

Community Mental Health, Alcohol and Other Drugs

Inherent Course Requirements

The inherent course requirements below relate to the following higher education courses.

Associated Higher Education Course(s)	Course Code	Course Duration	AQF Level	Notes
Bachelor of Community Mental Health, Alcohol and Other Drugs	CRS1201285	3 years full-time	Level 7	
Associate Degree of Community Mental Health, Alcohol and Other Drugs	CRS1401640	2 years full-time	Level 6	Exit award only
Undergraduate Certificate of Community Mental Health, Alcohol and Other Drugs	CRS1400933	6 months full-time	Level 5	

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1. Purpose

Inherent course requirements are the essential components of a course that are required to support participation, learning, assessment, and demonstration of the learning outcomes. They reflect the core abilities, knowledge, skills, and professional behaviours necessary to successfully complete the course.

2. Scope

These inherent course requirements apply to all students enrolled in the course, across all modes of delivery (on-campus, online, blended), and all learning, assessment, simulated, and work-integrated learning environments, including placements where applicable.

Inherent course requirements are distinct from Academic, English language and Course specific admission requirements.

3. Reasonable Adjustments and Equity Statement

Chisholm Institute is committed to inclusive education and equitable participation. Students may meet inherent course requirements with reasonable adjustments, provided such adjustments do not compromise academic integrity, fundamentally alter learning outcomes, or undermine professional, safety, or accreditation standards.

Students are encouraged to engage early with Chisholm Equitable Learning and Disability Support to discuss adjustment needs.

4. Inherent Requirements

4.1. Professional and Ethical Behaviour

Rationale: Students must be able to act ethically, with integrity and in alignment with the Chisholm Student Code of Conduct and Community Work Australia Code of Conduct and Ethical Practice Guidelines.

Requirements:

- > Acquire and demonstrate knowledge of and commitment to Chisholm and Industry Ethical Standards and guidelines.
- > Acquire and demonstrate accountability and ethical behaviour in academic and professional settings.
- > Acquire and continue to demonstrate confidentiality, privacy and professional standards.

Examples:

- > Maintain privacy and confidentiality in a placement setting.
- > Acting with accountability when faced with an ethical issue.

4.2. Legal and Regulatory Requirements

Compliance with industry regulatory standards along with Australian and Victorian law and professional accreditation regulations.

Furthermore, some prior and/or current criminal convictions, if relevant, can impact a student's ability to meet requirements regarding practical placement. As such, students will require the following:

Requirements:

- > Ability to meet legal and regulatory standards as required, including those associated with practical placements.
- > Not be subject to a pending criminal or civil legal matter that may impact the above (recognising the right to assumption of innocence until conviction).

- > Not be undertaking a current Order that has relevance to the course in question.
- > Willingness to undertake working with children and/or police check in preparation for fieldwork placements.
- > For students with relevant prior criminal convictions, willingness to discuss their ability to meet prerequisite requirements with the Course Coordinator.

Examples:

- > Maintaining current police check and Working with Children Check documents

4.3. Behavioural Stability and Emotional Regulation

Rationale: Individuals that work with vulnerable individuals and communities must be calm, empathetic and nonreactive and demonstrate consistently emotional regulation.

Requirements:

- > Manage own emotions and responses and mental health to provide safe and empathetic support in a range of environments with diverse consumers and communities.
- > Maintain professional boundaries in studies and on placement and remain in command of one's own emotions and responses when faced with traumatic or challenging course content, consumer accounts or community circumstances.
- > A willingness to participate, contribute, and support the learning environment, group activities and placement settings.
- > Readily adapt to changing circumstances in dynamic environments.

4.4. Communication

a. Verbal and Non-Verbal Communication

Rationale: Clear verbal and non-verbal communications are essential to support: therapeutic alliances, assessment and planning, academic and professional relationships, and to conduct effective advocacy. In addition, body language and non-verbal cues are vital in client interaction and rapport-building.

Requirements:

- > Possess requisite English language skills.
- > Be clear, respectful, and sensitive to others in all verbal communications within all settings.
- > Willingness to participate in case discussions, interviews, and group work and role plays in class and fieldwork placement settings.
- > Ability to demonstrate culturally appropriate and responsive non-verbal behaviour.
- > Develop the ability to Interpret clients' non-verbal communication and environmental factors.

Examples:

- > Participate in role plays to build communication skills.
- > Work with clients and community agencies, with supervision in work integrated learning field work placements.

b. Written Communication

Rationale: Students must possess the skills necessary to communicate effectively via academic and professionally written communications.

Requirements:

- > Develop the written skills to compose coherent reports, case notes, and academic essays.
- > Develop the written skills to demonstrate correct use correct grammar, referencing, and professional terminology.

- > Demonstrate ability to develop professional standard written work without the use of generative AI.
- > Willingness to use available academic supports and resources as required to build capacity.

Examples:

- > Write case study analysis for subject assessment purposes.
- > Write case notes whilst attending work integrated learning field work placements

4.5. Cognitive Capacity

a. Cognitive Capacity

Rationale: Strong cognitive skills are needed for problem-solving, decision-making, critical analysis, and reflection.

Requirements:

- > Demonstrate ability to conceptualise, synthesise, and integrate knowledge.
- > Learn and apply theory and other relevant knowledge to practice and engage in reflective learning.
- > Revise, retain and apply complex information across multiple settings and disciplines.
- > Demonstrate ability to work under pressure, manage workloads and meet deadlines.
- > Demonstrate ability to take and act on critical and constructive feedback.

b. Self-Awareness and Reflective Practice

Rationale: Students must be able to recognise and monitor their own wellbeing, coping strategies, values, assumptions and responses, and understand how these may influence their learning, communication and professional practice. Students are required to reflect on feedback, adapt their approach, and maintain safe, ethical and evidence-informed practice in academic and professional settings.

Requirements:

- > Awareness of personal wellbeing, stress responses, coping strategies, values and assumptions, and the ability to monitor how these may affect learning, communication and professional conduct.
- > Capacity to distinguish personal views, beliefs and experiences from professional practice, ensuring that academic work and practice decisions are informed by relevant theory, evidence, ethical frameworks and professional standards.
- > Willingness to seek and use appropriate support, including personal, academic, professional, supervisory or wellbeing supports, where required.
- > Commitment to reviewing, reflecting on and adjusting academic and professional conduct in response to feedback, supervision, course expectations and professional standards.
- > Ability to engage constructively in reflective practice, including recognising areas for development and making appropriate changes to support safe and effective practice

Example:

- > Proactively reflecting on fieldwork placement experiences in field work placement supervision and through regular completion of daily practice logbook reflections.

4.6. Relational and Interpersonal Skills

Rationale: Good interpersonal skills are fundamental for building trust and working collaboratively in diverse teams and with community groups.

Requirements:

- > Demonstrate respect, empathy, and cultural sensitivity.
- > Work effectively in team environments, including interprofessional collaboration.
- > Be prepared to take part in group projects, carryout specific roles and support group collaboration and learning.

- > Possess the ability to engage respectfully with a diverse range of clients and colleagues, regardless of gender, age, culture, sexuality, religion and social/culture backgrounds.

4.7. Lived Experience of Mental Illness or Alcohol and Other Drugs Dependence (where applicable)

Rationale: Students need the ability to gauge and monitor levels and strategies supporting their own well-being along with the capacity to reflect and adjust professional practice.

Requirements:

- > Ability to recognise boundaries between own lived experience and professional practice.
- > Awareness that own lived experience does not overshadow theoretical perspectives and global evidence base.
- > Willingness to access support networks, either personal or professional, if required.

Example:

- > Proactively reflect on lived experience and maintenance of professional practice.

4.8. Digital Literacy

Rationale: Students require internet access and competent computer skills in order to craft and submit assessment tasks, maintain lines of communication, and avail themselves of online resources as required.

Requirements:

- > Access to both a computer and reliable internet.
- > Demonstrate competent computer literacy, including the use of the Microsoft office suite, email functions, internet browsing and research, and other general computer functions.
- > Ability to adapt to new and evolving technology as required.

Examples:

- > Access weekly online session preparation readings and activities on the Chisholm subject learning site to ensure you are prepared for each session.
Utilise online learning support tools such as Studiosity in the preparation of assessments.

4.9. Sustainable Performance

Rationale: Students must sustain participation across classes, workshops, projects, assessments, independent study periods and whilst attending work integrated learning field work placements.

Requirements:

- > Maintain engagement in scheduled, self-directed and work integrated learning.
- > Sustain attention during classes, labs and project work.
- > Complete tasks within reasonable timelines.
- > Manage competing academic responsibilities.
- > Participate in extended or staged project activities
- > *Participate in 400 hours of fieldwork placements (200 hours each placement) at a rate of a minimum of 2 days a week, as required in course progression.

Examples:

- > Demonstrate professionalism whilst attending fieldwork placements. Eg: Arrive on time, complete work under supervision, as required by field placement agency
- > Advice if unwell and unable to attend placement in a timely manner.

*Note students already working in suitable work roles in the Community Work Sector, may apply to be assessed for recognition of prior learning for 200 hours of field work placement.

5. References – Professional, Accreditation or Additional Context

This degree adheres to the professional standards and expectations of **Community Work Australia** and other relevant accrediting bodies. Students are expected to meet industry standard professional competencies to graduate.

Australian Qualifications Framework (AQF). (2013). Australian Qualifications Framework – Second Edition. <https://www.aqf.edu.au/sites/default/files/aqf-2nd-edition-january-2013.pdf>

Chisholm Student Code of Conduct (QMS117) [Policies, advocacy and complaints | Chisholm TAFE](#)

Community Work Australia Code of Ethics (2025) [Code of ethics | Community Work Australia](#)

Community Work Australia Employer Code of Practice 2025 [Code of ethics | Community Work Australia](#)

Community Work Australia Course Accreditation Guidelines 2026 and Community Work Australia Course Accreditation Terms and Conditions 2025. [Course Accreditation Guidelines | Community Work Australia](#)

Disability Discrimination Act 1992 (Cth). <https://www.legislation.gov.au/C2004A04426/latest/text>

6. Student Acknowledgement

Students and prospective students are required to review and consider their understanding of, and capacity to meet, the inherent course requirements prior to enrolment.