SWRK2001 SOCIAL WORK THEORY AND PRACTICE

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Room: W229
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Fax: 4921 6933
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Consultation hours: Wednesday 3-5pm or by appointment

Teaching Staff: SUE SPARTELS
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Email: Sue.Spartels@newcastle.edu.au
Consultation hours: Wednesday 3-5pm or by appointment

Semester: Semester 1 - 2009
Unit weighting: 20

Teaching Methods
Experience Based Learning Workshop

Brief Course Description
This course 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
Workshops for 8 Hours per Week for the Full Term

Learning Materials/Texts
There are no prescribed texts for either this course or for SWRK2006 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. Some journal articles and other documents will also be loaded on to the SWRK2001 Blackboard site.

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

CTS Download Date: 23rd February, 2009
Whilst, with a few exceptions, you are not required to purchase text books as part of the Bachelor of Social Work program, you are encouraged to begin building a professional library by purchasing some of the recommended books in the course of the degree as this is an important resource for social workers. Following is a list of books that have been recommended.

These are general social work books that will be useful references for a range of university assignments in second year, as well as being important resources for your future professional life. They 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.

**Books**


**Journals**

Much of the literature relevant to the topics we will cover in SWRK 2001 is in journal articles. Journals are extremely useful for locating up-to-date, reliable research and information on particular topics. Journals can be found using library databases (where you can search multiple journals simultaneously) or through NEWCAT. It is important you look at some of the relevant journals such as:

- Australian Social Work (and other overseas social work journals, such as Social Work, The British Journal of Social Work, and Canadian Social Work)
- Social Work with Groups
- Families in Society
- Child and Adolescent Social Work
- Australian Journal of Social Issues
- Community Development Journal
- Rural Society
- Health and Social Work

The fields of practice we will focus on across the two semesters in 2nd year include drug and alcohol, care and 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**

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<tr>
<th>A Circle of Children</th>
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<td>Annie’s Coming Out</td>
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<td>David and Lisa</td>
<td>Elephant Man</td>
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<td>Gaby - A True Story</td>
<td>I Am Sam</td>
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<td>I Never Promised You a Rose</td>
<td>Garden</td>
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<td>Lovey</td>
<td>Mask</td>
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<td>One Flew Over the Cuckoo’s Nest</td>
<td>Sling Blade</td>
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<td>Rain Man</td>
<td>Sylvia</td>
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<td>Struck By Lightning</td>
<td>An Angel At My Table</td>
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<td>Benny and Joon</td>
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<td>Bill on His Own</td>
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<td>Dance Me To My Song</td>
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<td>Dominick and Eugene</td>
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<td>Lorenzo’s Oil</td>
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<td>My Left Foot</td>
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<td>Ordinary People</td>
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<td>Searching for Bobby Fischer</td>
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<td>Trainspotting</td>
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<td>The Stone Boy</td>
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<td>The Other Sister</td>
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<td>The Station Agent</td>
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Novels and autobiographies

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 intervention, working with others/teamwork, rural/remote practice, research and inquiry skills, policy analysis and critical thinking.

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 objectives for SWRK2001 are that students will demonstrate:

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

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

Communication Skills, Working with Others and Teamwork
- An enhanced ability to work as part of a team and to produce work both independently and as part of a group.
- 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.

- 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**
- 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**
- A critical perspective about the impact of dominant ideologies on different sectors of Australian society.

- A critical application of theory to practice.

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

- 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**
- Competence in information seeking skills and a capacity for reviewing relevant literature.

- Further development of critical thinking and reflective skills.

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

**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. The course is structured in two learning units – community work and addictions (weeks 1 – 6) and care & protection of children (weeks 7 – 13).

**Assessment Items**

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>Projects Group Tasks. 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>
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<td>Learning unit 1: 1st and 2nd April, 2009 Learning unit 2: 27th and 28th May, 2009</td>
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<th>Projects</th>
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<td>Task 1; 50%. 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.</td>
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<td>Learning unit 1: 5:00pm Friday, 3rd April, 2009</td>
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<th>Projects</th>
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<td>Task 1; 50%. 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.</td>
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<tr>
<td>Learning unit 2: 5:00pm Friday 6th June, 2009</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 Science
Semester 1 - 2009

Workshop
Wednesday 9:00 - 12:00 [W202] Wks 1-13 Venue: W301A
and Workshop Thursday 9:00 - 12:00 [RW230] Wks 1-7 only
and Workshop Thursday 9:00 - 12:00 [W219] Wks 8-13 only
and Workshop Thursday 13:00 - 15:00 [MCG25, MCLG16B, MCLG34, W203, W219, W326] Small Group Work

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

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

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -

a) Reproduce this assessment item and provide a copy to another member of the University; and/or
b) 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).
c) 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

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

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

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

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

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

**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:

Callaghan Campus
Shortland Hub: Level 3, Shortland Building
Hunter Hub: Level 2, Student Services Centre

City Precinct
City Hub & Information Common, University House

Central Coast Campus (Ourimbah)
Student Hub: Opposite the Main Cafeteria

OTHER CONTACT INFORMATION

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<thead>
<tr>
<th>Faculty Website</th>
<th>General enquiries</th>
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<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>Callaghan, City and Port Macquarie</td>
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<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>Phone: 02 4921 5000</td>
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<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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<tr>
<th>Ourimbah</th>
<th>The Dean of Students</th>
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<tr>
<td>Phone: 02 4348 4030</td>
<td>Resolution Precinct</td>
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<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Phone: 02 4921 5806;</td>
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<td>Fax: 02 4921 7151</td>
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<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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<th>Deputy Dean of Students (Ourimbah)</th>
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<td>Email: <a href="mailto:resolutionprecinct@newcastle.edu.au">resolutionprecinct@newcastle.edu.au</a></td>
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Mandatory Program Component
This course is a Mandatory Program Component. All 2000 Level SWRK courses must be completed in one calendar year, and SWRK2001 and SWRK2003 in Semester 1 must be successfully completed to progress to Semester 2 courses – SWRK2006 and SWRK2007.

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 and in greater detail later in this Course Outline.

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

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**

Details about the following topics are available on your course Blackboard site as a document in the Course Outline folder. Some of this information is also included in Learning Unit Outlines.

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

See Course Outline in Blackboard for the Grading Guide that will be used in determining grades for individual assignments.
SWRK2001 SOCIAL WORK THEORY AND PRACTICE 1

LEARNING UNIT ONE - COMMUNITY WORK AND ADDICTIONS

SWRK2001 is structured in two learning units. An outline of the second learning unit on care and protection of children, including assessment tasks and reading lists, will be provided in week 6.

Themes
Learning themes include:
- 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 recognising the importance of critical thinking to decision making in social work practice and to understanding situations from various theoretical perspectives and worldviews. You will be able to analyse a situation from more than one perspective, become aware of assumptions, and identify 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 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
This learning unit runs for six weeks. During this time you will work through a range of class exercises aimed at developing skills in critical thinking, understanding of community work theories, and practice skills in planning and implementing a community work project. The context used for the learning unit is addiction which includes substance use, gambling and other problematic behaviour patterns.

Students are expected to attend all classes, to research, 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.

Reading Program
Readings relevant to the weekly topics will be placed in folders in course documents on blackboard. In addition to these readings students will be required to undertake independent research for the group and individual tasks, using resources on blackboard, and from the library.

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 should continue to add to your Theory Portfolio. The Theory Portfolio is an important resource for your field placements and will assist you to meet the field education assessment goal of linking theory and practice. 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 Theory Portfolio is not a compulsory or graded task for this course and will not be assessed. It may however be set as an assessed assignment in other courses in the BSW. You are therefore strongly advised to add to your portfolio in this learning unit in relation to the following theoretical ideas:

- ecosystems theory
• theories of social and community development
• theories of group dynamics and group work practice models
• empowerment and advocacy theories
• strengths perspective

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 you have 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 thoughts and reflections on the theory and its possible application to social work practice.

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.

Assessment Summary

<table>
<thead>
<tr>
<th>Learning unit 1: Community Work and addictions</th>
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<tbody>
<tr>
<td><strong>Task</strong></td>
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<tr>
<td>Group Task – Community Meeting</td>
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<tr>
<td>Individual Task – Critical Analysis and Review</td>
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Assessment Tasks

1. Group Task - Community Meeting

Imagine your small group is a local strategy and drug action group. Patterson (2004, p.186) states that such groups typically:

- 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. (p. 186)

Group members may be people living with an addiction, concerned community residents, business people, health employees, local government workers, and non-government service providers. The 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 4 times on Thursday afternoons between 1.00pm and 3.00pm to plan a community 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. This community meeting will take place on either 1 April or 2 April 2009.

As your class mates will role play members of the community who have come along to the meeting, you will need to assist them to get into role by orienting them to the particular locality (e.g. geographic characteristics and boundaries of the locality, population and demography, resources and services available in the community, history, special cultural features, recent developments impacting on the community, etc). You should 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.

The substance abuse / addiction issue you choose as your focus should be related to the information you collect about the 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 community 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 community 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 onto 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.

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

- Provide an orientation to your community
- Present a rationale for your concern about the particular issue
- Present the results of your research about this issue and its impacts at a number of levels (e.g. individual, family, community, state, national, and/or international)
- Facilitate a discussion seeking participant’s interest in, and views on the issue
- Explore with meeting participants possible ways forward to address the issue

Due Date
The community meetings will take place in class time on Wednesday 1 April and Thursday 2 April 2009. Each meeting will take a maximum of 50 minutes.

Criteria for Assessment
You will be expected to demonstrate:

- An understanding of community work and a clear understanding of your approach to this community work project
- Critical thinking skills with a capacity to locate and critique relevant/current information in relation to your chosen issue and locality
- A recognition of diversity particularly in relation to the diversity of opinions held in a community about addictions
- Skills in facilitation and an ability to explore an issue in a community context using inclusive, participatory processes
- An ability to elicit possible strategies for creating a safer and healthier community with community members
- Participation – each member of the group has contributed to the task.
- Preparation and organisation – develop clear structures and allocate roles and responsibilities within the given time frame.
- A full and accurate record of all group meetings are posted on the group’s blackboard site.

Grading
Satisfactory/ Unsatisfactory

2. - Individual Task -- Critical Analysis and Review of Group Experience

You are required to review your recent experience of work with the local strategy and drug action group. Your review should include reflections about the social construction of substance use, the group experience, theoretical approaches, professional skills, and value questions. You are now writing up this review.

The review is to be structured in two parts.

Part 1. Social Construction of Substance Use (1,000 words)

To follow on from your work with the local strategy and drug action group concerning a specific addiction issue you are to collect five (5) examples of Australian writing about the particular issue your group addressed.- one item from each of the following categories:

- A newspaper article, editorial or Letter to the Editor
- An internet website related to the issue
- A refereed journal, e.g. Australian Social Work
- A magazine article e.g. article from Of Substance
- A government policy, report or media campaign (e.g. TV or radio ad)
Your written review will incorporate an analysis of the different forms of writing in terms of the apparent values and ideologies of the publication or source and the intended audience. You should consider how useful each item is in extending your understanding of the social construction of substance use. You also should consider what is the evidence cited to support the opinions expressed in each item.

You should include a copy of each item (first page will suffice if it includes all source details), or a recording (e.g. DVD or recorded transcript), or a summary of each item as an appendix. It is important that your review is not simply a summary of the items. You are being assessed on your capacity to critically analyse these items. Attaching them as an appendix will allow the reader to refer to them as they wish.

Part 2. Experience with the local strategy and drug action group (1,500 words)

In this section of your review you are required to reflect on the following components of your experience as a participant in the drug strategy and action group.

Group Experience
- What was your experience of your group’s process as you worked to develop a strategy to address substance use issues? Your reflections are to draw on your knowledge of group dynamics and group process. **NB You are expected to comment on the real experience of your student group.**

Professional Role/Skills
- What was your role in the group and what skills did you employ in the group?

Personal Values
- What were the challenges to your personal values?

Theoretical Perspectives
- What relevance did ecological systems theory and community work theory/models have in practice to the particular issue of substance use?

Length: 2,500 words

Due Date: 5pm Friday 3rd April

Criteria for assessment (parts 1 and 11)
- Demonstrated skills in critical analysis of the 5 selected items within the specified categories
- Demonstrated capacity for critical self reflection
- Demonstrated understanding of group theory and process
- Demonstrated understanding of community work theories and ecological systems theory
- Demonstrated capacity to structure and present your review including appropriate referencing