SWRK1001 - Introduction to Social Work 1
Course Outline
Semester 1 – 2010

Unit Weighting: 10 units
Teaching Methods: Experience Based Learning Workshops and Small group tasks

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Consultation: By appointment

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Consultation hours: 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
Workshops for 3 Hours per week for the full semester
Small group workshops for 2 Hours per week for the full semester

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 10 February 2010
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.

Reference Texts for First Year Social Work Students
- Mullaly, B. Structural Social Work, Toronto, Oxford University Press.

Course Objectives
The learning goals relating to the two central themes of inequality and social justice 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, particularly when working on group tasks.
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.
   Knowledge relating to the following areas: Inequality, the nature of Australian society and social work theories.
6. Working with others/team work.
   Students are required to 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 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
Separate outlines will be provided at the beginning of each unit. These will detail learning activities, assessment tasks and learning resources. Outline for unit 1 is attached at the end of this document.
Assessment Items
As each assessment task addresses different learning objectives in the course, all assessment items must be submitted/attempted to successfully pass this course.

<table>
<thead>
<tr>
<th>Written Assignment 1</th>
<th>Worth 50%</th>
<th>Due: Monday 12th April, 5.00pm</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SUBMIT TO STUDENT HUB WITH UNIVERSITY COVERSHEET</td>
<td>See pages 11 for details on the assessment task</td>
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<tr>
<td></td>
<td>See pages 8-10 for presentation and submission details</td>
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<tr>
<th>Written Assignment 2</th>
<th>Worth 50%</th>
<th>Due: Wednesday 2nd June, 5.00pm</th>
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<tr>
<td></td>
<td>SUBMIT TO STUDENT HUB WITH UNIVERSITY COVERSHEET</td>
<td>See page 13 for details on the assessment task</td>
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<td></td>
<td>See pages 8-10 for presentation and submission details</td>
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<tr>
<th>Presentations - Group</th>
<th>Projects/Group tasks - 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.</th>
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<tbody>
<tr>
<td></td>
<td>There is one group task for each of the 3 units. These are presented in class time. A unit outline is provided at the beginning of each unit, with the details of the group task. The outline for unit 1 on Racial Inequality is attached at the end of this course outline.</td>
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Assumed Knowledge
N/A

Callaghan Campus Timetable
SWRK1001
Introduction to Social Work 1
Enquiries: School of Humanities and Social Science
Semester 1 – 2010

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Tuesdays</th>
<th>10:00am- 1:00pm</th>
<th>SRLT1</th>
<th>Week 1 (and when advised)</th>
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<tbody>
<tr>
<td>Students to be allocated to a group room in week 1. (p.16)</td>
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<tr>
<th>Small group Workshops</th>
<th>Thursdays</th>
<th>9:00 - 11:00pm</th>
<th>MCG25A, MCG29, MCLG17, W203, W218, W220a, W326a, W326b</th>
<th>Weeks 2 - 13</th>
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Note: All students must independently organise to attend a library tour and workshop to develop skills in using the library catalogue and electronic journal database.

Mandatory Program Component
This course is a mandatory program component. 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. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

As each assessment task addresses different learning objectives in the course, all individual assessment items must be submitted/attempted to successfully pass this course.

Projects/Group tasks - 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.
Group Work

The assessment in this course involves group work/peer and/or self-assessment. Refer - 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. All students are required to attend and participate in the completion of group tasks in order to pass the course. Groups may organise additional group meeting times outside of class times. A group discussion board has been established for each small group on the online Blackboard site so that you can communicate online and share materials for the group task.

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.

Leanne Schubert in Room W230 will be available as the academic resource person, providing assistance to groups during the group meeting times on Thursdays or by appointment. Leanne is available 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 stated assessment criteria. Written feedback is also given in line with the assessment criteria for the task. All group members will obtain the same result, unless a case is made to the course coordinator to exclude one or more group members from the final result. Such cases will be reviewed by the course coordinator in consultation with the teaching staff. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard in order to pass the course.

Attendance
In order to satisfactorily complete assessment items students are required to attend all classes. Attendance records will be kept for all classes. Feedback regarding class participation will be provided verbally by staff to students throughout the Semester and in writing as part of feedback on written assignments and group projects. If students are unable to attend a class they should contact the lecturer. The lecturers will consult throughout the semester with students who have a poor attendance and participation record. This may result in additional assessment requirements being established. Where it becomes apparent that a student is unable to complete (ungraded) group projects at a satisfactory level, due to their poor class attendance and participation, they will be required to undertake additional assessment task(s). Additional make-up assessment tasks will be designed to ensure students demonstrate knowledge and skills equivalent to the original task(s).

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

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

- copying or paraphrasing material from any source without due acknowledgment;
- using another person's ideas without due acknowledgment;
- 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

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

Assessment 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.

Requests for Extensions of Time must be lodged online or at a Student Hub 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 or their Program Executive if studying in Singapore.

**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](mailto:student-disability@newcastle.edu.au). As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information 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 in the link below are liable for the full cost of their student contribution or fees for that term. [http://www.newcastle.edu.au/study/fees/censusdates.html](http://www.newcastle.edu.au/study/fees/censusdates.html)

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.

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/](http://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: Callaghan Campus
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/)
- **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 written assignments to Turnitin via the course Blackboard website available at [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 see above and 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
There is a link from here to the online application form. See also above for further details.

Assignment Re-submission
Assignments may not be reworked and resubmitted after marking / grading. Students are, however, always welcome to contact their Lecturer or Course Coordinator to arrange 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
Marked assignments may be returned in class. Alternatively, students may be required to 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 OR APA referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

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

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

**Weighting:** 50%

**Due:** Monday 12th April, 5.00pm

**Length:** 2000 words.

**Presentation:** (See also assignment presentation and submission 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. You are also not required to submit a summary of the autobiography.


The assignment you submit should be in four parts:

1. **Personal reactions to the events and issues in the autobiography:** An exploration and summary of your own reactions to situations in the autobiography. What were some of your reactions? How do your reactions relate to dominant attitudes in Australian society? How does socialization through education, media, family and government systems reinforce dominant attitudes?

   Make reference to academic literature (from reference list and text books) in answering this question as well as using examples from the autobiography.

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:** What examples of privilege and disadvantage came to your attention in reading and reflecting on the autobiography? How has your academic reading (eg. on social work, racism, inequality) assisted your understanding of privilege and disadvantage in Australian society? 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 (eg. social justice, human dignity and worth) relate to issues and experiences presented in the autobiography. Give some examples of where social work values and ethics are violated or upheld.

As well as referring to the autobiography, your assignment should include references to relevant academic literature. This academic literature is to be used to support and evidence the points you make. You will find relevant literature in:

- Reference list at the end of the Unit 1 outline
- SWRK1001 Book of Readings (available to purchase from UPrint)
- Course text books (listed in course outline)
- 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 racial inequality and power in Australian society, supporting your views with evidence from academic literature.
- 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, supported with reference to social work literature.
- Clear structure and presentation (including accurate spelling and grammar) and accurate referencing.
Suggested autobiographies (if you locate another autobiography, check suitability with your lecturer)


Dodd, M. (2000) They liked me, the horses, straightaway, Ginninderra Press, Charnwood.


**INDIVIDUAL WRITTEN ASSIGNMENT 2**

**Written Assignment 2: Report on poverty trends and vulnerable groups**  
**Weighting:** 50%  
**Due:** Wednesday 2nd June, 5.00pm  
**Length:** 2000 words.  
**Content:** This task requires you to draw upon learning from the 3 units: Race; Gender & Poverty.

**Scenario for assessment task:**  
You are a social worker employed in a large charitable organization. It is part of the mission of this organization to provide services that target poor and marginalized groups in society. Every few years the organization does a review to ensure that services are addressing the most pressing current needs.

As the social worker, you have been asked to prepare a report for the CEO identifying poverty trends and vulnerable groups. Your report should cover the following:

- An overview of the groups that experience marginalization and high levels of poverty in Australia today. Your analysis should be supported with statistical and other evidence, focusing on the past 10 years.
- The factors that contribute to the poverty and marginalization of these groups in society.
- Implications of poverty in terms of lifestyle, wellbeing and opportunities.
- The ways in which social work services in the organisation could address poverty and its effects, drawing on relevant theories and social work values.

**Reading and research for the task:**  
Use literature, research, statistics and other academic evidence to support your claims and analyses in the 4 parts. Apply your knowledge of social work theories and values in discussing the issues. Each part will need to be well researched and accurately referenced.

Draw on the reading lists provided for each of the 3 units, the book of essential readings and the recommended texts.

You will also need to do independent research to locate relevant, recent statistics to support your claims. In particular Australian Bureau of Statistics (ABS) reports will be vital here. If you are having difficulty locating this statistical material, consult the library staff for assistance.

**Presentation & Submission:**  
This assignment is to be structured as a report to management. As such, it is suggested that you use headings just as an example (and you may choose different headings) you could structure your report in terms of: Background; What is poverty and marginalisation?; Overview of low income groups; Factors contributing to poverty amongst these groups; Implications of poverty; Issues & needs; The role of social work in response to poverty; How our organisation could respond. You may present some material in dot points and tables in order to get the information across to your manager as succinctly as possible.

See above for other specific assignment submission and presentation details.

**Assessment criteria**  
The report will be assessed using the following criteria:

- Ability to put forward claims and positions supported by evidence.
- Demonstrated ability to research and critically analyse the information you find
- Application of social work theories (in particular structural and strengths theories), values and ethics
- Understanding of inequality, power and poverty in Australian society, particularly in relation to race, gender and income.
- Quality of presentation – grammar, spelling, format, coherence, clarity, no typographical errors, accurate referencing.
## Semester Overview: SWRK1001

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesdays 10.00 – 1.00</th>
<th>Thursdays 9.00 – 11.00</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2/03/2010</td>
<td></td>
<td>Introduction to Studies in Social Work</td>
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<td></td>
<td>4/03/2010</td>
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<td>Small group meeting 1 – Group agreements</td>
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<td>2</td>
<td>9/03/2010</td>
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<td>Unit 1</td>
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<td>11/03/2010</td>
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<td>Racial Inequality</td>
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<td>3</td>
<td>16/03/2010</td>
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<td>18/03/2010</td>
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<td>4</td>
<td>23/03/2010</td>
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<td>25/03/2010</td>
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<td>Racial Inequality</td>
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<tr>
<td>5</td>
<td>30/03/2010</td>
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<td>Racial Inequality: 1st small group presentation in Tuesday class</td>
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<td>1/04/2010</td>
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<td>Workshop on Thursday “How to work productively in groups” – venue TBA</td>
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<td>(31st March Last day to withdraw without financial penalty.)</td>
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<td>Friday 2nd April – Friday 9th April</td>
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<td>6</td>
<td>13/04/2010</td>
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<td>Individual assignment 1 due: Monday 12th April (50%)</td>
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<td>15/04/2010</td>
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<td>Unit 2</td>
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<td>20/04/2010</td>
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<td>Gender Inequality</td>
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<td>22/04/2010</td>
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<td>Gender Inequality</td>
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<td>7</td>
<td>27/04/2010</td>
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<td>Gender Inequality</td>
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<td>29/04/2010</td>
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<td>Gender Inequality</td>
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<td>8</td>
<td>04/05/2010</td>
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<td>Gender Inequality: 2nd small group presentation in Tuesday class</td>
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<td>06/05/2010</td>
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<td>Workshop on Thursday “Evidence based writing” for assignments – venue TBA</td>
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<td>9</td>
<td>11/05/2009</td>
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<td>Unit 3</td>
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<td>13/05/2010</td>
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<td>Income Inequality</td>
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<td>Tuesday 11th May 9 -12: class field visit to social work organisation</td>
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<td>10</td>
<td>18/05/2009</td>
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<td>Income Inequality</td>
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<td>11</td>
<td>25/05/2009</td>
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<td>27/05/2010</td>
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<td>Income Inequality</td>
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<tr>
<td>12</td>
<td>01/06/2009</td>
<td></td>
<td>Income Inequality: 3rd small group presentation in Tuesday class</td>
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<td></td>
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<td>Individual assignment 2 due: Wednesday 2nd June (50%)</td>
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<td>(4th June - Last day to withdraw from course without failure.)</td>
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UNIT 1 OUTLINE – RACIAL INEQUALITY

You have been allocated to a small group and room to work on group tasks during the 9.00 – 11.00 timeslot on Thursday mornings. Small groups / rooms have been organised by first letter of surname:

Group 1  A – Ch: MCG25a
Group 2  Cl - Do: MCG29
Group 3  Du - Gr: MCLG17
Group 4  Gu - K: W203
Group 5  L - M: W218
Group 6  N – Rae: W220b
Group 7  Ral - Sh: W326b
Group 8  Sm – Z: W326a

Whilst you will normally meet in your allocated group room, 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 without the direct supervision of an academic staff member. A teaching staff member will normally check in on the group at some point during the 2 hours. Staff are also available for consultation at other times.

During the first session of your group you are expected to spend some time getting to know each other and discuss the ways in which the group members can facilitate effective communication, decision making and equitable allocation of work to complete 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”.

It is important that you have these discussions and record your group decisions prior to starting the group task.

Group Assessment Task: Video Review

Length: 15 minute presentation
Grade: Satisfactory/Unsatisfactory
Due: Week 5: Tues 30th March in class.

For this unit, each group has been allocated a video / DVD to view, discuss and review. As a group you will need to organise where and how you will view the film. Copies are available in the Library, but local video stores will also hold most of the films. Some of the group rooms have video / DVD viewing equipment, but others do not. You may need to organise for someone in the group to bring a laptop to view the film or organise to view the film at another location, such as the library (individually, as a group or subgroups). If you are having trouble organising to view the film, speak with Dara or Leanne as we may be able to organise viewing equipment for your group room.

Group 1  A – Ch: MCG25a “Rabbit Proof Fence”
Group 2  Cl - Do: MCG29 “Land of the Little Kings”
Group 3  Du - Gr: MCLG17 “Beneath Clouds”
Group 4  Gu - K: W203 “Ten Canoes”
Group 5  L - M: W218 “Death by Neglect”
Group 6  N – Rae: W220b “Samson & Delilah”
Group 7  Ral - Sh: W326b “Beneath Clouds”
Group 8  Sm – Z: W326a “Rabbit Proof Fence”

Over the next 3 Thursday group sessions, you are to:
1. View the video individually or 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, themes and issues the video raised, particularly in regard to racial inequality
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 your Tuesday class on 30th March 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 the/se segment/s relate to the video as a whole.
For the purpose of the presentation, assume that you are social workers who have been asked to review the video for your colleagues in the social work profession and now need to provide advice to them on how the video is relevant to social work practice.

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 has been set up on the Blackboard site for each small group. Group records and notes can be uploaded onto the group forum page.

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 regarding racial inequality
- 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 and reference to related literature.
- Process – attention to facilitation of the group, working with the group dynamics.
- Creativity – engagement of audience.

REFERENCES FOR UNIT 1 – RACIAL INEQUALITY

Remember that the Book of Required Readings and the Texts listed above in the course outline are also useful resources for all your assessment tasks.

You may also locate other useful material as a result of your own library / internet searching.

**Literature**


National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their families (1997) Bringing them home, Human Rights and Equal Opportunities Commission, Sydney.


**Videos/ DVDs**

The library has a good audio-visual collection. Some relevant videos are listed below.


*Flour, Sugar and Tea* (2009) Australian Broadcasting Commission

*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*, Sundays 1.30pm repeated 6.00pm Fridays

SBS TV- *Living black*, Mondays 6.00pm repeated Tuesdays at 3.30pm and Fridays at 1.00pm

ABC Radio National – *Awaye!* program on Saturdays at 6.00pm repeated Mondays at 3.00pm

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.

**NOTE:** OUTLINES FOR UNITS 2 & 3 WILL BE PROVIDED LATER IN THE SEMESTER