Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

Newcastle Campus
University Drive,
Callaghan 2308
Room: MC127 McMullin Building
Phone: +61 2 4921 5213
Office hours: 9:00am – 5:00pm
Fax: +61 2 4921 6933
Email: Humanities-SocialScience@newcastle.edu.au
Web: http://www.newcastle.edu.au/school/hss/

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SWRK1002 - Introduction to Social Work 2
Course Outline

Course Co-ordinator: Amanda Howard
Room: W226
Ph: 49216302
Fax: 49216933
Email: Amanda.Howard@newcastle.edu.au
Consultation hours: Tuesday 12-1pm and Thursday 12-1pm. Other times by appointment

Co-Facilitator: Kylie Agliias
Room: W227
Ph: 49217035
Fax: 49216933
Email: Kylie.Agliias@newcastle.edu.au
Consultation Hours: By Appointment.

Teaching Methods: Experience Based Learning
Workshops

Unit Weighting: 10

Brief Course Description
Focuses on social work in contemporary Australian society with an emphasis on social justice and how inequality is constructed. Through exercises, activities and small groupwork, students build on learning in SWRK1001 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 Term
Workshop for 2 Hours per Week for the Full Term

Learning Materials/Texts
A book of readings is available for this course. These are REQUIRED READINGS for the course. SWRK 1002 Course Readings may be purchased from UPrint, located in the Shortland Union Building. Students are expected to read all items in the book of readings in preparation for the assessment tasks.

In addition. For each unit of study students will be provided with a list of references and resources specifically related to the topic area. 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

Course Outline Issued and Correct as at: Week 1, Semester 2 - 2010

CTS Download Date: 19/07/2010
academic readings with novels, biographies and films related to the content of the course.

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 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.

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.
On inequality, the nature of Australian society, life cycle stages and related social work 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. Social work’s role in addressing inequality in society.
2. Current inequalities in Australian society - youth, age, sexual orientation.
3. Lifesstage inequalities.
4. Group dynamics and group theory.
5. Professional ethics and professional practice.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>A written task designed around an issue of current relevance Worth: 50%. Length: 2000 - 2500 words. Due: Monday 6th September at the Hub or 9am Tuesday 7th September in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations -</td>
<td>Oral presentation designed around an issue of current relevance worth</td>
</tr>
<tr>
<td>Individual</td>
<td>50%. Oral assessments held in Week 13. Details to come later this semester.</td>
</tr>
<tr>
<td>Projects</td>
<td>Projects/Group tasks - There is one ungraded assessment task for each of the three units in this course (satisfactory/unsatisfactory). Students must successfully complete these assessment tasks to pass the course. These tasks entail class presentations with associated written papers of up to 2000 words total for the three tasks.</td>
</tr>
</tbody>
</table>

**Assumed Knowledge**  
SWRK1001, SOCA1010, PSYC1010  

**Callaghan Campus Timetable**  
SWRK1002  
**Introduction to Social Work 2**  
Enquiries: School of Humanities and Social Science  
Semester 2 - 2010  

<table>
<thead>
<tr>
<th>Workshop and Workshop and Workshop</th>
<th>Tuesday</th>
<th>10:00 - 12:00</th>
<th>Wks 1-13 only: Meet Wk 1 in V07</th>
<th>[V03, V09, W202]</th>
</tr>
</thead>
<tbody>
<tr>
<td>V07</td>
<td>Tuesday</td>
<td>9:00 - 10:00</td>
<td>Students to be allocated to a group room in Wk 1</td>
<td>[V07]</td>
</tr>
</tbody>
</table>

**Mandatory Program Component**  
This course is a mandatory program component in the Bachelor of Social Work and must be passed in order to progress to 2000 level SWRK courses. 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)

**Group Work, Peer and/or Self-Assessment**  

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 (Amanda Howard, Room: W226) 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.

**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, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**
Further details on this course are available on your course Blackboard site. Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

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**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;

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School of Humanities and Social Science
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** (under student) at the link 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 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. 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.

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

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

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 Student Hub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>The University of Newcastle</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>A Block, Administration</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Widderson Road</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Port Macquarie NSW 2444</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah) Student Hub: Opposite the Main Cafeteria</td>
<td>Phone: 49215000</td>
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</tbody>
</table>

Singapore students contact your PSB Program Executive

OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Phone: 02 4921 5806</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Email: <a href="mailto:Dean-Of-Students@newcastle.edu.au">Dean-Of-Students@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>University Complaints Managers Office</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious</td>
</tr>
<tr>
<td>Rules Governing Postgraduate Academic Awards</td>
<td></td>
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<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</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 graded written 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 see above and refer to the Policy on Student Academic Integrity at the following link - 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.

Refer - ‘Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779’ available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.1x)

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

**Assignment Re-submission**

Graded assignments may not be resubmitted in this course. 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 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</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</td>
</tr>
<tr>
<td>Distinction (HD)</td>
<td>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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</tbody>
</table>
## Semester Overview: SWRK1002

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday classes: 9.00-12.00</th>
<th>Thursday classes: 9.00-11.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27 July: Regrouping</td>
<td>29 July: Trigger: Reflecting on Our Own Experience as Young People</td>
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<tr>
<td></td>
<td>Unit 1: Youth</td>
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<tr>
<td>2</td>
<td>3 Aug: Unit 1: Youth – Issues &amp; Theories</td>
<td>5 Aug: Work on small group task for unit 1</td>
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<tr>
<td>4</td>
<td>17 Aug: Unit 1: Youth – Group presentations</td>
<td>19 Aug: Complete small group media portfolio task for unit 1</td>
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<tr>
<td>5</td>
<td>Group media portfolios due.</td>
<td>26 Aug: Work on small group task for unit 2</td>
</tr>
<tr>
<td></td>
<td>24 Aug: Unit 2: Sexual Orientation - Trigger</td>
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</tr>
<tr>
<td>6</td>
<td>31 Aug: Unit 2: Sexual Orientation</td>
<td>2 Sept: Work on small group task for unit 2</td>
</tr>
<tr>
<td>7</td>
<td>Written assignment due.</td>
<td>9 Sept: Work on small group task for unit 2</td>
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<tr>
<td></td>
<td>7 Sept: Unit 2: Sexual Orientation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14 Sept: Unit 2: Sexual Orientation – Group presentations</td>
<td>16 Sept: Special Seminar  “Preparing for oral presentations”</td>
</tr>
<tr>
<td>9</td>
<td>21 Sept: Unit 3: Ageing – Trigger</td>
<td>23 Sept: Work on small group task for unit 3</td>
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<td>TWO WEEK SEMESTER BREAK</td>
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<tr>
<td>10</td>
<td>12 Oct: Unit 3: Ageing</td>
<td>14 Oct: Work on small group task for unit 3</td>
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<td>11</td>
<td>19 Oct: Unit 3: Ageing</td>
<td>21 Oct: Work on small group task for unit 3</td>
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<td>12</td>
<td>26 Oct: Unit 3: Ageing</td>
<td>28 Oct: Course Closure</td>
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<td>13</td>
<td>2 Nov: Oral assessments</td>
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UNIT 1: YOUTH & INEQUALITY

LEARNING GOALS
1. To become familiar with current issues, policies and practices relevant to work with young people
2. To explore the social construction of youth and issues of social power and control in relation to young people, drawing on knowledge of structural theory.
3. To develop an understanding of the place of youth in our society drawing on an understanding of lifecycle stages and systems theory.
4. To understand the concept of stereotyping and in particular the role of the media in portraying particular images of youth in our society.
5. To develop understanding of a strengths perspective and its application to youth issues
6. To begin to critically analyse issues related to youth in social, cultural, political and economic terms.
7. To develop understanding of values and how these develop. In particular this will involve an awareness of some of your own values, how these have been shaped and alternative positions to your own.
8. To develop skills in planning and facilitating a workshop for peers.

READING MATERIAL
1. A book of essential Course Readings is available for purchase from UPrint at the Shortland Union building. The book of readings provides some initial literature on the youth topic as well as important material on social work theory. It is expected that all students have a good grasp of the content of these readings for assessment tasks. This collection of readings, together with the readings for SWRK1001 in semester one cover required knowledge for this course.

2. The list of recommended texts at the beginning of this course outline are also useful reference books in first year and beyond in your social work degree. It is expected that you will refer to these texts in preparing for your assessment tasks.

3. A list of references available from the library and a list of useful web resources relating to the topic of “youth” are provided at the end of this handout.

ASSESSMENT TASKS
1. Individual Assessment Task – Application for Funding

Weighting: 50%
Length: 2000 - 2500 words
Due: Monday 6th September at a Student Hub OR 9.00am in class on Tuesday 7th September.

FOR WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS SEE pg. 7 OF THIS COURSE OUTLINE.

Social workers are required to assess the needs of the client groups they work with and develop new services that address these needs. In order to fund services that are needed, social workers can apply for funding from organisations that offer community grants. For this assessment task you are to assume that you are a social worker working at one of the youth services visited in week 1. You are required to prepare a (fictitious) funding application for a community grant to fund a new youth project. The funding application (adapted from the Newcastle Permanent Charitable Foundation funding application) is printed below. An electronic version of the grant application form is available on the SWRK1002 Blackboard site.

Before you can complete the funding application, you will need to come up with an idea for an event or program that will address an identified community need in relation to young people. In this round of funding, priority is being given to projects that pay attention to youth from rural and / or non-English speaking backgrounds. You will need to demonstrate attention to one or both of these groups in your application.

Copy the funding application from the Blackboard site and enter your responses. Print off and submit to a Student Hub with an assignment coversheet. Remember that your name only goes on the coversheet for “blind marking”.

NOTE: Any ideas, concepts, statistics, facts or theories referred to in your application must be acknowledged by referencing the article / book supporting this (Author/Year – Harvard referencing). You must, however, write in your own words as no direct quotes from articles, books or websites are to be included in the application form.

Learning throughout this unit, as well as material from other courses that you have studied may be drawn upon in preparing for this task. The reading package, course texts, list of references and list of websites are all relevant resources for the task.
### COMMUNITY YOUTH PROJECT GRANTS – FUNDING APPLICATION FORM

**Instructions:** Enter your responses in the sections below. Expand boxes as required. Do not exceed the word limits for each section.

<table>
<thead>
<tr>
<th>YOUR ORGANISATION</th>
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<tbody>
<tr>
<td><strong>1. Describe your organisation (what is the nature and focus of the activities of your organisation)?</strong></td>
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<td>(Up to 200 words)</td>
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<table>
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<tr>
<th>INFORMATION ON YOUR PROPOSED PROJECT</th>
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<tr>
<td><strong>2. Name of project</strong></td>
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<td>(Up to 20 words)</td>
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<tr>
<th>INFORMATION ON YOUR PROPOSED PROJECT</th>
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<tr>
<td><strong>3. Aims and objectives of the proposed project (list in point form)</strong></td>
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<td>(Up to 150 words)</td>
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<tr>
<th>INFORMATION ON YOUR PROPOSED PROJECT</th>
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<tr>
<td><strong>4. What community needs / issues does your project seek to address (include evidence for these needs / issues existing in the community)?</strong></td>
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<td>(Up to 600 words)</td>
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<tr>
<td><strong>5. How will the proposed project address the needs and issues that your organisation has identified (include examples of similar projects that were successful in other contexts if available)?</strong></td>
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<td>(Up to 600 words)</td>
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<tr>
<td><strong>6. How will the organisation ensure that young people from rural and / or non-English speaking backgrounds are included in the project?</strong></td>
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<td>(Up to 300 words)</td>
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<tr>
<td><strong>7. What values and theoretical principles underlie your proposed project and how will these principles and values influence the way in which the project is run / implemented?</strong></td>
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<td>(Up to 600 words)</td>
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<tbody>
<tr>
<td><strong>8. List of references you have used to support this application</strong></td>
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<td>(only include items referred to in Q. 1-7)</td>
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**Criteria for assessment of applications**

Applications will be assessed according to the following criteria, which are equally weighted:

- Professional written presentation: clear expression; focused responses to questions; professional language; accurate spelling and grammar; originality.
- Effective use of research and literature to substantiate the identification of needs and issues relating to young people, with accurate referencing techniques. No direct quotes from literature.
- Demonstrated knowledge of at least 2 social work theories (eg. strengths, structural, systems, lifecycle).
- Ability to conceptualise and articulate issues relating to young people and the community in a critical and analytical way. This includes the identification of underlying values & assumptions and the use of theories to interpret practical situations.
- Awareness of issues of access and inequality for young people from rural or non-English speaking backgrounds.
2. Group Task – Newcastle / Hunter Youth Expo Workshop

Length: 25-30 minute workshop
1 x A4 summary of workshop format (2 hard copies)
1 x A4 Resource sheet for workshop participants (main points and useful resources) (2 hard copies and electronic version for Blackboard site).

Grade: Satisfactory / Unsatisfactory

Date Due: Tuesday 17 August – presentations in class time.

The Newcastle / Hunter Youth Expo is a bi-annual event that brings young people, youth workers and other professionals together to discuss, debate and become more informed about the issues for young people in the region. You are a group of social workers working with young people (aged 12 to 25). You are to prepare a workshop on an area of interest decided upon in week 1.

You are required to prepare and facilitate a workshop with the following aims:
1. Inform people about your topic area
2. Actively engage the workshop participants by structuring activities that get people to think through the issues and participate in discussion and learning activities.

You are expected to:
3. Be innovative and creative
4. Underpin your workshop with knowledge from literature, policy and research.

Remember that your audience is made up of both young people and professionals.

The following assessment criteria will be used to assess the group task:
- Engages participants effectively and creatively through the use of oral communication skills and workshop activities, appropriate for the audience.
- Effective preparation – time management, structure, roles of group members. A summary of the workshop format should be provided on a single A4 page.
- Content is well researched and presented in a clear and relevant way, with supporting handout for participants (providing a summary of main points and useful resources).
- Participation – each group member must contribute to the task. It is the responsibility of group members to advise lecturers if one or more group members have not adequately contributed to the task.

3. Group Task - Media Portfolio

Grade: Satisfactory / Unsatisfactory

Date Due: Tuesday 24 August – hand in during class.

One of the learning goals in this unit is to examine the ways in which youth are portrayed in the media. In addition to the workshop task, your group is to gather articles from the print media (newspapers, magazines and electronic media) focusing on young people. Your group is to compile a media portfolio with a selection of items collected (at least one from each group member).

Your media portfolio should include:
- An introduction that summarises the main themes in the media in relation to your topic area.
- For each item in the portfolio, a list of the values and assumptions that appear to be present.
- One example of an item from the media that demonstrates a strengths perspective in relation to young people, with a comment explaining how the strengths perspective is evident.
- One example of an item from the media that demonstrates a deficit perspective in relation to young people, with a comment explaining how a deficit perspective is evident.
- One example of an item from the media that identifies a structural factor impacting upon the lives of young people, with a comment explaining what this structural factor is and how it impacts on young people.
References & Resources


Useful Websites

Australian Clearinghouse for Youth Studies: http://www.acys.info/

Australian Youth Affairs Coalition: http://www.ayac.org.au/

Australian Youth Research Centre: http://www.edfac.unimelb.edu.au/ycr/

Foundation for Young Australians: http://www.youngaustralians.org/


