The University of Newcastle  
Faculty of Education and Arts  
School of Humanities and Social Science  

http://www.newcastle.edu.au/school/hss/  

Callaghan  
Office hours: 9am – 5pm  
Room: MC127 McMullin Building  
Phone: +61 2 4921 5175 or 5172  
Fax: +61 2 4921 6933  
Email: Humanities-SocialScience@newcastle.edu.au  
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SWRK2001 - Social Work Theory and Practice 1  
Course Outline  

Course Co-ordinator: Val Clark  
Room: W229  
Ph: 4921 5396  
Fax: 4921 6933  
Email: Val.Clark@newcastle.edu.au  
Consultation hours: Monday, 2-4pm  
Thursday, 4-5pm  
Other times by appointment.  

Lecturer: Vicki Harrington  
Room: W230  
Email: Vicki.Harrington@newcastle.edu.au  
Consultation hours: By individually negotiated appointment.  

Semester: Semester 1 - 2006  
Unit Weighting: 20  
Teaching Methods: Experience Based Learning  

Brief Course Description  
Examines some essential knowledge for Social Work. A number of social work theories are covered including their practice implications. Three of the social work methods, groupwork, community work and research are worked with in detail. The course also includes an in-depth focus on critical thinking and a number of current social issues.  

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

Learning Materials/Texts  
Details of recommended reading will be provided in two Learning Unit Outlines distributed in weeks 1 and 8.  

Course Objectives  
The overarching theme in second year is the locus and process of change in which social workers are involved: interpersonal, community, organisational and societal; and the social work roles entailed. There are 16 interconnected learning goals that cover social work values, self awareness, communication skills, ethical and professional practice, assessment and  

Course Outline Issued and Correct as at: Week 1 Semester 1 2006  
CTS Download Date: 14th February, 2006
intervention, working with others/teamwork, rural/remote practice, research and inquiry skills, policy analysis and critical thinking.

Course Content
SWRK2001 examines some essential knowledge for Social Work. A number of social work theories are covered including their practice implications. Three of the social work methods groupwork, community work and research are worked with in detail. The course also includes an in-depth focus on critical thinking and a number of current social issues.

Assessment Items

<table>
<thead>
<tr>
<th>Group Tasks</th>
<th>These will be non graded assessment items (satisfactory/unsatisfactory result.) Students must successfully complete these assessment items to pass the course. In addition students will be given advice and assistance to meet the criteria for these tasks as published in the course outline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group task for Learning Unit 1 will be due on 29th or 30th March The group task for Learning Unit 2 will be due on 31st May / 6th June The Theory Portfolio group task will be due on peer assessment in class on 25th May and for final submission on 8th June.</td>
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<tr>
<td>The specific details of the above tasks will be provided in Learning Unit Outlines distributed in Weeks 1 and 8. Other small group tasks will be negotiated as part of regular weekly class participation.</td>
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<table>
<thead>
<tr>
<th>Individual assignment 1.</th>
<th>Value: 50% of final result for this course. The tasks are different each year as they relate directly to the learning units and involve completing a task a social worker would be expected to undertake in practice. Learning Unit 1 provides details of this task and will be distributed in Week 1 of Semester.</th>
</tr>
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<tbody>
<tr>
<td>The assignment is due for submission on Thursday, 13th April.</td>
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<tr>
<th>Individual assignment 2.</th>
<th>Value: 50% of final result for this course. The tasks are different each year as they relate directly to the learning units and involve completing a task a social worker would be expected to undertake in practice. Learning Unit 2 provides details of this task and will be distributed in Week 8 of Semester.</th>
</tr>
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<tbody>
<tr>
<td>The assignment is due for submission on Thursday, 8th June.</td>
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Assumed Knowledge
SOCA1010, SOCA1020, PSYC1010, PSYC1020 and SWRK1001 and SWRK1002 or SWRK1010A and SWRK1010B. Concurrent completion of SWRK2003.

Callaghan Campus Timetable
SWRK2001
SOCIAL WORK THEORY & PRACTICE I
Enquiries: School of Humanities and Social Sciences
Semester 1 - 2006

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Wednesday</th>
<th>90:00 - 12:00</th>
<th>Venue: W301A</th>
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<tbody>
<tr>
<td>and Workshop</td>
<td>Thursday</td>
<td>90:00 - 12:00</td>
<td>Venue: W301A</td>
</tr>
<tr>
<td>and Workshop</td>
<td>Thursday</td>
<td>14:00 - 16:00</td>
<td>W203, W218, W243, W326, MCLG17 &amp; MCLG18</td>
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</table>

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;
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

**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: http://www.newcastle.edu.au/policy/academic/adm_prog/adverse_circumstances.html
Changing your Enrolment

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

For semester 1 courses: 31 March 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 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 School Office.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students

Dr Jennifer Archer
Phone: 492 15806       Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit: http://www.newcastle.edu.au/intranet/student/support-services/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 49 21 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

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.

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.

A number of different methods will be used to form groups. For some tasks students
will be allocated to groups by the Course Coordinator. This occurs as a way of
replicating the realities of practice situations when social workers do not get to
choose the people with whom they are required to work. For other tasks group
formations will be negotiated taking into account student preferences.

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 at least 12 point black font
  and 14 point is preferred. 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

- **Assignments are to be deposited in the relevant discipline assignment box:**
  - Callaghan students: School of Humanities and Social Science Office, Level 1,
    McMullin Building, MC127

- **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.
Your individual assignments in this course will be blind marked. It is therefore important that you do not put your name on any pages other than the assignment cover. After you submit your assignment, the cover page and your assignment will be numbered before the cover page is then removed. After marking has been completed, cover sheets will be re-attached to assignments prior to these being handed back.

Keep a copy of all assignments: All assignments 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:

- Individual Assignment 1 – Due: 13th April, 2006
- Individual Assignment 2 – Due: 8th June, 2006

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 HUBS.

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
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.
Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


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 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:


<table>
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<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
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<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 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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<tr>
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<th>Pass (P)</th>
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<tr>
<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<th>Credit (C)</th>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<th>Distinction (D)</th>
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<tr>
<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<th>High Distinction (HD)</th>
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<tr>
<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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SECTION B

SWRK2001 SOCIAL WORK THEORY AND PRACTICE 1:
COURSE OVERVIEW /
LEARNING UNIT ONE OUTLINE - COMMUNITY WORK AND ADDICTIONS

COURSE OVERVIEW

Goals

Social workers may be engaged in working for change at the personal, interpersonal, community, organisational or societal levels, but this change is always based on social work's value to achieve greater social justice. The theme of SWRK2001 is social change with an introduction to the main methods by which social workers set out to achieve change: research, social policy, social group work, community work and social casework. The learning material focuses on understanding the roles of theory and ethics in social work practice, as well as further developing critical reasoning, interpersonal and research skills. SWRK2001 builds on first year learning about structural inequality in society, as well as skills in researching subject areas and working as a group.

The learning goals for SWRK2001 are that students will demonstrate:

Social Work Values
1. An understanding of social work values, including social justice, respect and equality, and a capacity to apply these to practice examples.

Self Awareness
1. Have an ability to explore their own values and beliefs in relation to an analysis of practice situations
2. Enhance personal growth for professional practice and clarify the choice of social work as a career.

Communication Skills, Working with Others and Teamwork
1. An enhanced ability to work as part of a team and to produce work both independently and as part of a group.
2. Writing skills for a range of purposes, audiences and organisational contexts in social work practice. This will include observation of relevant legal or statutory requirements.
3. An ability to effectively use feedback as a learning tool. This includes developing the skill of giving honest feedback, processing feedback received and dealing constructively with feelings aroused by feedback.

Ethical and Professional Practice
1. Knowledge of and commitment to the AASW Code of Ethics, and
exploration of ethical debate. This includes an awareness of ethical issues in decision-making in practice situations and the capacity to identify and discuss the ethical complexities of practice.

Assessment, Intervention, Problem Solving
1. A critical perspective about the impact of dominant ideologies on different sectors of Australian society.

2. A critical application of theory to practice.

3. Increased ability to apply knowledge of group dynamics and a beginning understanding of the role of group work in social work practice.

4. Knowledge of community work theory and skills, and a beginning capacity to apply this knowledge to the situations encountered by social workers. This will include an understanding of the issues of rural and remote communities.

Research and Inquiry Skills
1. Competence in information seeking skills and a capacity for reviewing relevant literature.

2. Further development of critical thinking and reflective skills.

Policy Analysis
1. An understanding of how policy is developed, the application of theory to policy development, and the role of policy in achieving social justice goals.

References and Reading for 2nd Year Social Work

There are no prescribed texts for either this course or for SWRK2002 in Semester 2. Students are expected to read widely from books, journals and information available via the internet. A large amount of social work literature is available in the University libraries and a selection of material has been placed in Auchmuty Short Loans. Some journal articles and other documents will also be loaded on to the SWRK2001 Blackboard site.

The following books are listed as a guide to beginning your reading to achieve the learning goals for the whole of second year of the social work program.


Reid, K.E. (1990), Social work practice with groups: A clinical perspective, Brooks/Cole Publication Co. Pacific Grove, California.


Much of the literature relevant to the topics we will be covering in SWRK 2001 is in journal articles. You might like to browse some of the relevant journals such as:
Australian Social Work (and other overseas social work journals)
Social Work with Groups
Families in Society
Australian Journal of Social Issues
Community Development Journal
Rural Society
Health and Social Work
The fields of practice we will focus on in 2\textsuperscript{nd} year include drug & alcohol, care & protection of children, disability, chronic illness, grief and loss and mental health. The following books and films, which are readily available, may be valuable and interesting reading and viewing. If you have read any books or seen any films that have made the experience of addiction, child abuse, illness or disability particularly real for you, please suggest them to us so that we can add them to the list.

**Films**

<table>
<thead>
<tr>
<th>Film</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>A Circle of Children</td>
<td>Amy</td>
</tr>
<tr>
<td>An Angel At My Table</td>
<td>Angel Baby</td>
</tr>
<tr>
<td>Annie’s Coming Out</td>
<td>Awakening</td>
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<tr>
<td>Benny and Joon</td>
<td>Best Boy</td>
</tr>
<tr>
<td>Bill</td>
<td>Bill on His Own</td>
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<tr>
<td>Birdy</td>
<td>Children of a Lesser God</td>
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<tr>
<td>Crazy Moon</td>
<td>Dance Me To My Song</td>
</tr>
<tr>
<td>David and Lisa</td>
<td>Dominick and Eugene</td>
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<tr>
<td>Elephant Man</td>
<td>Gaby - A True Story</td>
</tr>
<tr>
<td>I Never Promised You a Rose Garden</td>
<td>The Station Agent</td>
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<tr>
<td>I Am Sam</td>
<td>Lorenzo’s Oil</td>
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<tr>
<td>Little Man Tate</td>
<td>Mask</td>
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<tr>
<td>Lovey</td>
<td>One Flew Over the Cuckoo’s Nest</td>
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<tr>
<td>Ordinary People</td>
<td>Proof</td>
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<tr>
<td>Rain Man</td>
<td>Searching for Bobby Fischer</td>
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<tr>
<td>Sling Blade</td>
<td>Struck By Lightning</td>
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<tr>
<td>Sylvia</td>
<td>Trainspotting</td>
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<tr>
<td>The Acorn People</td>
<td>The Miracle Worker</td>
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<td>The Other Sister</td>
<td>The Stone Boy</td>
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<tr>
<td>Who’s Eating Gilbert Grape</td>
<td>Wildflower</td>
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**Novels and autobiographies**


LEARNING UNIT 1 - COMMUNITY WORK AND ADDICTIONS

Themes

- Critical Thinking.
- The application of theory to social work practice.
- Strengths and ecosystems perspectives.
- Participatory Action research.
- Addictions: substance use and gambling.

Learning Goals

The learning goals for this unit are to:

1. Develop critical thinking skills. This includes recognizing the importance of critical thinking to decision-making, in empowering social work practice and to understanding situations from various theoretical perspectives and worldviews. You will be able to analyze a situation from more than one perspective as well as becoming aware of assumptions, and the difference between fact and fiction.

2. Understand the role of theory in social work and demonstrate a critical understanding of a strengths approach, an ecosystems perspective and participatory practice.

3. Consider various ways of understanding community and the concept of social capital.

4. Demonstrate an understanding of community based interventions and be able to describe the process of critically applying community work strategies such as community education, community action, community economic development, locality development, community capacity building and social planning/policy approaches.

5. Explore ways in which a social worker understands, assesses, analyses and intervenes in addiction issues at community and policy levels. This includes examining and challenging your own values and beliefs about addiction and about communities.

6. Begin to identify ways in which to empower individuals, groups and communities to help them gain access to resources and services and thus work towards social justice.
7. Further develop skills in team and group work through group facilitated, experience–based learning.

8. Continue developing research and networking skills, particularly those pertaining to the participatory approaches of community work.

**Unit Structure and Assessment Tasks**

This learning unit runs for seven weeks. During this time you will work through a range of class exercises aimed at developing skills in critical thinking, an understanding of a strengths approach and community work theories, and develop practice skills in planning and implementing a group project. The context used for the learning unit is addiction which includes substance use and gambling.

Students are expected to attend all classes, to research and prepare material outside of class time and to participate in group tasks and class discussion in order to attain a satisfactory result for the unit.

The critical thinking skills acquired through the unit will continue to be developed in future learning units and will become part of the assessment criteria in all work submitted in the remainder of the degree. Please remember that the individual and group tasks aim to focus your reading and learning. Please make use of class time and staff consultation to ask questions about any areas you find difficult or confusing.
ASSESSMENT TASKS

Group Task 1: Learning Unit 1
Interagency Group Public Meeting

Imagine your small group is a ‘local strategy and drug action group’. Patterson (2004) describes such groups:

...typically, they target a broad range of alcohol or drug related issues. They generally relate to specific localities, such as a suburb, local government area or town. A broad range of stakeholders is likely to be involved.


The group members may be concerned community residents, health employees, local government workers and non-government service providers. Your group has decided to explore a specific issue of substance abuse and/or gambling and to research some possible strategies for creating a safer and healthier community. The group will meet 5 times on Thursday afternoons between 2 pm and 4 pm to plan a public meeting that will raise the community’s awareness of the particular issue and engage the community in considering possible strategies to further address the issue. The public meeting will take place on either 29th or 30th March 2006.

Your teaching staff and class mates will role play members of the public who have come along to the public meeting. In order to assist them to get into role you will need to orient them to the particular locality. So you might think about answering questions such as the geographic characteristics and boundaries of the locality, population and demography, resources and services available in the locality, history, special cultural features, recent developments impacting on the community, etc. You should also demonstrate some knowledge about the prevalence of your particular substance abuse / addiction issue in this locality. In essence you are painting a picture for your classmates of what it is like for them to live in this community and why they might be concerned about this issue.

Your choice of focus regarding the substance abuse / addiction issue should be connected to the information you collect about the particular locality. For example, you may be more inclined to address the issue of petrol sniffing in a community where this has already been identified as an issue of concern. You would not be so likely to call a public meeting about petrol sniffing in an urban locality where the demographic profile is predominantly ageing, white, low / middle class – in such a community you may be more likely to address, for example, a concern about poker machines and/or alcoholism. Your meeting can address issues of concern in regard to legal and/or illegal substance abuse and/or gambling. You may also be addressing related concerns for the community, e.g. prostitution, methadone clinic, needle exchange, noise pollution, etc.
In planning and facilitating your public meeting you need to consider various approaches to community work including:

- Social planning/ policy
- Community capacity building
- Community (social) action
- Locality development

The weekly meetings of your group will be formal, with the members sharing the roles of facilitation and minute taking (including attendance, apologies and action decisions). Minutes from each meeting should be posted on to your group’s BB site by the Monday after each meeting. These minutes will be a record of student participation in this exercise and will be reviewed by the Course Coordinator.

The aim of your public meeting will be to present the results of your group’s research in an engaging, creative, interactive manner. You will need to cover:

- An orientation to your community
- A rationale for your concern about the particular issue
- Results of your research about this issue – its impacts at a number of levels (e.g. individual, family, community, state, national and/or international)
- The strategies your group is proposing as possible ways forward for the community to address the issue and why you think these are good strategies.
- Seeking the community’s responses to your suggestions and eliciting their ideas.

Date Due:

The public meetings will take place in class time on **Wednesday 29th March** and **Thursday 30th March 2006**. Each meeting will take a maximum of 75 minutes. In your small group time following the presentations on **Thursday 30th March, 2006** your group will critically review your work and that of the other small groups. These reviews will then be shared with the whole class in the following week and are intended to further the learning for the class about community work theory, practice skills and substance abuse / addiction.

Criteria for Assessment:

You will be expected to demonstrate:

- A clear understanding of your approach to this community work project.
- Critical thinking and a capacity to locate relevant information in relation to your chosen issue.
- An understanding of the diversity of opinions held in a community in relation to addictions.
- Ability to explore an issue in a community context using inclusive processes.
- Ability to plan possible strategies for creating a safer and healthier community.
- Team work (more specific criteria for this will be developed in class).
- The ability to stage the public forum including time management and organisational aspects (more specific criteria for this will be developed in class).

**Graded:** Satisfactory/ Unsatisfactory

**Group Task 2: Theory Portfolio**

**Rationale for the theory portfolio**

Theories and models are tools used by social workers in their practice. Theories 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 a lay approach.

Social work has drawn on a wide range of theories and models from many sources to inform its practice. Because it is difficult, when starting out, to learn the different theories and models and see how they may be used to inform a wide range of situations encountered in Social Work practice, we are asking you to develop a Theory Portfolio over the whole period of your study in the Social Work program. During each Semester you will have an assignment task that specifically assists you to develop your Theory Portfolio. At the conclusion of your studies you will hopefully have a valuable reference that will aid you in the early years of your professional career.

**The Task**

Rather than develop your theory portfolio in isolation we want you to work on this with another two or three students. Your group will produce one document and you can copy this into your own individual portfolios.

You are required to meet regularly throughout the Semester but can do much of your work by sharing documents via email. Only a small amount of class time will be made available for this task so you should expect that most of your work on this will be done in your own time. Depending on whether there are three or four students in your group, you should **select three or four** theories that you will focus on as a group. These should be theories that you all agree to read about and discuss over the course of the Semester. These should be additional theories to those already included in your portfolio from 1st year social work and you should choose to focus on theories that have an obvious value in relation to the topics covered in SWRK2001. This is not a task where each of you “does one theory” and then cuts/pastes it in to a final document!

In the Portfolio you should clearly label each theory or model, and note the:

1. **Background to the theory** - where it originated, how it was developed over time, main authors, etc.
2. A list of articles and books that your group has reviewed (at least 3 items per theory)
3. A clear outline of the theory, in words that you all 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
6. Your group’s thoughts and reflections on the theory and its possible application to social work practice.

In addition your group should prepare a short (500 – 1,000 word) process summary describing and evaluating your work as a group on this task. This summary should be appended to your final submission of the portfolio on 8th June.

We are not looking for 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.

Broad groups of perspectives, theories and models, from which you could choose include:

- eco systems theory.
- theories of social and community development.
- theories of group dynamics and groupwork practice models.
- empowerment and advocacy.
- strengths perspective.
- child development theories.
- attachment theories.
- life stage theories.
- theories of grief and loss.
- psychodynamic theories.

In Week 12 we will undertake a peer review of your theory portfolios and you will be able to use peer feedback to make adjustments to your portfolio for final submission by 8th June.

**Assessment criteria:**

- Demonstrated reading and critical appraisal of the literature on theories and models.
- Application of theories to current learning.
- Evidence of collaborative group work.
- Portfolio is presented in an easy to read and well organized manner.

**Due:** 9 am Thursday 25th May for peer review in class  
9 am Thursday 8th June final submission
NB - You should attach a cover sheet listing all students in the group and submit to the assignment box. This assignment will not be blind marked and should not be submitted to Turnitin.

**Grade**: Satisfactory / Unsatisfactory.

**Individual Task for Learning Unit 1 - Background Paper: A community approach to addiction**

Your group has planned and run a public meeting concerning a specific addiction issue. Your individual task is to write a background paper that validates a community approach to this issue.

In the paper you should:
1. Summarize relevant literature / documents in regard to the issue and why it is of social concern.
2. Review at least three examples of community approaches that have been implemented to deal with this issue in Australia and/or overseas.
3. Critique of your examples with reference to theories of community work.
4. Argue a case for why social workers should take a community approach to addictions rather than confining themselves to a casework approach.

**Length**: 2,500 words (double spaced, 12 point font, 14 point preferred).

**Due Date**: 9am, Thursday 13th April.

**Criteria for assessment**

- Demonstrated reading of literature concerning the particular issue.
- Demonstrated ability to locate relevant literature concerning community work practice approaches.
- Demonstrated ability to critically analyse community work interventions with reference to relevant theory.
- Demonstrated ability to argue the case for a community approach to addictions.
- Appropriate referencing.
- Organisation, presentation and structure.

**Grade**: 50% of final result in SWRK2001.