.au">mailto:vanessa.phillips@holmesglen.edu.au</a> 9564 5542</td>
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<td><a href="http://www.holmesglen.edu.au/careers/health_and_social_sciences/certificate_iv_in_alcohol_and_other_drugs_work">certificate_iv_in_alcohol_and_other_drugs_work</a></td>
<td>(1 year FT, Moorabbin)</td>
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<tr>
<td><strong>Certificate IV in Child, Youth and Family Intervention</strong></td>
<td>Kay McKenzie <a href="mailto:kay.mckenzie@holmesglen.edu.au">mailto:kay.mckenzie@holmesglen.edu.au</a> 9209 5968</td>
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<tr>
<td><a href="http://www.holmesglen.edu.au/careers/health_and_social_sciences/certificate_iv_in_community_services_protective_care">certificate_iv_in_community_services_protective_care</a></td>
<td>(1 year Industry based, Moorabbin)</td>
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<tr>
<td><strong>Certificate IV in Mediation</strong></td>
<td>Dr. Moses Adepoju <a href="mailto:moses.adepoju@holmesglen.edu.au">mailto:moses.adepoju@holmesglen.edu.au</a> 9564 6265</td>
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<td>(1 year FT, Waverley)</td>
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<tr>
<td><strong>Certificate IV in Mental Health</strong></td>
<td>Raelene Stockton <a href="mailto:raelene.stockton@holmesglen.edu.au">mailto:raelene.stockton@holmesglen.edu.au</a> 9564 6261</td>
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<td>(1 year FT, Waverley)</td>
</tr>
<tr>
<td><strong>Certificate IV in Youth Work</strong></td>
<td>Steve Maude <a href="mailto:stephen.maude@holmesglen.edu.au">mailto:stephen.maude@holmesglen.edu.au</a> 9209 5961</td>
</tr>
<tr>
<td><a href="http://www.holmesglen.edu.au/careers/health_and_social_sciences/certificate_iv_in_youth_work">certificate_iv_in_youth_work</a></td>
<td>(1 year FT, Moorabbin)</td>
</tr>
</tbody>
</table>
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