SWRK1002 - Introduction to Social Work 2

Course Co-ordinator (weeks 1-6)
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Teaching staff and Course Co-ordinator (weeks 7-14)
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Consultation hours: Thursdays 11am -12pm
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Course Overview
Semester: Semester 2 - 2006
Unit Weighting: 10
Teaching Methods: Experience Based Learning
Workshop

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 are introduced to the experience-based model of learning as they explore subject content. Students also develop relevant skills and explore values inherent in Social Work practice and the Code of Ethics of the profession.

Contact Hours
Workshop for 3 Hours  per Week  for the Full Term
Workshop for 2 Hours  per Week  for the Full Term

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 7th July 2006
Learning Materials/Texts
There are no set texts for this course. A reference list is provided and material has been placed in short loan.


Mendes, P. (2003) Australia’s welfare wars: The players, the politics and the ideologies, University of New South Wales Press Australia


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 and life cycle stages and theories.

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

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

Course Content
1. Social work's role in addressing inequality in society.
2. Current inequalities in Australian society - youth, age, sexual orientation, rural, multicultural inequalities.
3. Lifestage inequalities.
4. Group dynamics and group theory.
5. Professional ethics and professional practice.

Assessment Items

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DUE DATE</th>
<th>WEIGHTING</th>
<th>LENGTH</th>
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</thead>
<tbody>
<tr>
<td>Individual Tasks</td>
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<tr>
<td>1. Written Assignment</td>
<td>Thursday 7th September</td>
<td>50%</td>
<td>2000words</td>
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<tr>
<td>2. Oral Assessment</td>
<td>Tuesday 31st October</td>
<td>50%</td>
<td>10minutes</td>
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<td>(including summary)</td>
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<td>&lt;500words</td>
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<tr>
<td>3. Theory Portfolio</td>
<td>Tuesday 19th September</td>
<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td>Group Tasks</td>
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<tr>
<td>1. Group Task- Youth</td>
<td>Tuesday 15th August</td>
<td>Satisfactory/Unsatisfactory</td>
<td>20minutes</td>
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<tr>
<td>2. Group Task- Sexual Orientation</td>
<td>Tuesday 12th September</td>
<td>Satisfactory/Unsatisfactory</td>
<td>20minutes</td>
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<tr>
<td>3. Group Task- Aged</td>
<td>Tuesday 24th October</td>
<td>Satisfactory/Unsatisfactory</td>
<td>20minutes</td>
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</tbody>
</table>

Assumed Knowledge
SWRK1001, SOCA1010, PSYC1010

Semester 2 - 2006
Seminar Tuesday 9:00 - 12:00 [W326A] Venue: W301A
and Seminar Thursday 9:00 - 11:00 [V03, W203, W218, W219, W326]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

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

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

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


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 2 courses: 31 August 2006

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

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html
Various services are offered by the University Student Support Unit: [http://www.newcastle.edu.au/study/studentsupport/index.html](http://www.newcastle.edu.au/study/studentsupport/index.html)

**Alteration of this Course Outline**
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.


**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**
The University is committed to providing a range of support services for students with a disability or chronic illness.
If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability)

**Essential Criteria in Assessment**
This course contains compulsory group work components 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.

Students need to participate in class-room exercises and engage in small group work in order to satisfactorily complete this course. Participation is a crucial component of an EBL model and attendance at all classes is therefore essential. A record of attendance will be kept and students are expected to notify staff in advance of their inability to attend any classes.

**Group Work, Peer and Self-Assessment**
Both individual assignments and group tasks are designed to be authentic representations of social work practice. Much of social work involves working collaboratively with others, being open to having your practice evaluated by others and having a capacity to evaluate your own practice. Each group task will therefore include assessment criteria that reflect these practice realities.

The purpose of group tasks is to assist students to achieve the course learning goal of developing a capacity to work and actively participate in teams. This includes the negotiation of differences of opinion within the group and taking a range of group task and maintenance roles.
Group tasks are graded as **satisfactory or unsatisfactory**. The specific criteria for determining the grade on each task will be discussed in class and provided in written form as part of 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 Social Work Discipline Convenor. Groups or individuals with an unsatisfactory grade will be required to submit additional work to a satisfactory standard.

Groups are expected to work cooperatively in deciding how to approach the 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 a group contract. Group members are to take responsibility for developing strategies for managing group processes and addressing any conflict that may arise in the group. The teaching staff will be available to assist groups during the group meetings scheduled in class times and also during consultation times (as listed above) to discuss any concerns in relation to the content or processes entailed in the group task.

Although staff will not always be providing feedback to individual students regarding their performance on group tasks, students will be required to engage in processes of self evaluation and feedback to peers. Staff will provide feedback on group performance.

**Studentmail and Blackboard: [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au)**

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

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 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 coversheet:** All assignments must be submitted with the University coversheet: [http://www.newcastle.edu.au/school/hss/studentguide/index.html](http://www.newcastle.edu.au/school/hss/studentguide/index.html)
- **Assignments are to be deposited at any Student Focus. Focus are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
  - Any changes to this procedure will be announced during the semester.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
- **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

1. Written Assignment
2. Oral Assessment summary
3. Theory Portfolio
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Consideration/Extension of Time Applications**
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.
http://www.newcastle.edu.au/study/forms/index.html

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

**Return of Assignments**
Students can collect assignments from a nominated Student Focus during office hours. Students will be informed during class which Focus to go to and the earliest date 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). Further information on referencing and general study skills can be obtained from: Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

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

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
## Grading guide

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</tbody>
</table>

## Week beginning & Lecture Topic & Assessment at a Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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<tbody>
<tr>
<td>1</td>
<td>July 17</td>
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<td>2</td>
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<td>August 7</td>
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<td>6</td>
<td>August 21</td>
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<td>14</td>
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**Mid-Semester Recess: Monday 2 October – Friday 14 October**

**Examination period: Monday 6 November - Friday 24 November**
1. **Youth (individual assignment)**

**Community Worker job advertisement**  
**Worth:** 50%  
**Due:** Thursday 7th September  
**Length:** 2000 words.  
**Presentation:** Double spacing, 12 point font, 2.5cm margins, Harvard referencing, page numbers.

The Hunter Multicultural Community Centre Inc. has just advertised a position for a Community Worker to work in conjunction with the University of Newcastle on a “Newly Arrived Student Support Project”. In this assignment you will apply for the position, incorporating the knowledge and experience you have developed from your reading, class work and group task.

In your job application you will need to demonstrate this knowledge and convince the committee that social workers have the skills necessary to undertake this job. This assignment requires you to prepare a written paper to cover the following four essential criteria – use headings for each area:

- Awareness and understanding of the experiences and issues for newly arrived students (include a theoretical analysis as well as readings about young people)
- Understanding of the diverse cultural values and expectations of newly arrived students (avoid stereotyping and challenge your own values and assumptions)
- A demonstrated understanding of relevant policy such as Education Services for Overseas Students Act 2000 (ESOS)\(^1\) and the role of the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)\(^2\)
- Application of a strengths approach to work with newly arrived students (ie. demonstrating values of respect and self-determination as opposed to a charitable model of intervention)

**Assessment criteria:**
- Demonstrated reading and integration of literature.
- Adequate coverage of each component of the task.
- Demonstrated understanding theory eg. life cycle, strengths, community development and structural theories and their relevance to social work practice.
- Critical analysis of issues discussed (eg note the dangers of stereotyping).
- Clear, structure and presentation (including professional spelling and grammar). Accurate referencing.

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\(^1\)http://www.dest.gov.au/sectors/international_education/policy_issues_reviews/key_issues/esos/#Introduction_and_Easy_Guide_to_ESOS  
2. **Youth (group task)**

**Length:** 2 X A4 summary of strategy and 1 X A4 handout  
**Grade:** Satisfactory/Unsatisfactory  
**Due:** Tuesday 15 August, 2006

**Inclusive Campus Expo**

This task requires your small group to design a community building strategy for this university campus to strengthen connections between domestic and overseas students. These strategies will be promoted at an “Inclusive Campus Expo” that will be part of a multicultural week on campus. You will set up your booth for the Expo on 15 August in W301 and will have 5 minutes during the morning to advocate for your strategy. International students and staff from International office will be invited to the Expo. You are encouraged to be innovative and creative as well as underpinning your strategy with knowledge from theory and research.

In designing and facilitating your strategy you should:

- Consult with staff members on your plans.
- Consider how you would engage your audience.
- Demonstrate awareness of the nature of values, how they differ between people, cultures, class and societies.
- Have a sustainable strategy – one that is likely to endure over time.
- Demonstrate respect and avoid paternalism.
- Demonstrate good communication skills.
- Provide a one page handout which promotes your strategy.
- Evaluate/ seek feedback on the effectiveness of your intervention.

**We will be looking for:**

- Preparation and organisation – time management, clear structure, clear roles and responsibilities.
- Participation – each member of the group has contributed to the task.
- Content – current information, clarity, relevance to audience, supporting handouts and resource list.
- Process – attention to engaging an audience including those whose first language is not English.
- Creativity

**References: Multiculturalism, international students and youth**

**You might want to browse the Journal of Youth Studies Australia**


**Websites**

Please refer to ‘Web Resources’ on Blackboard for links to a number of useful websites.
3. Theory Portfolio (individual task)

You began your theory portfolio in Semester 1 and we agreed to focus on this more in second semester. Theories and models are tools used by social workers in their practice. They are the basis of social work’s efforts to describe, explain, predict and to bring about change. Theory is a significant factor in what distinguishes a professional approach to helping from any other well-meaning intention to help. The professional approach to helping used by social workers is based on specific knowledge, skills and an ethical stance.

Your Theory Portfolio should include theories that you already know or those that you encounter in other courses. For instance in First Year Psychology, you are studying or have studied developmental, learning and neurological theories, which will continue to be relevant. In second semester social work we will begin by looking at the history of social work theory as well as life cycle, structural and strengths theories/approaches. Your reading and reflections on this material should be incorporated into the Portfolio.

Your Portfolio should clearly label each theory or model, and note the:
1. Background to the theory - where it originated and how it was developed over time;
2. Main authors of the theory differentiating between social work authors and others; a reference list of articles and books relevant to the theory which can be added to over time;
3. A clear outline of the theory, in words that you understand, and its application to social work practice;
4. A critique of the theory - its strengths and limitations;
5. The values and assumptions underlying the theory; and
7. Your questions about the theory – what you still don’t understand.

Add to the Portfolio as your reading and understanding of theories progress. Don’t put it away and try to up-date it just before it is due to be assessed. For instance you may start with an outline of the theory and its origins, and then over time you may add to the portfolio articles or quotes from articles or books about the theory, examples of practice based on the theory, critiques of the theory, or collate authors you have come across who base their work on the theory. It will be particularly important that you add to your portfolio while you are on field placement as you apply the theories to what you encounter in your practice.

You are required to further develop your Theory Portfolio in order to satisfy the requirements of SWRK1002. You should build on the work you did in Semester 1, taking into account the peer feedback you received. Critical knowledge of theories is used as a basis for your assessment tasks throughout the program and your Portfolio can be a tool to assist this. We are not expecting copious amounts of undigested copied material in your Portfolio, but rather an indication of your own understanding of and critical analysis of the theories from your own reading. We would prefer you to include questions still unanswered for you about the theories, as well as your own thoughts and reflections on your reading of the theories. Staff are available to discuss your Portfolio or any difficulties you may have in understanding the theories.

It is essential that you continue to build your theory portfolio to assist your learning in SWRK1002. The theories you have already studied underpin all of the areas of practice you will study this semester. In broad groups of perspectives, theories and models, you will particularly need to demonstrate your understanding of:
- Life cycle or developmental theory
- Structural approaches
- Strengths perspective
- History of social work theory with the debate between social activist and diagnostic/interventionist approaches
In **Week 10** we will review your theory Portfolios and those that are unsatisfactory will be returned for resubmission.

**Assessment criteria:**
- Demonstrated reading and critical appraisal of the literature on theories and models
- Application of theories to current learning and field experience
- Systematic entries to the theory portfolio

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**Learning Units 2 and 3 - Individual and Group tasks**

The second and third learning units will address inequality in relation to sexual orientation, rural location and older people. In the experience-based model, group and individual tasks are designed to focus your learning. These tasks will be introduced at the beginning of each of these learning units in Weeks 6 and 9.