



## Faculty of Education and Arts School of Humanities & Social Science

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### SWRK2001 - Social Work Theory and Practice 1 Course Outline

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**Semester:** Semester 1 - 2008  
**Unit Weighting:** 20  
**Teaching Methods:** Experience Based Learning

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#### Course Overview

##### Brief Course Description

Examines some essential knowledge for Social Work. A number of social work theories are covered including their practice implications. Three of the social work methods, groupwork, community work and research are worked with in detail. The course also includes an in-depth focus on critical thinking and a number of current social issues.

Course Outline issued and correct as at: **Week 1, Semester 1 - 2008**

CTS Download Date: **4 February, 2008**

**Contact Hours**

Workshop for 3 Hours per Week for the Full Term

Workshop for 3 Hours per Week for the Full Term

Workshop for 2 Hours per Week for the Full Term

## Learning Materials/Texts

There are no prescribed texts for either this course or for SWRK2006 in Semester 2. Students are expected to read widely from books, journals, and information available via the internet. A large amount of social work literature is available in the University libraries. Some journal articles and other documents will also be loaded on to the SWRK2001 Blackboard site.

Whilst you are not required to purchase text books as part of the Bachelor of Social Work program, you are encouraged to begin building a professional library by purchasing some of the recommended books in the course of the degree as this is an important resource for social workers. Following is a list of books that have been recommended.

These are general social work books that will be useful references for a range of university assignments in second year, as well as being important resources for your future professional life. They are listed as a guide to beginning your reading to achieve the learning goals for the whole of second year of the social work program.

### Books

- Adams, R., Dominelli, L., & Payne, M. (2002). *Social work themes, issues and critical debates* (2<sup>nd</sup> ed.). Basingstoke: Palgrave in association with Open University.
- Adams, R, Dominelli, L & Payne, M. (Eds.). (2005). *Social work futures: Crossing boundaries, transforming practice*. Houndsmills: Palgrave Macmillan.
- Alston, M., & Bowles, W. (2003). *Research for social workers: An introduction to methods* (2<sup>nd</sup> ed.). Crows Nest: Allen & Unwin.
- Alston, M., & McKinnon, J. (2005) *Social work: Fields of practice* (2<sup>nd</sup> ed.). South Melbourne: Oxford University Press.
- Ambrosino R., Heffernan, J., Shuttlesworth, G., & Ambroino, R. (2004). *Social work and social welfare: An introduction* (5<sup>th</sup> ed.). Australia: Thomson Learning.
- Banks, S. (2006). *Ethics and values in social work*. Houndsmill: Palgrave MacMillan.
- Barber, J. (2003). *Social work through the lifecycle*. Croydon: Tertiary Press.
- Beckett, C., & Maynard, A. (2005). *Values and ethics in social work: An introduction*. London: Sage.
- Burke, P., & Parker, J. (2007). *Social work and disadvantage: Addressing the roots of stigma through association*. Philadelphia: Jessica Kingsley Publishers.
- Coates J. (2003). *Ecology and social work: Toward a new paradigm*. Halifax: Fernwood Publishing.
- Compton, B., Galaway, B., & Cournoyer, B. (2005). *Social work processes* (7<sup>th</sup> ed.). Belmont: Brooks/Cole-Thomson Learning.
- Connolly, M., Crichton-Hill, Y., & Ward. T. (2007). *Culture and child protection: Reflexive responses*. London: Jessica Kingsley Publishers.
- Egan, R., & Maidment, J. (Eds.). (2004). *Practice skills in social work and welfare: More than just common sense*. Crows Nest: Allen & Unwin.
- Elliot, B., Mulroney L., & O'Neil, D. (2000). *Promoting family change*. St Leonards: Allen & Unwin.
- Fook, J. (1993). *Radical casework: A theory of practice*. Crows Nest: Allen & Unwin.
- Fook, J. (2002). *Social work: Critical theory and practice*. London: Sage.
- Germov, J. (ed.). (2005). *Second opinion: An introduction to health sociology* (3<sup>rd</sup> ed.). South Melbourne: Oxford University Press.

- Healy, K. (2005). *Social work theories in context: Creating frameworks for practice*. Houndsmills: Palgrave MacMillan.
- Hepworth, D., & Larsen, J. (2006). *Direct social work practice: Theory and skills* (7<sup>th</sup> ed.). Belmont: Thomson Brooks/Cole.
- Ife, J. (2006). *Community development: Community-based alternatives in an age of globalisation* (3<sup>rd</sup> ed.). Frenchs Forest: Pearson Education.
- Kayrooz, C., & Trevitt, C. (2005). *Research in organisations and communities: Tales from the real world*. Crows nest: Allen & Unwin.
- Kenny, S. (1999). *Developing communities for the future* (2<sup>nd</sup> ed.). South Melbourne: Thomas Nelson Australia.
- Johnson, D., & Johnson, F. (2006). *Joining together: Group theory and group skills*. (9<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Miley, K., O'Melia, M., & DuBosi, B. (2001). *Generalist social work practice: An empowering approach*. Boston: Allyn and Bacon.
- Mullaly, R. (2007). *The new structural social work* (3<sup>rd</sup> ed.). Don Mills: Oxford University Press.
- O'Connor, I., Wilson, J., & Setterlund, D. (2003). *Social work and welfare practice* (4<sup>th</sup> ed.). Frenchs Forest: Pearson Education.
- Payne, M. (2005). *Modern social work theory* (3<sup>rd</sup> ed.). Basingstoke: Palgrave Macmillan.
- Poulin, J. (2005). *Strengths-based generalist practice: A collaborative approach*. Belmont: Brooks/Cole – Thomson Learning.
- Reid, K. (1990). *Social work practice with groups: A clinical perspective*, Pacific Grove: Brooks/Cole Publishing Company.
- Saleebey, D. (ed.). (2006). *The strengths perspective in social work practice* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Saunders, P. (2005). *The poverty wars: Reconnecting research with reality*. Sydney: UNSW Press.
- Thorpe, R. & Petruchenia, J. (1992). *Community work or social change? An Australian perspective*. Sydney: Hale & Iremonger.

### Journals

Much of the literature relevant to the topics we will cover in SWRK 2001 is in journal articles. Journals are extremely useful for locating up-to-date, reliable research and information on particular topics. Journals can be found using library databases (where you can search multiple journals simultaneously) or through newcat. It is important you look at some of the relevant journals such as:

- Australian Social Work (and other overseas social work journals, such as Social Work, The British Journal of Social Work, and Canadian Social Work)
- Social Work with Groups
- Families in Society
- Child and Adolescent Social Work
- Australian Journal of Social Issues
- Community Development Journal
- Rural Society
- Health and Social Work

The fields of practice we will focus on in 2<sup>nd</sup> year include drug and alcohol, care and protection of children, disability, chronic illness, grief and loss, and mental health. The following books and films, which are readily available, may be valuable and interesting reading and viewing. If you have read any books or seen any films that have made the experience of addiction, child abuse, illness, or disability particularly real for you, please suggest them to us so that we can add them to the list.

### Films

A Circle of Children	Dance Me To My Song	One Flew Over the Cuckoo's Nest
Amy	David and Lisa	Ordinary People
An Angel At My Table	Dominick and Eugene	Rain Man
Angel Baby	Elephant Man	Searching for Bobby Fischer
Annie's Coming Out	Gaby - A True Story	Sling Blade
Awakening	I Am Sam	Struck By Lightning
Benny and Joon	I Never Promised You a Rose Garden	Sylvia
Best Boy	Little Man Tate	The Acorn People
Bill	Lorenzo's Oil	The Miracle Worker
Bill on His Own	Lovey	The Other Sister
Birdy	Mask	The Station Agent
Children of a Lesser God	My Left Foot	The Stone Boy
Crazy Moon		Trainspotting

### Novels and autobiographies

- Barnacle, H. (2000) *Don't let her see me cry*, Bantam Books, Sydney.
- Brown, C. (1954) *My left foot*, Minerva, London.
- Crossley, R. & McDonald, A. (1980) *Annie's coming out*, Penguin, Ringwood, Vic.
- Davies, L. (1998) *Candy: A novel of love and addiction*, Ballantine Books
- Deveson, A. (1998) *Tell me I'm here*, 2nd ed., Penguin, Ringwood, Vic.
- Edelman, H. (1974) *Motherless daughters: The legacy of loss*
- Elton, B. (1992) *Gridlock*, Sphere, London.
- Hamilton, C (2004) *Broken open*, Bantam books, Milsons Point, NSW.
- Hewson, L. (1986) *When half is whole: My recovery from stroke*, Collins Dove, Blackburn.
- Hewson, L. (1988) *Stroke: A family affair*, Collins Dove, Blackburn.
- Kocan, P. (1980) *The treatment*, Angus & Robertson, Sydney
- Kocan, P. (1983) *The cure*, Angus & Robertson, Sydney
- Marshall, A. (1972) *I can jump puddles*, Lloyd & O'Neil, Hawthorn, Vic.
- Moore, T. (1991) *Cry of the damaged man*, Picador, Sydney.
- Murphy, R.F. (1987) *The body silent*, Henry Holt & Co., NY.
- Picout J. (2004) *My Sister's Keeper*
- Sacks, O. (1985) *The man who mistook his wife for a hat*, Picador, Suffolk.
- Saw, R. (1985) *Stroke and how I survived it*, Penguin, Ringwood, Vic.
- Simon, R. (2002) *Riding the bus with my sister: A true life journey*, Penguin

## **Course Objectives**

The overarching theme in second year is the locus and process of change in which social workers are involved: interpersonal, community, organisational and societal; and the social work roles entailed. There are 16 interconnected learning goals that cover social work values, self awareness, communication skills, ethical and professional practice, assessment and intervention, working with others/teamwork, rural/remote practice, research and inquiry skills, policy analysis and critical thinking.

Social workers may be engaged in working for change at the personal, interpersonal, community, organisational or societal levels, but this change is always based on social work's value to achieve greater social justice. The theme of SWRK2001 is social change with an introduction to the main methods by which social workers set out to achieve change: research, social policy, social group work, community work and social casework. The learning material focuses on understanding the roles of theory and ethics in social work practice, as well as further developing critical reasoning, interpersonal and research skills. SWRK2001 builds on first year learning about structural inequality in society, as well as skills in researching subject areas and working as a group.

The learning objectives for SWRK2001 are that students will demonstrate:

### Social Work Values

- An understanding of social work values, including social justice, respect and equality, and a capacity to apply these to practice examples.

### Self Awareness

- Have an ability to explore their own values and beliefs in relation to an analysis of practice situations
- Enhance personal growth for professional practice and clarify the choice of social work as a career.

### Communication Skills, Working with Others and Teamwork

- An enhanced ability to work as part of a team and to produce work both independently and as part of a group.
- Writing skills for a range of purposes, audiences and organisational contexts in social work practice. This will include observation of relevant legal or statutory requirements.
- An ability to effectively use feedback as a learning tool. This includes developing the skill of giving honest feedback, processing feedback received and dealing constructively with feelings aroused by feedback.

### Ethical and Professional Practice

- Knowledge of and commitment to the AASW Code of Ethics, and exploration of ethical debate. This includes an awareness of ethical issues in decision-making in practice situations and the capacity to identify and discuss the ethical complexities of practice.

### Assessment, Intervention, Problem Solving

- A critical perspective about the impact of dominant ideologies on different sectors of Australian society.
- A critical application of theory to practice.
- Increased ability to apply knowledge of group dynamics and a beginning understanding of the role of group work in social work practice.
- Knowledge of community work theory and skills, and a beginning capacity to apply this knowledge to the situations encountered by social workers. This will include an understanding of the issues of rural and remote communities.

### Research and Inquiry Skills

- Competence in information seeking skills and a capacity for reviewing relevant literature.
- Further development of critical thinking and reflective skills.

### Policy Analysis

- An understanding of how policy is developed, the application of theory to policy development, and the role of policy in achieving social justice goals.

### **Course Content**

SWRK2001 examines some essential knowledge for Social Work. A number of social work theories are covered including their practice implications. Three of the social work methods groupwork, community work and research are worked with in detail. The course also includes an in-depth focus on critical thinking and a number of current social issues. The course is structured in two learning units – community work and addictions (weeks 1 – 7) and child protection (weeks 8 – 14).

### **Assessment Items**

Other: (please specify)	Projects Group Tasks. These will be non graded assessment items (satisfactory/unsatisfactory result.) Students must successfully complete these assessment items to pass the course. In addition students will be given advice and assistance to meet the criteria for these tasks as published in the course outline. <b>Learning unit 1: 19<sup>th</sup> – 20<sup>th</sup> March, 2008</b> <b>Learning unit 2: 28<sup>th</sup> – 29<sup>th</sup> May, 2008</b>
Projects	Task 1; 50%. The tasks are different each year as they relate directly to the learning units and involve completing a task a social worker would be expected to undertake in practice. <b>Learning unit 1: 5:00pm Friday, 4<sup>th</sup> April, 2008</b>
Projects	Task 1; 50%. The tasks are different each year as they relate directly to the learning units and involve completing a task a social worker would be expected to undertake in practice. <b>Learning unit 2: 5:00pm Friday 6th June, 2008</b>

### **Assumed Knowledge**

SOCA1010, SOCA1020, PSYC1010, PSYC1020 and SWRK1001 and SWRK1002 or SWRK1010A and SWRK1010B. Concurrent completion of SWRK2003.

### **Callaghan Campus Timetable**

#### **SWRK2001**

#### **SOCIAL WORK THEORY & PRACTICE I**

Enquiries: School of Humanities and Social Science

Semester 1 - 2008

Meeting	Thursday	09:00 - 15:00	[W202]	Orientation: Direct Entry Students Only
and Workshop	Wednesday	09:00 - 12:00	[W202]	Venue: W301A
and Workshop	Thursday	09:00 - 12:00	[RW2-30]	Wks 1-7 only
and Workshop	Thursday	09:00 - 12:00	[W219]	Wks 8 -14 only Venue 301A
and Workshop	Thursday	13:00 - 15:00	[MCLG34, W203, W219, W326]	Small Group Work

### **Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link @ <http://www.newcastle.edu.au/policylibrary/000608.html>

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

### **Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

### **Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.



Please go to the Policy @ <http://www.newcastle.edu.au/policylibrary/000641.html> for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

### **Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students <https://myhub.newcastle.edu.au>

### **Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

#### **Callaghan campus**

- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

#### **City Precinct**

- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

#### **Ourimbah campus**

- Ourimbah Hub: Administration Building

### **Faculty websites**

Faculty of Education and Arts

<http://www.newcastle.edu.au/faculty/education-arts/>

**Contact details****Callaghan, City and Port Macquarie**

Phone: 02 4921 5000

Email: [EnquiryCentre@newcastle.edu.au](mailto:EnquiryCentre@newcastle.edu.au)

**The Dean of Students**

Resolution Precinct

Phone: 02 4921 5806

Fax: 02 4921 7151

Email: [resolutionprecinct@newcastle.edu.au](mailto:resolutionprecinct@newcastle.edu.au)

Various services are offered by the University Student Support Unit:

<http://www.newcastle.edu.au/study/studentsupport/index.html>

**Alteration of this Course Outline**

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

**Web Address for Rules Governing Undergraduate Academic Awards**

<http://www.newcastle.edu.au/policylibrary/000311.html>

**Web Address for Rules Governing Postgraduate Academic Awards**

<http://www.newcastle.edu.au/policylibrary/000306.html>

**Web Address for Rules Governing Professional Doctorate Awards**

<http://www.newcastle.edu.au/policylibrary/000580.html>

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: [student-disability@newcastle.edu.au](mailto:student-disability@newcastle.edu.au)

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

**Mandatory Program Component**

This course is a Mandatory Program Component. All 2000 Level SWRK courses must be completed in one calendar year, and SWRK2001 and SWRK2003 in Semester 1 must be successfully completed to progress to Semester 2 courses – SWRK2006 and SWRK2007.

### **Essential Criteria in Assessment**

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

### **Group Work, Peer and Self-Assessment**

Both individual assignments and group tasks are designed to be authentic representations of social work practice. Much of social work involves working collaboratively with others, being open to having your practice evaluated by others and having a capacity to evaluate your own practice. Each group task will therefore include assessment criteria that reflect these practice realities.

The purpose of group tasks is to assist students to achieve the course learning goal of developing a capacity to work and actively participate in teams. This includes the negotiation of differences of opinion within the group and taking a range of group task and maintenance roles.

Group tasks are graded as **satisfactory or unsatisfactory**. The specific criteria for determining the grade on each task will be discussed in class and provided in written form as part of the task. All group members will obtain the same result, unless a case is made to the course coordinator to exclude one or more group members from the final result. Such cases will be reviewed by the course coordinator in consultation with the Social Work Discipline Convenor. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.

Groups are expected to work cooperatively in deciding how to approach the task and how work will be distributed and managed between group members. Some time will be spent in the first group meeting discussing group expectations and negotiating a group contract. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. The teaching staff will be available to assist groups during the group meetings scheduled in class times and also during consultation times (as listed above) to discuss any concerns in relation to the content or processes entailed in the group task.

A number of different methods will be used to form groups. For some tasks students will be allocated to groups by the Course Coordinator. This occurs as a way of replicating the realities of practice situations when social workers do not get to choose the people with whom they are required to work. For other tasks group formations will be negotiated taking into account student preferences.

Although staff will not always be providing feedback to individual students regarding their performance on group tasks, students will be required to engage in processes of self evaluation and feedback to peers. Staff will provide feedback on group performance.

### **Studentmail and Blackboard:** [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

## Important Additional Information

### Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

#### Hard copy submission:

- **Type your assignments:** All work must be typewritten in 12 point black font. Leave a wide margin for marker's comments, use double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: <http://www.newcastle.edu.au/study/forms/>
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

### **Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Individual Assignment 1 – Due: 5pm Friday, 4<sup>th</sup> April, 2008
- Individual Assignment 2 – Due: 5pm Friday 6<sup>th</sup> June, 2008

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

### **Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

### **Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online @ <http://www.newcastle.edu.au/policylibrary/000641.html>

### **No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

### **Re-marks & Moderations**

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate) before the final result - in the course to which the assessment item contributes - has been posted. Three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course online @ <http://www.newcastle.edu.au/study/forms/>

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ <http://www.newcastle.edu.au/policylibrary/000769.html>

### **Return of Assignments**

Students can collect assignments from a **nominated** Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be

available for collection. Students must present their student identification card to collect their assignment.

### **Preferred Referencing Style**

In this course, it is recommended that you use the use the APA in-text referencing system or the Harvard in-text referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - 'Infoskills' available @ [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

### **Student Representatives**

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

### **Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

### **Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ <http://www.newcastle.edu.au/currentstudents/index.html>

## SWRK2001 SOCIAL WORK THEORY AND PRACTICE 1

### LEARNING UNIT ONE - COMMUNITY WORK AND ADDICTIONS

SWRK2001 is structured in two learning units of 7 weeks duration. An outline of the second learning unit on child protection, including assessment tasks and reading lists, will be provided in week 8.

#### Themes

Learning themes include:

- Critical thinking
- The application of theory to social work practice
- Strengths and ecosystems perspectives
- Participatory action research
- Addictions: substance use and gambling

#### Learning Goals

The learning goals for this unit are to:

1. Develop critical thinking skills. This includes recognising the importance of critical thinking to decision making in social work practice and to understanding situations from various theoretical perspectives and worldviews. You will be able to analyse a situation from more than one perspective, become aware of assumptions, and identify the difference between fact and fiction.
2. Understand the role of theory in social work and demonstrate a critical understanding of a strengths approach, an ecosystems perspective, and participatory practice.
3. Consider various ways of understanding community and the concept of social capital.
4. Demonstrate an understanding of community based interventions and be able to describe the process of critically applying community work strategies such as community education, community action, community economic development, locality development, community capacity building, and social planning/policy approaches.
5. Explore ways in which a social worker understands, assesses, analyses, and intervenes in addiction issues at community and policy levels. This includes examining and challenging your own values and beliefs about addiction and communities.
6. Begin to identify ways in which to empower individuals, groups, and communities to help them gain access to resources and services and thus work towards social justice.
7. Further develop skills in team and group work through group facilitated, experience-based learning.
8. Continue developing research and networking skills, particularly those pertaining to the participatory approaches of community work.

#### Unit Structure

This learning unit runs for seven weeks. During this time you will work through a range of class exercises aimed at developing skills in critical thinking, understanding of community work theories, and practice skills in planning and implementing a community work project. The context used for the learning unit is addiction which includes substance use and gambling.

**Students are expected to attend all classes**, to research, prepare material outside of class time, and to participate in group tasks and class discussion in order to attain a satisfactory result for the unit.

The critical thinking skills acquired through the unit will continue to be developed in future learning units and will become part of the assessment criteria in all work submitted in the remainder of the degree. Please remember that the individual and group tasks aim to focus your reading and learning. Please make use of class time and staff consultation to ask questions about any areas you find difficult or confusing.

### **Reading Program**

Readings relevant to the weekly topics will be placed in folders in course documents on blackboard. In addition to these readings students will be required to undertake independent research for the group and individual tasks, using resources on blackboard, and from the library.

### **Assessment Summary**

<b>Learning unit 1: Community Work and addictions</b>			
<b>Task</b>	<b>Due Date</b>	<b>Length/Duration</b>	<b>Grading</b>
Group Task – Community Meeting	19 – 20 March, 08	75 minutes	Satisfactory/Unsatisfactory
Community Work proposal	5pm, Fri 4 April, 08	2,500 word – 12 point font, double spaced	50% graded assessment for SWK2007
Theory Portfolio	Progressive	3 - 4 entries	Not assessed



## Assessment Tasks

### 1. Group Task 1- Interagency Group Community Meeting

Imagine your small group is a local strategy and drug action group. Patterson (2004, p.186)<sup>1</sup> states that such groups typically:

target a broad range of alcohol or drug related issues. They generally relate to specific localities, such as a suburb, local government area or town. A broad range of stakeholders is likely to be involved. (p. 186)

Group members may be people living with an addiction, concerned community residents, business people, health employees, local government workers, and non-government service providers. The group has decided to explore a specific issue of substance abuse and/or gambling and to research some possible strategies for creating a safer and healthier community.

The group will meet 4 times on Thursday afternoons between 1.00pm and 3.00pm to plan a community meeting that will raise the community's awareness of the particular issue and engage the community in considering possible strategies to further address the issue. **This community meeting will take place on either 19<sup>th</sup> or 20<sup>th</sup> March 2008.**

As your class mates will role play members of the community who have come along to the meeting, you will need to assist them to get into role by orienting them to the particular locality (e.g. geographic characteristics and boundaries of the locality, population and demography, resources and services available in the community, history, special cultural features, recent developments impacting on the community, etc). You should demonstrate some knowledge about the prevalence of your particular substance abuse / addiction issue in this locality. In essence you are painting a picture for your classmates of what it is like for them to live in this community and why they might be concerned about this issue.

The substance abuse / addiction issue you choose as your focus should be related to the information you collect about the locality. For example, you may be more inclined to address the issue of petrol sniffing in a community where this has already been identified as an issue of concern. You would not be so likely to call a community meeting about petrol sniffing in an urban locality where the demographic profile is predominantly ageing, white, low / middle class – in such a community you may be more likely to address, for example, a concern about poker machines and/or alcoholism. Your meeting can address issues of concern in regard to legal and/or illegal substance abuse and/or gambling. You may also be addressing related concerns for the community, e.g. prostitution, methadone clinic, needle exchange, noise pollution, etc.

In planning and facilitating your community meeting you need to consider various approaches to community work including:

- Social planning/ policy
- Community capacity building
- Community (social) action
- Locality development

The weekly meetings of your group will be formal, with the members sharing the roles of facilitation and minute taking (including attendance, apologies, and action decisions). Minutes from each meeting should be posted onto your group's BB site by the Monday after each meeting. These minutes will be a record of student participation in this exercise and will be reviewed by the Course Coordinator.

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<sup>1</sup> Patterson, M 2004 'Community Approaches', in Hamilton, M, King, T & Ritter, A (eds.) *Drug Use in Australia: Preventing Harm*, Oxford University Press, Melbourne, pp.182 – 192.

The aim of your community meeting will be to present the results of your group's research in an engaging, creative, and interactive manner. You will need to:

- Provide an orientation to your community
- Present a rationale for your concern about the particular issue
- Present the results of your research about this issue and its impacts at a number of levels (e.g. individual, family, community, state, national, and/or international)
- Facilitate a discussion seeking participant's interest in, and views on the issue
- Explore with meeting participants possible ways forward to address the issue

### **Due Date**

The community meetings will take place in class time on **Wednesday 19th March** and **Thursday 20th March 2008**. Each meeting will take a maximum of 50 minutes.

### **Criteria for Assessment**

You will be expected to demonstrate:

- An understanding of community work and a clear understanding of your approach to this community work project
- Critical thinking skills with a capacity to locate and critique relevant/current information in relation to your chosen issue and locality
- A recognition for diversity particularly in relation to the diversity of opinions held in a community about addictions
- Skills in facilitation and an ability to explore an issue in a community context using inclusive, participatory processes
- An ability to elicit possible strategies for creating a safer and healthier community with community members
- Participation – each member of the group has contributed to the task.
- Preparation and organisation – time management, able to prepare this work very quickly, clear structure, clear roles and responsibilities.

### **Grading**

Satisfactory/ Unsatisfactory

## 2. Individual Task – Proposal for a community work approach to addiction

Your group has planned and run a community meeting concerning a specific addiction issue. Your individual task is to write a proposal for a community work approach to this issue, drawing on your research for, and experience of, the community meeting your group facilitated. You can assume that the audience for your proposal is a social worker in a government organisation such as a local council or Area Health Service who is your professional and organisational supervisor.

In the proposal you should:

1. Draw on relevant literature/documents to provide background information on the issue. Outline the community for whom it is a concern and the issues raised at the initial community meeting held to discuss the issue.
2. Draw on relevant literature/documents to provide a rationale for why a community approach is appropriate to the issue.
3. Outline a proposal for a community work strategy that demonstrates an understanding of the goals of the chosen community work strategy, other models of community work, relevant stakeholders and processes for ongoing consultation and engagement with them, specific action strategies, and the desired outcomes of the project.
4. Provide a critical analysis of the opportunities and limitations of the strategy for bringing about social change in relation to the issue.

**Length:** 2 500 words (double spaced, 12 point font)  
**Due Date:** 5:00pm, Friday 4<sup>th</sup> April, 2008  
**Grade:** 50% of final result in SWRK2001

### Criteria for assessment

- Demonstrated understanding, research and analysis of current and relevant literature relating to the particular substance abuse / addiction issue.
- Demonstrated ability to argue the case for a community approach to addictions.
- Demonstrated reading and understanding of community work theory and models of practice.
- Demonstrated understanding of the process of community work with specific reference to goals, consultation and engagement processes, as well as identification of appropriate action strategies that reflect an understanding of the principles of community work and roles of practitioners.
- Demonstrated ability to critically analyse community work interventions with reference to relevant theory.
- Professional written expression and formal referencing.
- Organisation, presentation, and structure relevant to purpose and audience.

### 3. Theory Portfolio

Theories and models are tools used by social workers in their practice. Theories are the basis of social work's efforts to describe, explain, predict, and to bring about change. Theory is a significant factor in what distinguishes a professional approach to helping from a lay approach.

Social work has drawn on a wide range of theories and models from many sources to inform its practice. Because it is difficult, when starting out, to learn the different theories and models and see how they may be used to inform a wide range of situations encountered in Social Work practice, we are asking you to develop a Theory Portfolio over the whole period of your study in the Social Work program. During each Semester you should continue to add to your Theory Portfolio. The Theory Portfolio is an important resource for your field placements and will assist you to meet the field education assessment goal of linking theory and practice. At the conclusion of your studies you will hopefully have a valuable reference that will aid you in the early years of your professional career.

The Theory Portfolio is not a compulsory or graded task for this course and will not be assessed. You are however strongly advised to add to your portfolio in this learning unit in relation to the following theoretical ideas:

- ecosystems theory
- theories of social and community development
- theories of group dynamics and group work practice models
- empowerment and advocacy theories
- strengths perspective

In the Portfolio you should clearly label each theory or model, and note the:

1. Background to the theory - where it originated, how it was developed over time, main authors, etc.
2. A list of articles and books that you have reviewed (at least 3 items per theory)
3. A clear outline of the theory, in words that you all understand, and its application to social work practice;
4. A critique of the theory - its strengths and limitations;
5. The values and assumptions underlying the theory; and
6. Your thoughts and reflections on the theory and its possible application to social work practice.

Critical knowledge of theories is used as a basis for your assessment tasks throughout the program and your Portfolio can be a tool to assist this. We are not expecting copious amounts of undigested copied material in your Portfolio, but rather an indication of your own understanding of and critical analysis of the theories from your own reading. We would prefer you to include questions still unanswered for you about the theories, as well as your own thoughts and reflections on your reading of the theories. Staff are available to discuss your Portfolio or any difficulties you may have in understanding the theories.

<b>Grading guide</b>		
<b>49% or less</b>	<b>Fail (FF)</b>	An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.
<b>50% to 64%</b>	<b>Pass (P)</b>	The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.
<b>65% to 74%</b>	<b>Credit (C)</b>	The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.
<b>75% to 84%</b>	<b>Distinction (D)</b>	Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.
<b>85% upwards</b>	<b>High Distinction (HD)</b>	All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.