SPSW1001

ONLINE COURSE OUTLINE

INTRODUCTION TO HUMAN SERVICES AND COMMUNITY WELFARE

Semester 1, 2010

Course Coordinator: Dr Alex Beveridge
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SPSW1001 - INTRODUCTION TO HUMAN SERVICES AND COMMUNITY WELFARE

Course Outline

Course Coordinator: Dr Alex Beveridge
Semester: Semester 1 - 2010
Unit Weighting 10
Teaching Methods
Lecture
Self Directed Learning
Tutorial

Brief Course Description
Provides an introduction to the main ideologies and theories that have shaped the welfare state in Australia. It also provides an introduction to policy and practice in social welfare provision in Australia. It aims to develop a critical understanding of the way in which social, political and economic forces have shaped the development of welfare provision in Australia. A recurring theme throughout the course is the critical analysis of inequality and structural disadvantage.

Online Students:
Email Discussion Group for 2 Hours per Week for the Full Term
Self Directed Learning for 1 Hour per Week for the Full Term
On campus students participate in lecture and tutorial.
Distance Education/Online students participate in email discussion and self directed learning.

Learning Materials/Texts
The following E-Text is available to All students Via Auchmuty Library


Synopsis: Mendes (2002) considers the roles played by the key political parties, lobby groups and ideologies in determining Australia’s current welfare-related outcomes. With particular reference to recent ideas about globalisation, it considers:
* the influence of ideas such as economic rationalism (known outside Australia as neoliberalism), social democracy and the Blair government’s ‘the Third Way’
* the role of lobby groups including ACOSS, the ACTU, the business sector, the churches, welfare consumers, neoliberal think tanks, and the media
* the impacts of economic globalisation
Mendes uses contemporary case studies to explain current Australian welfare state policies and outcomes. From this basis it is able to consider potential/future policy directions. Australia’s Welfare Wars questions many of the values and assumptions that underpin contemporary social welfare policies. In particular, it critically examines the neoliberal or economic rationalist ideas currently dominating the welfare debates both in Australia and internationally, and demonstrates and reaffirms the ongoing relevance of social-democratic and welfare-state ideals.

Additional Resource – The following text is available via Auchmuty Library. This is an excellent Australian Text which grounds contemporary debates in current data and policy.


Synopsis: Jamrozik (2005) presents an up to date in-depth discussion of recent developments in social policy in Australia. This text continues the study of social policy from a theoretical perspective, building arrangements and discussion points using the latest census data and Australian welfare statistics.

Course Objectives
SPSW 1010 seeks to develop:

A critical understanding of the way in which social political and economic features have shaped the development of welfare provision in Australia;

An understanding of various models of the Welfare State, the ideologies which underpin them and the conceptions of welfare that the models support;

An understanding of the roles and responsibilities of different levels of government in Australia for welfare service provision;

An understanding of the ways in which the welfare of individuals, groups and communities may be affected by class, gender, ethnicity, sexuality, location and age.

An understanding of the role of beliefs, attitudes, and values in welfare service provision

Course Content
SPSW 1010 will consider four major themes:

1. Perspectives on Welfare: an introduction to the concept of welfare and welfare service delivery, and its central values: needs, rights, equity, access, justice and disadvantage;
2. History and Development of the Welfare State;

3. Specific Issues such as employment/unemployment, poverty, the gendered welfare state and racial inequality;

4. The Institutional Framework of Service Delivery.

Summary of On-Line Assessment Items SPSW1001.

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay 1: 1,500 words, due mid-semester, worth 30%. Literature review and essay plan for Final Discussion Paper (Essay 2).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay 2: Building on the Literature review students are required to undertake a Critical Analysis of one of the provided research papers. 2000 words, due week 13 June 4th 2010., worth 40%.</td>
</tr>
<tr>
<td>Online Discussion and research directed toward Essay 2</td>
<td>Online discussion of themes emerging from exploration of Mendes’s Text and evidence of background research undertaken in preparation for essay 2: worth 30%.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS SPSW1001

1. ESSAY ONE:

Essay 1: 1,500 words, due mid-semester, worth 30%.
Literature review and essay plan outlining your approach in preparation for the Final Discussion Paper (Essay 2).

2. ESSAY TWO:

Students are required to explore and analyse one of the following social policy discussion papers (*See Blackboard for Pdf Copy Of Documents). The central goal of this task is the analysis of central themes, dilemmas and arguments. Additionally, students are asked to review current debates and make linkages to examples from within the contemporary Australian context.

DISCUSSION PAPERS:
1. The case of `Baby P': Opening up spaces for debate on the `transformation' of Children's Services?
Paul Michael Garrett
National University of Ireland, Galway.

`Baby P', a 17 month old boy, died in August 2007 from severe injuries inflicted whilst he was in the care of his mother, her `boyfriend' and a lodger in the household. In November 2008 two men were found guilty of causing or allowing the death of a child or vulnerable person. The mother had already pleaded guilty to the same charge. Importantly, for Children's Services, `Baby P' had been subject to a child protection plan following concerns that he had been abused and neglected. Following the convictions, the death of `Baby P', and the inadequate responses of child welfare professionals, began to dominate political and media discourses. This critical commentary initially focuses on media, particularly newspaper, reports on the case and identifies a number of key themes. It is then maintained, despite the largely pernicious newspaper accounts of the tragedy, there may now be room, following the publication of the joint area review (JAR) of Haringey Children's Services, to prompt more informed debates about `reform' within the sector.

2. The deserving and the undeserving? Refugees, asylum seekers and welfare in Britain
Rosemary Sales
Middlesex University

This article focuses on recent policy in relation to asylum which has created a new social category of asylum seeker, increasingly portrayed as `undeserving' in contrast to the `deserving' refugee. Asylum policy in Britain is preoccupied with control, with no national system for the settlement of refugees. The new social support system for asylum seekers, particularly the voucher system and compulsory dispersal, serve to isolate them from society and promote intense social exclusion. Policies to promote the social inclusion of recognized refugees are limited, uneven and dependent on voluntary initiative. They are also harmed by the punitive system of social support for asylum seekers. Acute recent labour shortages, which have forced employers to recruit overseas, have opened up the debate on immigration, and present the possibility of developing a more progressive agenda based on a commitment to human rights.

3. Producing the moral citizen: the ‘Looking After Children’ system and the regulation of children and young people in public care
Paul Michael Garrett
University of Nottingham
Local authorities are increasingly beginning to use the Looking After Children (LAC) system to, ostensibly, improve ‘outcomes’ for children and young people in public care. This article explores aspects of the system which, it is argued, merit further analytical scrutiny. The discussion focuses, therefore, on the scheme's relationship to fears about ‘troublesome’ children and examines the centrepiece of the LAC enterprise, Action and Assessment Records (AARs). It is suggested that the AAR booklets are potentially oppressive and contain powerful sub-texts about, for example, ‘appropriate’ youth lifestyles and the nature of ‘work’. Concerns are also expressed about how the AARs, when viewed alongside developments relating to youth justice, could be used as aids to facilitate the surveillance, screening and profiling of this group of young people.

4. ‘Suitable mothers’: lesbian and single women and the 'unborn' in Australian parliamentary discourse
Jennifer Lynne Smith
University of Queensland

Throughout the latter months of 2000 and early 2001, the Australian public, media and parliament were engaged in a long and emotive debate about motherhood. This debate constructed the two main protagonists, the unborn 'child' and the potential mother, with a variety of different and often oppositional identities. The article looks at the way that these subject identities interacted during the debate, starting from the premise that policy making has unintended and unacknowledged material outcomes, and using governmentality as a tool through which to analyse and understand processes of identity manipulation and resistance within policy making. The recent debate concerning the right of lesbian and single women to access new reproductive technologies in Australia is used as a case study. Nominally the debate was about access to IVF technology; in reality, however, the debate was about the governing of women and, in particular, the governing of motherhood identities. The article focuses on the parliamentary debate over the drafting of legislation designed to stop lesbian and single women from accessing these technologies, particularly the utilization of the 'unborn' subject within these debates as a device to discipline the identity of 'mother'.

5. Women and Violence: The Effects of Dismantling the Welfare State
Marina Morrow
University of British Columbia, Vancouver.
Olena Hankivsky
Simon Fraser University, British Columbia
Colleen Varcoe
In Canada the idea that social entitlements are important components of citizenship and equality is currently being undermined by neo-liberal state values, expressed in federal and provincial policy shifts that favour self-sufficiency and economic competitiveness over a strong welfare state. Although this trend is dangerous for all populations marginalized through poverty, racism and disability, it is especially dangerous for women who are attempting to escape or avoid physical and sexual violence. Drawing on research conducted in the Canadian province of British Columbia, we argue that the dismantling of the social welfare state alongside policy changes that are affecting how the state responds to violence against women is significantly undermining women’s equality, their safety and the feminist anti-violence movement. Strategies for resistance are discussed and we conclude that ending violence against women requires both local and transnational feminist activism and analyses that examine the interconnections between social and economic policies.

6. Encounters in the new welfare domains of the Third Way: Social work, the Connexions agency and personal advisers
Paul Michael Garrett
University of Nottingham, paul.garrett@nottingham.ac.uk

In England, the Connexions service is to provide a universal service which is to inform, advise and guide young people aged 13—19 years old. The role of the agency and the personal advisers `at the heart' of the scheme is also likely to have a major impact on other professionals working with children and families, such as social workers. A number of initiatives introduced by New Labour have already resulted in the marginalization of social work. Personal advisers and other `new emergent professionals', such as mentors, also provide evidence of cultural transformations that are being promoted in terms of how best to properly engage with children and families. It is critically important to respond to the range of discourses that are identifiable in the Connexions strategy. These are centred on: youth transitions; social exclusion and disaffection; risk and the surveillance of young people. In the latter context, particular concerns relate to a database or `register' of all those aged 13—19 and a Connexions Card which tracks `progress' in education and the `world of work', and which provides `rewards' for compliance.

7. Narcissism: fragile bodies in a fragile world
Sue Cowan-Jeness and Lucy Goodison
London, England
Psychotherapy and Politics International
Volume 7 Issue 2, Pages 81 - 94
15 Apr 2009
Abstract

Sue Cowan-Jenssen, Lucy Goodison state...”in this paper we explore how, in Western society, intensified consumer culture, playing on feelings of shame and inadequacy, can be seen as reactivating the narcissistic wound while the recent growth of information technology increasingly provides access to a global spectacle and a virtual world that offer an escape from reality. This fuels the illusion of immortality and invulnerability to physical/emotional needs. **We ask who benefits from this culture of unrelatedness and disembodiment, and what the repercussions are in terms of participation in social life and organized response to global issues** .......

Using material from our practices and from social life, we seek to identify the collective cost of maintaining a disassociation that can permeate not only the therapeutic process but also work, personal relationships and events on the political stage. We consider a view of former president Bush as a narcissistic leader in a narcissistic culture with the Iraq war as a narcissistic misadventure and we present vignettes from the consulting room, Dance Movement Therapy work in Holloway Prison and the academic world of prehistoric archaeology to show how narcissistic behaviours are embedded in many diverse situations in Western society. **We ask how the concept of narcissism in our media age can help us understand phenomena such as the rise of fundamentalism, celebrity cults, insatiable aspirations to self-improvement, obsessions with success and consumer goods, the denial of ageing, the upsurge in cosmetic surgery, body modification and self-harm as well as growing addiction to alcohol and hard drugs.**

Finally, we ask how the narcissistic fantasy of self-sufficiency, the disavowal of loss and the denial of the ultimate non-discursive reality of death affect our ability to respond appropriately to human injustice and the fragility of our planet”.

8. **Social Work and the Shift from ‘Welfare’ to ‘Justice’**

Lieve Bradt and Maria Bouverne-De Bie


The British Association of Social Workers.

Abstract

**It has become increasingly clear that the emancipatory capacity of social work has been eroded.** Several scholars link this to the influence of neo-liberal and ‘Third Way’ thinking. However, it has recently been argued that social work was not only a victim of these new influences, but that it is also very adaptable to the influence of such new ideas (Jordan, 2004) and not very critical about its own role in these changes (Lorenz, 2005). In this article, we will further develop this criticism, by focusing on the debate surrounding youth delinquency. According to Sharland (2006), youth delinquency has become someone else’s problem. By analysing the role of social work within the youth justice system, the article shows that (i) social work has not only been the victim of recent changes, but that it has also withdrawn from the debate on youth justice, and (ii)
that this process is related to how social work is defined as a methodical answer to the problem of youth delinquency.

3. Online Discussion and Evidence of Background Research undertaken in preparation for essay 2: submission to hypothetical Senate Inquiry on Poverty: worth 30%. Students are required to be self-directed and actively engaged in stimulating inter-group peer discussion and debate drawing on personal reflection and wider reading.

**Marking Criteria: Essay 1 and Essay 2.**

*NB, this is explored in greater depth in the later section of the module outline*

This assignment will be assessed from within the following criteria that must be satisfactorily completed in order for the student to receive a pass mark or better for the course.

*Demonstrated reading, reflection and appropriate referencing,
*Critical thinking, synthesis and analysis of underlying critical issues,
*Clarity and coherence of argument,
*Presentation and formal structure of submission paper.

**Checklist - Core assessment criteria for essay writing:**

- Addressing the question
- Demonstrating understanding
- Critical evaluating
- Developing argument
- Structuring
- Using wide evidence

**Assumed Knowledge**

None-Foundation First Year Coursework offering.

**Callaghan On-Campus Timetable**

*This is provided to allow students the opportunity to join On Campus groups if they so choose. Attendance IS NOT required*

SPSW1001 INTRODUCTION TO HUMAN SERVICES AND COMMUNITY WELFARE

**Enquiries:** School of Humanities and Social Science

Semester 1 - 2010
<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Tutorial Focus</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>March 22nd</td>
<td>Lecture: The Historical &amp; Political Development of the Australian Welfare State-Values and Ethics. Dilemmas And Contradictions. Tutorial: Values and Ethics, Chapter 3, Chenoweth and McAuliffe, pp.48-72. *See Also Chapter 4, pp. 76-100. Professional Practice and Ethical Standards *31\textsuperscript{st} March Last Day to Withdraw without Financial Penalty</td>
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**Semester Recess.** Semester Recess-Friday 2\textsuperscript{nd} April. – Friday 9\textsuperscript{th} April.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture &amp; Tutorial</th>
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<tbody>
<tr>
<td>6</td>
<td>April 12th</td>
<td>Lecture: Person-Centred Approaches to Casework &amp; Counselling. Tutorial: Practice Fields &amp; Methods Chapter 6, pp. 144-166. Chenoweth and McAuliffe.</td>
</tr>
<tr>
<td>9</td>
<td>May 3rd</td>
<td>Lecture: Structural Theory and Practice Tutorial: Case Study (1) *See Blackboard for Copy of Case Study.</td>
</tr>
<tr>
<td>10</td>
<td>May 10th</td>
<td>Lecture: Counselling Men. Tutorial: Case Study (2). *See Blackboard for Copy of Case Study.</td>
</tr>
<tr>
<td>11</td>
<td>May 17th</td>
<td>Lecture: Women And Mental Health. Tutorial: Case Study (3). *See Blackboard for Copy of Case Study.</td>
</tr>
<tr>
<td>12</td>
<td>May 24th</td>
<td>Lecture: Disability and Sexual Rights. Tutorial: Case Study (4). *See Blackboard for Copy of Case Study.</td>
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</table>
Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

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.

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 1.5 or 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 coversheet: All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- 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
  - Ground Floor, Administration Building, 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. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, 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 hard copy and on disk.

**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:

**ASSESSMENT ITEMS TO BE SUBMITTED TO TURNITIN INCLUDE:**

1. **MAJOR ESSAY 2:**

Essay 2- explore and analyse one of the provided social policy discussion papers (*See Blackboard for Pdf Copy Of Documents). The central goal of this task is the analysis of central themes, dilemmas and arguments. Additionally, students are asked to review current debates and make linkages to examples from within the contemporary Australian context-This Essay Must be submitted Via Turnitin and Hard Copy.

Due date: Friday due 4th June 2010 (Academic Week 13).  
Word Count: 2000 Words  
Worth: 40%.

**Essay assessment criteria – Essays 1 and 2**

I  
A1, A2, A3

II.i
B1, B2, B3

60-69 A good, if imperfect, grasp of the material and its implications. Identifies the focus of the question. Knowledge and clear understanding of contrasting viewpoints. Generally clear and correct writing. A case well argued and convincingly presented.

II.ii
C1, C2, C3

50-59 A reasonable grasp of the material. A general ability to present relevant argument but might contain some irrelevant material. Some coherent argument but weaknesses in overall structure and clarity.

III
D1, D2, D3

40-49 A basic grasp of the material, marred by either poor discriminative ability, an element of conceptual naïveté, or both. Tendency to unsubstantiated statements/assertions. Shallow interpretation. May contain significant errors of fact or interpretation. Some understanding of class material, but little or no further reading. Little evidence of independent thought. Poorly structured and presented, with little coherent argument.

Unclassified

36-39 Despite evidence of some effort, the work indicates inadequate understanding: substantial failure to grasp the material and/or an absence of any conceptual framework. Contains more than one gross error of significant fact or interpretation.

Fail

0-35 Does not satisfy the minimum requirements for the exercise in question. Little understanding, even of class material. No structure. Does not address the topic.

Grading guide

<p>| 49% or less | Fail (FF) | 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. |
| 50% to 64% | Pass (P) | 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. |</p>
<table>
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<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>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.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>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.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>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 and argument grounded in wide literature.</td>
</tr>
</tbody>
</table>

**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. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](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.

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**Re-marks & Moderations**

A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

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.

Further detail on this University policy can be found at:


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

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.

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA 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). Further information on referencing and general study skills can be obtained from:


Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

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 can be found at:

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 -


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 on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:

Special Circumstances:

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

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 2010

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. 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 the School Office.

To change your enrolment online, please refer to
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


Web Address for Rules Governing Postgraduate Academic Awards


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 49 21 5766, or via email at: 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: www.newcastle.edu.au/services/disability

**University Dates**

**Semester 1 commences**
Monday 1st March 2010

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<td>31/03/2010</td>
<td>(31st March Last day to withdraw without financial penalty.)</td>
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**Semester dates - 2010**

**Semester 1 commences Monday 1 March 2010**

**Semester 1 Recess (includes Easter) Friday 2 April to Friday 9 April 2010**

**Semester 1 resumes Monday 12 April 2010**

**Anzac Day Holiday Monday 26 April 2010**

**Semester 1 concludes Friday 4 June 2010**

**Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.**