SWRK2002 SOCIAL WORK THEORY AND PRACTICE

Course Co-ordinator: Val Clark
Room: W229
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Fax: 4921 6933
Email: Val.Clark@newcastle.edu.au
Consultation hours: During Semester: Wednesday 12.00 – 13.00
Thursday 16.00 – 17.00
Other times by appointment

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

Semester 2 - 2006
Unit Weighting 20
Teaching Methods
Experience Based Learning

Course Overview

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 semester, excluding week 5
Workshop for 3 hours per week for the full semester, excluding week 5
Workshop for 2 hours per week for the full semester, excluding week 5

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

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

CTS Download Date: 12th July 2006
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.

Course Content
SWRK2002 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>Item</th>
<th>Due Date</th>
<th>Weighting</th>
<th>Length</th>
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</thead>
<tbody>
<tr>
<td>2 Group Tasks</td>
<td>The group task for Learning Unit 1 will be due on 24th August The group task for Learning Unit 2 will be due on 26th October 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>
<td>Satisfactory / Unsatisfactory</td>
<td>To be advised</td>
</tr>
<tr>
<td>Individual task – Disability learning unit</td>
<td>4th September</td>
<td>40%</td>
<td>2,000 words</td>
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<tr>
<td>Individual task – Integration of Theory and Practice</td>
<td>20th October</td>
<td>20%</td>
<td>2,500 words</td>
</tr>
<tr>
<td>Individual task – Mental health learning unit</td>
<td>6th November</td>
<td>40%</td>
<td>2,000 words</td>
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Assumed Knowledge
SOCA1010, SOCA1020, PSYC1010, PSYC1020 and SWRK1001 and SWRK1002 or SWRK1010A and SWRK1010B, SWRK2001, SWRK2003 and concurrent completion of SWRK2004.

Callaghan Campus Timetable
SWRK2002
SOCIAL WORK THEORY & PRACTICE 2
Enquiries: School of Humanities and Social Science Semester 2 - 2006
Workshop Wednesday 90:00 - 12:00 [W203, W308, W326A] Venue: W301A
and Workshop Thursday 90:00 - 12:00 [W308, W326A] Venue: W301A
and Workshop Thursday 14:00 - 16:00 [MCLG17, V03, W202, W203, W218, W219, W326A]
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 date to withdraw without financial or academic penalty (called the HECS Census Date) is:

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](http://www.newcastle.edu.au/study/enrolment/changingenrolment.html)

**Contact Details**

**Faculty Student Service Office - The Faculty of Education and Arts**

Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

**The Dean of Students**

Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**

Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

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.

**Web Address for Rules Governing Undergraduate Academic Awards**

**Web Address for Rules Governing Postgraduate Academic Awards**

**Web Address for Rules Governing Professional Doctorate Awards**
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

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/
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, 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 several times each week.

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 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 Hub. Hubs 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:
- Individual assignment 1- Conference paper
- Individual assignment 2 – Theory / Practice Integration
- Individual assignment 3 – Policy paper
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 Hub.
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. All failing assignments will be reviewed by a second marker.

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed by the Course Coordinator which Hub 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 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:

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<tr>
<th>Grading guide</th>
<th>Mark</th>
<th>Description</th>
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<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<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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SWRK2002 - SOCIAL WORK THEORY AND PRACTICE 2 - 2006
LEARNING UNIT 1: DISABILITY and RESEARCH

Themes
Theories of disability (medical, charity, managerial, socio-political etc.), grief and loss, research, groupwork and community work.

This learning unit will run for 6 weeks. There are no classes in week 5 of the semester – the learning unit will therefore conclude in week 7 (i.e. 31st August).

LEARNING GOALS

Social work values
1. Demonstrate depth of understanding of social work values of social justice, respect and equity and the application of these to work in the field of disability.

Self-awareness
2. Examine your own values and beliefs about disability.

Communication skills
3. Demonstrate the capacity to engage and listen to groups of people with specific needs, with a range of points of view.

Ethical and professional practice
4. Demonstrate knowledge of and commitment to the AASW Code of Ethics
5. Demonstrate professional behaviour including reliable attendance, punctuality, observing confidentiality and meeting task deadlines.
6. Demonstrate tolerance and respect for differing points of view and engage in open discussion and debate on diverse world views.

Assessment, intervention, and problem solving
7. Articulate a critical perspective about the impact of dominant ideologies on different sectors of Australian society. Consider how this applies to people with a disability.
8. Explore the role of theory and its relationship to practice. Demonstrate ability to apply disability theories, grief / bereavement/ loss theories, ecological systems theory and models of anti-oppressive practice and the strengths perspective to the fields of disability.
9. Demonstrate an understanding of group dynamics and the application of groupwork practice skills to teamwork.

Working with others / teamwork
10. Work as part of a team and to produce work both independently and as part of a group.
11. Gain an understanding of the various social work roles within disability services and within a multi-disciplinary team. Develop skills in identifying and communicating evidence of effective social work practice from the literature to other members of the team.
Access to services
12. Demonstrate an understanding of disadvantage in accessing services in rural and remote communities, and by people from indigenous and migrant communities.

Research and inquiry skills
13. Demonstrate the ability to search relevant data bases, media archives and the literature and conduct a systematic literature review.
14. Further develop critical thinking skills and be able to articulate these.
15. Understanding research methodology with beginning skills in criteria used for critical appraisal of quantitative research and identifying possible ethical issues.

Policy Analysis
17. Gain an understanding of the de-institutionalisation / community care debate, and the ideology driving this.
18. Develop an understanding of the different ideologies behind the debate in Australia about how disability support services should be funded and provided.

ASSESSMENT ITEMS

NB: The details of Individual Assignment 3 will be provided as part of the Learning Unit 2 Outline in week 8.

Group Task

For this task you are to assume you are members of a small team in an agency that supports people with disabilities. Your manager has just heard about The Media Awards and has asked you to prepare some nominations. The Media Awards is a joint venture of the Disability Network Hunter Inc. and the University of Newcastle aimed at improving the way that the local media portrays people with a disability. (See the Media Awards information on Blackboard.) As nominations are due on 22nd August you need to quickly locate items suitable for nomination and prepare your nomination forms for review by the manager on 10th August. You will then submit the nominations by 5pm, 11th August.

The manager has also asked that you prepare a brief report (around 4 pages) and a 20-minute presentation for other staff in the agency to inform them about the nominations you have submitted for the Media Awards. Time has been set aside on Thursday 24th August for this presentation.

Your presentation and report should consist of:

- A brief description of each item your group nominated for the Awards, with your reasons for making this nomination (part C of the Nominations Form). This should be attached as an appendix to your report.
- A critique by your group of how effective (or otherwise) you believe the Media Awards is as a strategy for addressing disability issues. Your critique should make reference to social work and other literature and also
any research concerning the effectiveness (or otherwise) of similar consciousness raising campaigns.

- A conclusion with some recommendations for the agency’s involvement in the Media Awards next year.

**Due dates:**

- Nominations to be reviewed by Course Coordinator at end of class on 10\textsuperscript{th} August and submitted by 5 pm on 11\textsuperscript{th} August as per Media Awards guidelines.
- Presentations will be given in class on Thursday 24\textsuperscript{th} August with report to be handed in at time of presentation.

**Grading:** Satisfactory / Unsatisfactory

**Criteria for assessment --** Students should demonstrate individually and collectively:

1. Active participation in the group task including: preparing for discussion groups, punctual and reliable attendance, being organized and taking on a variety of group roles in working with others to manage time effectively.
2. Understanding of participatory and empowerment approaches to social work practice
3. Knowledge of relevant issues relating to disability
4. Information searching skills
5. Ability to produce a concise critical review of relevant issues with a recommendation for future practice
6. Engagement of the audience and concise presentation of information. You need to allow for audience participation in your 20-minutes.

**INDIVIDUAL ASSIGNMENT 1: Conference Paper**

Prepare a conference paper for the Australian Disability Conference 2006 entitled “A Social Work Response to Disability”.

This task requires you to choose one story about disability (use a story from your group task on the Media Award or from elsewhere in the Media (e.g. ABC Australian Story) or from your placement experience), and develop a paper based on this narrative. Rather than presenting a lengthy re-telling of the story you should attach a copy of the story (or a summary of it) as an appendix. The paper should discuss the psychosocial issues the narrative explores and critically reflect on the social work role in response to these issues. Your paper should demonstrate knowledge of relevant theories and models that have been examined over the first two years of your degree program. It should also incorporate knowledge of current social policies relevant to people with a disability.

**Marking criteria**

1. Slides that are clear, concise and would engage the audience throughout the presentation.
2. Evidence of inclusion of concepts and theories that have been explored in the last two years of social work education and appropriate application of concepts and theories to the narrative.
3. Evidence of critical thinking about disability issues and the role of social work.
4. Demonstrated understanding of current social policy.
5. Clarity of structure of your paper including introduction and conclusion and appropriate referencing.

Length: 2000 words, plus a minimum of three overheads/slides that would accompany your presentation.
Due Date: 4th September
Grading: 40% of SWRK2002

INDIVIDUAL ASSIGNMENT 2: Integration of theory and practice

This assignment requires you to integrate your learning about theory with your experience and/or observation of practice within your SWRK2004 Field Education placement. The assignment should build on and expand your Theory Portfolio from earlier coursework in the BSW program.

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 any other well-meaning intention to help. The professional approach to helping used by social workers is based on specific knowledge (including theory), skills and an ethical stance.

In this assignment you are required to describe a situation / piece of practice from your field placement and then analyse this situation / practice with reference to three theories or models. The situation should, by preference, be a piece of your own work but it can be the work of someone else. You need to attend to ethical considerations in describing the practice situation, e.g. using non-identifying information about clients, having consent of a practitioner to use their work for this assignment, agency guidelines regarding confidentiality, etc.

After describing the practice situation in some detail, you should analyse the situation with reference to three different theories / models. For each theory / model you should:

- Provide a brief background to the theory - where it originated and how it was developed over time; main authors of the theory; the main concepts of the theory; its values and assumptions; etc.
- Elaborate on how an analysis of the practice situation from the perspective of the theory / model can add to your capacity to describe, explain, predict and/or bring about change in this situation.
- Provide a critique of the theory - its strengths and limitations with particular reference to your practice situation, the field of social work practice and your agency context.
Your work on this assignment can inform discussions you have with your field educator throughout the placement but you should not spend placement time writing this assignment. One component of the mid placement liaison visit is the assessment of your ability to apply theory to practice and your progress on this assignment may assist you in the discussion you have with the University Liaison person during the visit.

**Assessment criteria:**

- Ability to clearly describe a practice situation attending to ethical considerations
- Demonstrated reading and critical appraisal of the literature on theories and models
- Application of theories to the practice situation
- Critical analysis of the theories in relation to the particular practice situation, field of practice and agency context
- Appropriate professional writing and use of references

**Due date:** 20th October 2006.

**Length of paper:** 2500 words

**Grading:** 20% of result in SWRK2002

**READING LIST: DISABILITY and RESEARCH**

* this reading is highly recommended
# this reading is provided as an electronic resource (Newcat)


There are numerous journals about the experience of disability including:

- Australian Disability Review
- Disability and carer connections
- Disability and Society
- Disability, culture and education
- Interaction : the Australian magazine on intellectual disability

Websites:

- ICIDH-2 International Classification of Impairments, Disabilities and Handicaps, [www.who.int/msa/mnh/ems/icidh/](http://www.who.int/msa/mnh/ems/icidh/)
- Physical Disability Council [www.pdcnsw.org.au](http://www.pdcnsw.org.au)
- Southern Disability Action Group [http://www.granite.net.au/](http://www.granite.net.au/)
- Women with Disabilities [www.wwda.org.au](http://www.wwda.org.au)

Val Clark
SWRK2002 Course Coordinator