SWRK1001 - Introduction to Social Work 1
Course Outline
Semester 1 - 2008

Course Coordinator: Dr Debbie Plath
Room: W228
Ph: 49215765
Email: Debbie.Plath@newcastle.edu.au
Consultation hours: Thursdays 11.00 – 1.00pm

Unit Weighting: 10 Units
Teaching Methods: Experience Based Learning
Workshops

Brief Course Description
This course focuses on social work in contemporary Australian society with an emphasis on social justice and how inequality is constructed. Through exercises, activities and small group work, students are introduced to the experience-based model of learning as they explore the subject content. Students also develop relevant skills and explore values inherent in social work practice and the Code of Ethics of the profession.

Contact Hours
Workshops for 3 Hours per Week for the Full Term
Small group work for 2 Hours per Week for the Full Term

Learning Materials/Texts
There are no set texts for this course. Students will be provided with a list of relevant references and resources for each learning unit and are also expected to develop skills in locating relevant information to inform their learning. You are encouraged to research and read widely and to intersperse your academic reading with novels, biographies and films related to the content of the course. If you wish to purchase some books as you begin to develop your professional social work reference library, the following books are suggested. These books are also available in the library and will be important reference books throughout your first year in the Bachelor of Social Work and beyond.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008

CTS Download Date: 1st February, 2008
Reference Texts for First Year Social Work Students


Barber, J. G. Social Work Through the Lifecycle, Croydon, Tertiary Press.

Chenoweth, L. & McAuliffe, D. The Road to Social Work & Human Service Practice, Melbourne, Thomson.


Mullaly, B. Structural Social Work, Toronto, Oxford University Press.


Course Objectives

The learning goals for this course relate to the central themes of inequality and social justice and are grouped into seven essential areas of knowledge and skill development for social work practice. They are as follows:

   Learning involves understanding the profession’s commitment to justice and equality, the nature of values and their importance in social work and the ability to challenge oneself and others’ ideas and positions.

2. Self Awareness.
   Learning involves awareness and expression of responses to people, situations and ideas.

   Begin to develop good listening skills and the ability to give and receive feedback.

4. Ethical and Professional Practice.
   Learning involves familiarisation with the profession’s Code of Ethics and the ability to produce work independently and as part of a group.

5. Developing Knowledge.
   Gain knowledge on inequality, the nature of Australian society and life cycle stages and theories.

6. Working with others/team work.
   Develop the ability to work with a small group to achieve tasks, and to gain an understanding of group dynamics.

7. Research and Enquiry Skills.
   Learning involves a high degree of information seeking skill, skills in the analysis of social policy documents and their implications and the ability to critically assess literature and research reports to identify underlying value and ideological positions.

Course Content

1. Inequality in society.


3. Lifestyle and inequalities.

4. Group dynamics and group theory.

5. Professional ethics and professional practice.

The course is presented in 3 units: 1. Racial Inequality, 2. Gender Inequality, 3. Income Inequality.
Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignment 1</th>
<th>Worth 40%</th>
<th>Due: 31st March</th>
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</thead>
<tbody>
<tr>
<td>Essays / Written Assignment 2</td>
<td>Worth 60%</td>
<td>Due: 6th June</td>
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<tr>
<td>Presentations - Group</td>
<td>Ungraded group presentations will be held throughout the semester (unsatisfactory/satisfactory result).</td>
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</tbody>
</table>

Assumed Knowledge

N/A

Callaghan Campus Timetable

SWRK1001

INTRODUCTION TO SOCIAL WORK I

Enquiries: School of Humanities and Social Science

Semester 1 – 2008

Seminar Tuesdays 9:00 - 12:00 W202 Venue: W301A

Group work Thursdays 9:00 - 11:00 MCG29, MCLG17, W203, W218, W326, W326A

Small groups will be formed in week 1

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 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 at 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

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

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

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
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

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

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses the online Blackboard site 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.

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.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

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

Mandatory Program Component

This course is a mandatory program component of the Bachelor of Social Work. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

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 and listed above under “assessment items”. Details on the assessment items for unit 1 are provided in the course outline. Details on assessment items for units 2 and 3 will be provided later in the semester.
Group Work

The assessment in this course involves group work. For information on university policy on group work refer to: http://www.newcastle.edu.au/policylibrary/000650.html

All group assessment tasks in this course are graded as satisfactory or unsatisfactory. Groups that do not obtain a satisfactory result will be required to submit additional work as directed by the course coordinator.

The ability to work effectively in small groups and teams is an important aspect of professional social work practice. Small group assessment tasks are thus a fundamental component of your learning throughout the Bachelor of Social Work program.

The Thursday morning class time is set aside for small groups to work on the allocated group tasks. Groups may, however, need to organise additional group meeting times outside of class times. A group discussion board will also be established for each small group on the online Blackboard site.

Groups are expected to work cooperatively in deciding how to approach each 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 an agreement on how the group can work effectively together. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. The course coordinator (Debbie Plath Room: W228) will be available as a resource to groups during the group meetings scheduled in class times and is also available during consultation times (as listed above) to discuss any concerns in relation to the content or processes entailed in the group task.

Details on the requirements for each group task and the criteria against which tasks will be assessed are provided for each of the 3 units.

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 11 or 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 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/

- Written Assignment 1
- Written Assignment 2

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.


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

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

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

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 ‘Procedures for Appeal Against a Final Result’. Refer - 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.

School of Humanities & Social Sciences
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 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). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

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<tr>
<th>Grading Guide</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail  (FF)</td>
<td>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.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass  (P)</td>
<td>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.</td>
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<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>
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<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>
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<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 insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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### COURSE OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic &amp; Assessment at a Glance</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>19 &amp; 21 Feb</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>2</td>
<td>26 &amp; 28 Feb</td>
<td>RACIAL INEQUALITY UNIT</td>
</tr>
<tr>
<td>3</td>
<td>4 &amp; 6 March</td>
<td>RACIAL INEQUALITY UNIT</td>
</tr>
<tr>
<td>4</td>
<td>11 &amp; 13 March</td>
<td>RACIAL INEQUALITY UNIT</td>
</tr>
<tr>
<td>5</td>
<td>18 &amp; 20 March</td>
<td>RACIAL INEQUALITY UNIT: Small group presentations &amp; review</td>
</tr>
<tr>
<td>6</td>
<td>27 March</td>
<td>No class on Tuesday 25 March. Small groups only this week</td>
</tr>
<tr>
<td>7</td>
<td>1 &amp; 3 April</td>
<td>Written Assignment 1 Due: 31/3</td>
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<td>GENDER INEQUALITY UNIT</td>
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<tr>
<td>8</td>
<td>8 &amp; 10 April</td>
<td>GENDER INEQUALITY UNIT</td>
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<td>Mid – Semester Break: 14th April – 25th April</td>
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<tr>
<td>9</td>
<td>29 April &amp; 1 May</td>
<td>GENDER INEQUALITY UNIT</td>
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<tr>
<td>10</td>
<td>6 &amp; 8 May</td>
<td>GENDER INEQUALITY UNIT: Small group presentations &amp; review</td>
</tr>
<tr>
<td>11</td>
<td>13 &amp; 15 May</td>
<td>INCOME INEQUALITY UNIT</td>
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<tr>
<td>12</td>
<td>20 &amp; 22 May</td>
<td>INCOME INEQUALITY UNIT</td>
</tr>
<tr>
<td>13</td>
<td>27 &amp; 29 May</td>
<td>INCOME INEQUALITY UNIT</td>
</tr>
<tr>
<td>14</td>
<td>3 June (no small groups)</td>
<td>INCOME INEQUALITY UNIT: Small group presentations &amp; closure</td>
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<tr>
<td></td>
<td></td>
<td>Written Assignment 2 Due: Friday 6th June</td>
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ASSESSMENT TASKS

The first individual written assignment task and the first group task are described below. Details of the second written assignment task and the group tasks for units 2 and 3 will be provided later in the semester.

Written Assignment 1: Racial Inequality Unit

Reflections on an Aboriginal autobiography in the context of social work values

Weighting: 40%

Due: Week 7 – Monday 31st March

Length: 2000 words.

Presentation: (See also assignment presentation details above)

This assignment encourages you to read and write freely and creatively. An important skill for social workers is to be able to critically reflect on your experience, and in this assignment we also want you to read according to your interest and to see how autobiographies can support your learning. There are three parts to this assignment, which you should put under three headings:

1. Choose an autobiography written by an Aboriginal person (from the following reference list). There are several copies of each book at the university library but most of these books are also readily available in the public library system or in second hand bookstores. As you read the autobiography, note your reactions to it honestly – positive and negative responses, surprises, bits that are interesting and those that are not. Explore those reactions – how do they relate to attitudes in Australian society that are embedded in our socialization – education, media, family and government systems.

2. How does this story relate to ideas of ‘belongingness’ (at individual, family, community and social levels) and the development of identity. How is belongingness and identity as expressed by the person in the story different from your own? How can people from privileged groups in society come to understand the experience of those who are from groups who are devalued?


Criteria for assessment
- Awareness of your own responses to people, situations and ideas and willingness to challenge yourself.
- An understanding of inequality and power in Australian society, particularly in relation to race.
- An understanding of social work’s values and its commitment to justice and equity.
- Evidence of reading and integration of the literature on racism.
- Capacity for self-reflection.
- Clear, structure and presentation (including professional spelling and grammar).
- Accurate referencing.
Group Task: Racial Inequality Unit

Video Review

Length: 15 minute presentation  
Grade: Satisfactory / Unsatisfactory  
Due: Week 5: Tues 18th March

During the first week of semester students will be grouped into small groups of approximately 10 students. You are to work cooperatively on the following group task and prepare a brief presentation (up to 15 minutes) for your fellow students in the whole 1st year class.

Small group times are on Thursday mornings 9.00 – 11.00am. Each small group will have a room allocated, but you may decide as a group to meet in the library or elsewhere in order to complete aspects of the group tasks. Groups are expected to work cooperatively and independently. The course coordinator, Debbie Plath, will normally check in on the group at some point during the 2 hours and at other times will be available for consultation in her office W228.

During the first session of the group, students are expected to talk about the ways in which the group members can facilitate effective communication between members, decision making and equitable allocation of tasks. It will be important to also consider how conflict will be dealt with. This process is sometimes called establishing “group rules” or a “group contract”.

For this unit, each group will be allocated a video to view, discuss and review. For the purpose of the task, assume that you are social workers who have been asked to review the video for your colleagues in the social work profession, so that they might consider how to use the video to inform their social work practice.

1. View the video as a group
2. Discuss your initial reactions to the video and the impact it made for each group member
3. Identify what was learnt from the video
4. Identify the questions and issues the video raised
5. Locate relevant literature that addresses these questions and issues
6. Discuss how the video may be useful for social work practitioners, drawing on relevant literature.
7. Prepare a 15 minute presentation for the whole class that provides:
   • a summary of the video (key messages and issues)
   • consideration of the video in light of dominant social views and stereotypes
   • discussion of video content in the context of relevant literature
   • comments on how the video is relevant and useful for social workers.

The 15 min presentation should include 1 or 2 segments from the video (up to 5 mins total) and some comments on how these segment/s relate to the video as a whole.

All group members are expected to participate in some way to the group presentation. Remember to clearly introduce your video review and consider how you will engage the interest of your audience. Be creative!

You will have 3 x 2hr class sessions to work on this group task. You should record discussions at each session and ensure that all group members are clear on what needs to be done in preparation for the next session. A group discussion forum will be set up on the Blackboard site for each small group.

Criteria for assessment of group task

• Understanding of some of the roles and values of social work.
• Ability to locate and apply relevant literature.
• Capacity to identify and critically reflect upon central themes
• Demonstration of respect and avoidance of paternalism
• Effective communication
• Creativity and initiative
• Effort to engage audience and to communicate messages effectively
• Ability to produce work to deadlines as part of a group.

We will be looking for:

• Preparation and organisation – time management, clear structure, clear roles and responsibilities.
• Participation – each member of the group has contributed to the task.
• Content – current information, clarity, relevance to audience, supporting handouts and resource list.
• Process – attention to facilitation of the group, working with the group dynamics.
• Creativity – engagement of audience, mixture of interactive and didactic segments.
Remember that the texts listed on p.1 are useful resources for all your assessment tasks.

A variety of material for this course has also been placed on Short Loans Online, which is available through the University Library website. Search by course SWRK1001

**Learning Unit 1: Racism**


**Suggested references for autobiography assignment:**


**Videos/ DVDs**

The library has a good audio-visual collection. Some relevant videos are listed below. These can be viewed individually, however you might like to organise for a group to get together to view one or more of these.


*Media portraits of Indigenous Australians* (1998) VEA and ABCTV.


*Rabbit proof fence* (2002) *South Australian Film Corporation and Jabal Films Pty Ltd.*


*White Australia has a black history* (1999) Bendigo Video Education, Australia.


**Television, radio and newspapers**

There are some good Aboriginal current affairs television shows that you could watch to gain some insights from an Aboriginal perspective.

ABC TV - *Message stick*, Mondays 6pm repeated Sundays 1.30pm
SBS TV - *Living black*, Wednesday 6pm repeated Friday at 3.30pm and Monday at 5.30pm

ABC Radio National - *Awaye* program on Fridays at 1pm
ABC local radio - *Speaking Out* on Sunday nights from 9.30 – 10pm (AEST).

The *Koori Mail* is the indigenous newspaper that you may like to read.