SWRK1001 – Introduction to Social Work  
Semester 1 – 2009

Unit Weighting: 10 units

Teaching Methods: Experience Based Learning Workshops

Course Co-ordinator: Dr Debbie Plath
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Ph: 49215765
Email: Debbie.Plath@newcastle.edu.au
Consultation hours: Thursdays 11.00 – 1.00 in W228

Lecturer: Leanne Schubert
Office: W230
Ph: 49212085
Email: Leanne.Schubert@newcastle.edu.au
Consultation: By appointment

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 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
Workshop for 3 Hours per week for the full semester.
Small group work for 2 hours per week for the full semester.

Learning Materials/Texts
A book of readings is available for this course. This may be purchased from UPrint, located in the Shortland Union Building. Students are expected to read all items in the book of readings.

For each unit of study students will be provided with a list of relevant references and resources. You are, however, also expected to develop skills in locating relevant information through the library. 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 are able 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 in completing assignments throughout your first year in the Bachelor of Social Work and beyond.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009

CTS Download Date: 17 February, 2009
Reference Texts for First Year Social Work Students


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. A separate outline will be provided at the beginning each unit. These will detail learning activities, assessment tasks and learning resources.
Assessment Items

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Worth 40% - Due Monday 6th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written</td>
<td>Worth 60% - Due Friday 5th June</td>
</tr>
<tr>
<td>Assignments</td>
<td>As each assessment task addresses different learning objectives in the course. All individual assessment items must be submitted/attempted to successfully pass this course.</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>Projects/Group tasks - for each of the 3 learning units</td>
</tr>
<tr>
<td></td>
<td>There are group assessment tasks in this course that are designed to demonstrate satisfactory achievement of stated learning objectives. Students must successfully complete these assessment tasks to pass the course. These tasks are graded as satisfactory or unsatisfactory. Students have the opportunity to resubmit tasks graded initially as unsatisfactory.</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 – 2009

Lecture: Tuesdays 11:00 - 12:00 V10 (not every week – students will be advised)

and Workshop: Tuesdays 9:00 - 12:00 W301a or W202

and Workshop: Thursdays 9:00 - 11:00 MCG25a, MCG29, MCLG17, W203, W218, W220b, W326, W326A (see group room allocation below)

Tuesday Morning Classes: 9am – 12 noon
Two class groups will run concurrently on Tuesday mornings. Allocation has been made by student surname:

Surnames
A – K: W301a
L – Z: W202
(Note: on some Tuesdays the 2 groups will meet together for the final hour of class, 11-12, in V10)

Thursday Morning Group Workshops: 9 – 11 am
Thursdays 9.00 – 11.00 is the time allocated to work on assessed small group tasks. Small group sessions are supported by a social work academic staff member, but groups are expected to work quite independently on assessed group tasks.

Attendance is essential to meet assessment requirements.

Students have been allocated to small groups / rooms by first letter of surname as follows:

Surnames
A – Br: MCG25a
Bu – Co: MCG29
Cr – Ga: MCLG17
Ge – K: W203
L – M: W218
N – Pi: W220b
Po – Se: W326
Sh – Z: W326a
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 in the 3 unit outlines.

Grading of Group Tasks
All group assessment tasks are graded as satisfactory or unsatisfactory, based on the assessment criteria listed above. Written feedback is given in line with the stated assessment criteria for the task. All group members will obtain the same result, unless a case is made by group members, 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 Bachelor of Social Work Program Convenor. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one’s own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

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

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer.
Mandatory Program Component
This course is a mandatory program component. Refer - [http://www.newcastle.edu.au/policylibrary/000647.html](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. Refer - [http://www.newcastle.edu.au/policylibrary/000648.html](http://www.newcastle.edu.au/policylibrary/000648.html)

Studentmail and Blackboard: Refer - [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, email 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.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
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 contact the Disability Liaison Officer on 02 4921 5766, 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 on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability).

CHANGING YOUR ENROLMENT
Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that term.

<table>
<thead>
<tr>
<th>Semester 1 courses</th>
<th>31 March 2009</th>
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<tbody>
<tr>
<td>Semester 2 courses</td>
<td>31 August 2009</td>
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</table>

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

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)
STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td></td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td></td>
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<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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</table>

OTHER CONTACT INFORMATION

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<thead>
<tr>
<th>Faculty Websites</th>
<th>The Dean of Students Resolution Precinct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Education &amp; Arts: <a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5806;</td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
</tr>
<tr>
<td>General enquiries</td>
<td>Deputy Dean of Students (Ourimbah)</td>
</tr>
<tr>
<td>Callaghan, City and Port Macquarie</td>
<td>Phone:02 4348 4123;</td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
<td>Fax: 02 4348 4145</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Ourimbah</td>
<td></td>
</tr>
<tr>
<td>Phone: 02 4348 4030</td>
<td></td>
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<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.
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/](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/)

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.

For 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](http://www.newcastle.edu.au/policylibrary/000608.html)

**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

Assignment Re-submission

As this is a 1000 level course a student who fails the first assessment item will be allowed to correct errors and re-submit the assignment for a capped mark of 50% of the available marks for the assessment item.

Assignments that have passed may not be resubmitted. Students are, however, always welcome to contact their Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may request a re-mark of an assessment item before the final result have been posted in the course to which the assessment item contributes. 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.

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 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

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

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</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 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>
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<tr>
<td>50% to 64%</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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<td>65% to 74%</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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<td>75% to 84%</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>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.</td>
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INDIVIDUAL ASSESSMENT TASK 1

The first individual written assignment task is provided below. Details of the second individual written assignment task and the group tasks will be provided later in the unit outlines.

Written Assignment 1: Reflection on an Aboriginal autobiography in the context of social work values

Weighting: 40%
Due: Monday 6th April
Length: 2000 words.
Presentation: (See also assignment presentation details above)

Social workers need to be able to reflect critically on personal reactions and to draw connections between personal experiences and wider knowledge about social issues. You will have the opportunity to develop these skills through this assignment. We also want you to read according to your interest and to see how autobiographies can support your learning.

Choose an autobiography written by an Aboriginal person (from the list below). 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. These initial notes are for your own records. You do not need to submit these notes with your assignment.


The assignment you submit should be in four parts:

1. **Personal reactions:** An exploration and summary of your own reactions to situations in the autobiography. How do your reactions relate to attitudes in Australian society that are embedded in our socialization through education, media, family and government systems? Make reference to relevant literature in answering this question.

2. **Belonging and identity:** How does the autobiography relate to the issue of belonging (at individual, family, community and social levels) and the development of identity? How does the sense of belonging and identity, as expressed by the person in the story, compare to your own?

3. **Privilege and disadvantage:** How can people from privileged groups in society come to understand the experiences of those who are from groups that are devalued?

4. **Social work values and ethics:** Explain how social work values and ethics (e.g., social justice, human dignity and worth) relate to issues and experiences presented in the autobiography.

Your assignment should include references to relevant literature to support the points you make. You will find relevant literature in the reference list at the end of the Unit 1 outline, in the SWRK1001 Book of Readings and through your own library or internet searches. Note that material you cover in your Sociology course may also be relevant in completing this assignment.

Criteria for assessment

- Critical awareness of and ability to articulate your own responses to stories of indigenous experience.
- Understanding of inequality and power in Australian society, particularly in relation to race.
- Understanding of the factors that contribute to identity and belonging, relating this understanding to own experiences and to another’s experience.
- Understanding of social work values and the commitment of the profession to social justice and equity.
- Evidence of reading and integration of literature on social work and racism/racial inequality.
- Clear structure and presentation (including accurate spelling and grammar).
- Accurate referencing.

Suggested autobiographies (if you locate another autobiography, check suitability with your lecturer)

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>02/03/2009</td>
<td>Introduction to Studies in Social Work</td>
</tr>
</tbody>
</table>
| 2    | 09/03/2009      | Unit 1  
Racial Inequality |
| 3    | 16/03/2009      | Racial Inequality |
| 4    | 23/03/2009      | Racial Inequality |
| 5    | 30/03/2009      | Racial Inequality  
1<sup>st</sup> small group presentations  
(31<sup>st</sup> March Last day to withdraw without financial penalty.) |
| 6    | 06/04/2009      | Individual assignment 1 due 6 April: 40%  
Unit 2  
Gender Inequality |
| 7    | 20/04/2009      | Gender Inequality |
| 8    | 27/04/2009      | Gender Inequality |
| 9    | 04/05/2009      | Gender Inequality  
2<sup>nd</sup> small group presentations |
| 10   | 11/05/2009      | Unit 3  
Income Inequality  
Tuesday 12<sup>th</sup> May 9 -12: class field visit to social work organisation |
| 11   | 18/05/2009      | Income Inequality |
| 12   | 25/05/2009      | Income Inequality |
| 13   | 01/06/2009      | Income Inequality  
3<sup>rd</sup> small group presentations  
Individual assignment 2 due 5<sup>th</sup> June: 60%  
(5<sup>th</sup> June Last day to withdraw without failure.) |