SWRK3001
Social Work Theory & Practice 3
Course Outline
Semester 1, 2006

Course Co-ordinator: Dr Debbie Plath
Room: W228
Ph: 49215765
Fax: 49216933
Email: Debbie.Plath@newcastle.edu.au

Consultation times semester 1:
Wednesdays 12.00 – 1.00
Thursdays 11.00 – 12.00 (Feb / March)
Wednesdays 11.00 – 1.00 (from 5th April)
Or by appointment

Tutor: Kylie Aggias
Room: W227
Ph: 49217035
Email: Kylie.Aggias@newcastle.edu.au
Consultation: By appointment

Unit Weighting
10 units

Teaching Methods: Experience Based Learning Workshops
The success of an experience-based model of learning depends on open dialogue between staff and students. If you have any questions about your learning or tasks, or there is anything that you have not understood, you are encouraged to raise them with staff in the classroom or to communicate with staff individually in their consultation time or by email.

Brief Course Description
Learning in this course is organised around practice scenarios where violence is a central issue of concern. Students will work through major social work methods of intervention: casework, groupwork, community work and social action. They will become familiar with and be able to discuss, the theoretical bases for their assessments and decision-making in practice. Self-awareness, analysis of political contexts and commitment to social justice goals are fundamental themes throughout SWRK3001.
Class time will be spent in discussion, small group work, skills practice, field visits and group presentations. Students will be expected to integrate learning from their second year theory and practice subject and field placement with learning in this course. This course constitutes essential preparation for the third year field placement.

**Contact Hours**
Workshops for 9 hours per week for 6 Weeks

**Learning Materials/Texts**
Lists of required readings and additional references are provided at the end of this course outline.

**Course Objectives**
Through this course, students are expected to:

1. Gain a greater level of understanding of the social work methods of community work, groupwork and casework and how these methods may be applied and integrated in the context of social work in the area of violence and trauma.
2. Make and justify informed judgements about appropriate responses to violence and trauma, drawing on a range of theories, models, approaches and interventions.
3. Develop and practice social work skills in the application of different methods and models.
4. Increase knowledge and understanding of the nature and impact of violence and trauma.
5. Examine personal assumptions, beliefs and values in relation to violence.
6. Develop strategies and skills to deal with confronting and difficult material encountered in professional life.

**Course Content**
Learning in this course is organised around practice scenarios where violence is a central issue of concern. Students will work through major social work methods of intervention: casework, groupwork, community work and social action. They will become familiar with and be able to discuss, the theoretical bases for their assessments and decision-making in practice. Self-awareness, analysis of political contexts and commitment to social justice goals are fundamental themes throughout SWRK3001.

**Assumed Knowledge**
Successfully completed the first and second year of the Bachelor of Social Work. Students must also be enrolled in SWRK3003 - Field Education 3.

**ASSESSMENT ITEMS**
Details on these assessment tasks are provided in a subsequent section in this course outline.

<table>
<thead>
<tr>
<th>1. Oral Examination</th>
<th>An individual oral assessment relating to material covered in class in weeks 1-6 will be conducted in week 7. Worth 60%. Assessment dates: Tuesday 4th and Wednesday 5th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Individual ungraded task: Theory portfolio</td>
<td>Individual task to be compiled during weeks 1-6 Satisfactory standard must be attained. Due: Wednesday 22nd March</td>
</tr>
<tr>
<td>3. Ungraded Group task</td>
<td>Group task and presentation in week 6 Satisfactory standard must be attained. Due: Wednesday 29th March</td>
</tr>
<tr>
<td>4. Written Assignment</td>
<td>This written task requires students gather and present research evidence relating to a particular area of practice or type of social work intervention. Worth 40% Due: Tuesday 13th June</td>
</tr>
</tbody>
</table>
Callaghan Campus Timetable
SWRK3001
SOCIAL WORK THEORY & PRACTICE 3
Enquiries: School of Humanities and Social Science

Semester 1 – 2006

Workshop Tuesday 9:00 - 12:00 UNH4-21 Wks 1-6 only.
and Workshop Tuesday 1:00 - 4:00 UNH4-16 Wks 1-6 only.
and Workshop Wednesday 9:00 - 12:00 W202, W219 Wks 1-6 only.

Oral Assessments will be conducted in Week 7. Students to be advised of individual assessment times.

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

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:


CHANGING YOUR ENROLMENT

The last date to withdraw without financial or academic penalty (called the HECS Census Date) for semester 1 courses is: 31 March 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 Office

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:

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


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
DETAILS OF ASSESSMENT TASKS

In line with the experience-based model of learning in the Social Work program, assessments are designed as authentic social work practice tasks. While staff try to be as clear as possible about the requirements of the task and set marking criteria, students need to be aware that there is not one right way of completing the task and we encourage creative ways of approaching the assignment. Assessment and marking criteria indicate the learning that staff expect to see demonstrated in the assignment. If you are unclear about the requirements of the assignment you are encouraged to raise questions in class or to see your course coordinator individually to clarify your approach to completing the assignment.

Assessment Task 1: Individual Oral Assessment: Mock job interview

It is December 2007 and you have applied for a social work position at a community health service! As part of the interview process you have been asked to explain what you would do as a social worker in response to a case scenario. A few days prior to the “interview” you are given a written case scenario and asked to consider your social work practice response. As a social worker you will need to be able to demonstrate your ability to assess the central issues in a case and to articulate appropriate interventions in response to these issues.

Two social work academic staff members will role play the interviewers for each student’s “job interview”. You will be asked several questions about how you intend working with the client described in the case scenario. Whilst you are free to bring notes to refer to during the interview, you are expected to respond to the questions asked and not just make a presentation. The questions will be structured around the criteria listed below and will provide opportunity for you to explain in some detail your assessment of the situation, your intended responses and the reasons why you have chosen certain interventions and approaches. Each interview will last for 20 to 25 minutes.

You are expected to consider casework, groupwork and community work interventions appropriate to the case scenario and present a clear rationale for the interventions you would use. Learning throughout the 6 weeks of classes will be relevant to the assessment.

Criteria for assessment:

- Ability to critically assess relevant issues that may be responded to using casework, groupwork and community work interventions.
- Ability to articulate clear casework, groupwork and community work interventions.
- Ability to provide a rationale for proposed interventions, drawing on appropriate theory, analysis and knowledge.
- Ability to reflect on ethics, values and personal reactions.
- Clear and concise oral communication, appropriate to the context.

Assessment times:

“Interviews” will be conducted in place of class times in week 7 on Tuesday 4th April and Wednesday 5th April. You will be allocated a time slot in the week prior to the assessment.

Assessment weighting: 60% toward SWRK3001
Assessment Task 2: Individual 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 any other well-meaning intention to help. The professional approach to helping used by social workers is also based on specific knowledge, skills and an ethical stance.

Social work has drawn on a wide range of theories and models from many sources to inform its practice. The range of theories and models need to be understood and applied appropriately to different settings and to achieve particular outcomes.

You are required in the 3rd year of the Bachelor of Social Work to continue building upon the theory portfolio that you began earlier in the degree program. Your learning of theories will be cumulative over the years of your degree and later in practice. You need to take your learning on theories forward so that they become integrated into your knowledge and skills. The Theory Portfolio will accompany you throughout the remainder of the Social Work degree, on field placements and into your practice.

You are required to submit only part of your theory portfolio for assessment for SWRK3001, as indicated here:

The theories that you are required to focus on specifically in your theory portfolio for the first unit in SWRK3001 are:

- Structural theories (incl. radical casework and critical perspectives)
- Crisis intervention theory
- Social groupwork theory

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

1. Background to the theory - where it originated and how it was developed over time;
2. The values and assumptions underlying the theory;
3. Main authors of the theory, differentiating between social work authors and others. Include here a reference list of articles and books relevant to the theory which can be added to over time;
4. A clear outline of the theory, in words that you understand, and how it is applied to social work practice;
5. Ways in which you have found the theory helpful in informing how you would work in the area of violence as a social worker;
6. A critique of the theory - its strengths and limitations.

The theory portfolio is expected to be a cumulative process. You may start with an outline of the theory and its origins, and then over time you may add to the portfolio articles or quotes from articles or books about the theory, examples of practice based on the theory, critiques of the theory, or collate authors you have come across who base their work on the theory. You are expected to add to your theory portfolio as your reading and understanding of theories progresses. This process is for your own learning and professional development and thus goes beyond the date when the theory portfolio is submitted and assessed. It is particularly important that you add to your portfolio while you are on field placement as you apply the theories to what you encounter in your practice.

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. Staff are available to discuss your portfolio or any difficulties you may have in understanding the theories.

You should use the theory portfolio as a resource in preparation for your oral assessment task in week 7. The theories you have already studied earlier in the degree will also be relevant to draw upon in your assessment tasks for SWRK3001.
Grading: **Satisfactory / Unsatisfactory.** Those that are unsatisfactory will be returned for resubmission.

**Criteria for Assessment:**
- Evidence of reading and research (books, journals, websites references included accurately)
- Inclusion of radical, crisis intervention and social groupwork theories
- Addresses background to theories, main authors and how they have developed over time
- Clear outline of theories and how they apply in social work practice is provided
- Theories are critiqued in terms of their strengths and weaknesses
- Values and assumptions underlying theories have been identified
- Personal reflections on the application of these theories in practice addressed.

Assignment Length: 1500 - 2000 words

Due: **Wednesday 22nd March, 9.00am**

**Assessment Task 3: Group task: Evidence Based Practice**

Social workers aim to effect change at individual, group, policy and community levels. Throughout this unit you are exposed to a range of different interventions aimed at addressing violence. Increasingly, social workers have been required to demonstrate that there is research evidence for the effectiveness of the work that they engage in. The group task for this unit will require you to use an evidence based practice approach to examining an area of practice in the field of violence.

In 5 groups of approximately 6 students each, you will examine a particular area of practice, researching current practice trends and findings about the effectiveness of interventions.

Students will have some opportunity to select an area of interest, although this will be limited by group size. Following are some suggested areas of practice, but students are also encouraged to propose alternative areas of practice that are of particular interest.

- Working with perpetrators of violence
- Groupwork with survivors of violence
- Work with children in families where parental violence has occurred
- Preventative programs to reduce the incidence of violence in the community
- Domestic violence screening / risk assessment
- Emergency housing for victims of violence.

Each small group will give a 15 - 20 minute presentation to their peers. The presentation should include:

- Current practice trends in this field of work.
- What evidence there is for the effectiveness of different types of interventions and practices in this field.
- A written list of references and resources (hard copy handed in on the day of presentation and electronic version emailed to all class participants through Blackboard)

Group members will need to use literature / database searching skills to identify relevant practice, research and evaluation literature upon which to base their presentation.
Groups will also need to be mindful of presenting the material in an engaging way that generates interest amongst their peers.

Group work times and group process:
Some class times on Tuesday afternoons have been set aside for small groups to work on the group task (Note: only part of the class time is available for group work). Groups may need to organise additional group meeting times outside of class times. A group discussion board will also be established for each small group on the Blackboard site.

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 course coordinator will be available as a resource to groups during the group meetings scheduled in class times and is also available during consultation times (as listed above) to discuss any concerns in relation to the content or processes entailed in the group task.

Assessment criteria:
- Demonstrated understanding of current practice in relation to the chosen area.
- Capacity to critically examine the effectiveness of different interventions in the light of research and other evidence.
- Demonstrated ability to locate and review literature and research in a particular field of practice.
- Accurate referencing.
- Demonstrated ability to present in a clear and engaging way to an audience of peers.
- Preparation, organisation and creativity.

Group members will receive common written feedback on each of the assessment criterion for their group presentation.

Presentation times:
Groups will present their work in class time on Wednesday 29th March.

Grading:
The group task will be graded as satisfactory or unsatisfactory, based on the assessment criteria listed above. 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.

**Assessment Task 4: Individual Written Task: Evidence Based Practice Resource Document**

This individual written task provides you with the opportunity to further develop your skills in applying an evidence based approach to an area of social work practice.

Your task is to prepare a resource document that demonstrates how available evidence may be gathered and applied to a current practice issue. It is intended that this be a useful document for social work and other practitioners to refer to in making decisions about appropriate interventions in the field of practice examined. You are encouraged to choose a practice issue / question relevant to your SWRK3003 field placement. You are also encouraged to give your field placement agency a copy of the finished task as a resource for staff in the organisation.
Choose a practice issue, dilemma or question, which will be the focus of your Evidence Based Practice Resource Document. The practice question may relate to individual, group, community, administrative or policy interventions. Students are required to choose a different area of practice to that examined in their small group task. The chosen area of practice need NOT be related to issues of violence.

Using an evidence based practice approach, examine the chosen practice question, addressing the following:

1. A description of the practice question / issue and why it is important for staff in the organisation to examine the evidence in relation to this issue.

2. What evidence is available that could inform this practice question?

3. A description (step by step) of the process involved in gathering evidence about the practice question (eg. databases and websites searched, keywords used etc.)

4. A critical appraisal of the evidence that has been gathered (strengths and limitations).

5. How this evidence could inform future practice in the organisation.

6. The role of an evidence based practice approach as part of overall quality practice in the organisation.

Notes on task:

The assignment you submit should be presented in a style and format suitable for a resource document for social work and other practitioners.

Prior to searching available research evidence, it is important to clarify the practice question you are intending to investigate. Practice questions may be:

**General** eg. What types of parenting programs are effective in reducing child abuse?

**Specific** eg. Does home visiting to vulnerable parents reduce the incidence of child abuse?

**Comparative** eg. Are home visiting programs more effective than group parenting programs in reducing the incidence of child abuse?

Prior to making a decision on the practice question to focus on, reflect upon your placement experiences and brainstorm a list of practice questions that would be useful to gather some evidence about. In formulating your practice questions consider:

**Population group** eg. Vulnerable parents

**Intervention** eg. Home visiting, groups,

**Desired outcome** eg. Reduction of child abuse.

Formulate your practice questions with these three concepts in mind.

The types of practice questions you list could relate to policy, administration, community, group or individual work.

Once you have a list of practice questions that you would like to find out more about, you will need to search for research evidence to address the questions. The attached reference list provides a number of web based databases for identifying research evidence for practice. In addition, you should use the electronic databases accessible through the library website. It may take some time to navigate your way around the sites. Try searching for relevant research relating to several of your practice questions. You may be frustrated by a lack of specific information. Don’t worry, this is a common experience. The amount of research evidence available may influence your final choice of a practice question to write up for the assessment task.
As there are no classes in the latter weeks of the semester, students are encouraged to use the blackboard site to discuss with peers any issues that are arising from the assessment task. The course coordinator can also be emailed if you have specific questions relating to the task.

Criteria for Assessment:
Assignments will be assessed on the basis of the following criteria:

- Identification of an appropriate practice question and how this may be informed by an evidence based practice approach.
- Demonstrated ability to locate and apply relevant literature and research to the topic.
- Evidence of ability to identify connections between research findings and social work practice identified.
- Identification of the strengths and limitations of different research evidence, as applied to a particular practice context.
- Critical appraisal of issues surrounding the use of evidence in human service practice.
- Clear, coherent presentation of written material, in a style appropriate to the context.
- Accurate referencing of literature.

Assignment Length: 3000 words.

Assessment weighting: 40%

Due: Tuesday 13th June

WRITTEN ASSIGNMENT PRESENTATION AND SUBMISSION DETAILS

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

Hard copy submission:
- Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
- Staple the pages of your assignment together (do not use pins or paper clips).
- University coversheet: All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf
- Assignments are to be deposited in the SOCIAL WORK 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.
**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 assignments 2 and 4 to Turnitin via the course Blackboard website:

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 in GP1-22, or online at: [http://www.newcastle.edu.au/study/forms/adverseforma.pdf](http://www.newcastle.edu.au/study/forms/adverseforma.pdf)

**No Re-submission of Graded Assignments**
Students who have failed a graded 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: [www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf](http://www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf)

**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 HUB at GP1-22 during office hours.

**Preferred Referencing Style**
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

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

Grading of Assignments

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable 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>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on 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>
</tr>
</tbody>
</table>

Online Tutorial Registration:
Students are required to enrol in the workshops for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

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 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.

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

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 20</td>
<td>Introduction to the topic of violence</td>
</tr>
<tr>
<td>2</td>
<td>February 27</td>
<td>The crisis phase of intervention</td>
</tr>
<tr>
<td>3</td>
<td>March 6</td>
<td>The legal system / Casework interventions</td>
</tr>
<tr>
<td>4</td>
<td>March 13</td>
<td>Responding to families / Casework interventions contd</td>
</tr>
<tr>
<td>5</td>
<td>March 20</td>
<td>Groupwork interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Theory portfolios due 22(^{nd}) March</strong></td>
</tr>
<tr>
<td>6</td>
<td>March 27</td>
<td>Community work and social action</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Small group presentations 29(^{th}) March</strong></td>
</tr>
<tr>
<td>7</td>
<td>April 3</td>
<td>Oral Assessments 4(^{th}) and 5(^{th}) April</td>
</tr>
<tr>
<td>8</td>
<td>April 10</td>
<td>No classes for SWRK3001 this week</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note: Good Friday Holiday</strong></td>
</tr>
</tbody>
</table>

**Mid-Semester Recess: Friday 14 April - Friday 28 April**

***SWRK3003 field placement commences Tuesday 18\(^{th}\) April***

***ie. During the mid-semester recess***

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>May 1</td>
<td>No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>10</td>
<td>May 8</td>
<td>No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>11</td>
<td>May 15</td>
<td>No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>12</td>
<td>May 22</td>
<td>No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>13</td>
<td>May 29</td>
<td>No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>14</td>
<td>June 5</td>
<td>No classes for SWRK3001 this week</td>
</tr>
</tbody>
</table>

**Queen's Birthday Public Holiday: Monday 12 June**

**Examination period: Tuesday 13 June - Friday 30 June**

**Individual written assignment DUE: Tuesday 13\(^{th}\) June**

Class sessions for SWRK3001 will incorporate several visits to organisations providing services in response to family violence and sexual assault. These visits form an integral part of learning for the unit. A separate handout with details of times and locations of visits will be provided in week 1 of semester. Most of the organisations are within walking distance of the city campus.
Reading and Resource Material  
SWRK3001

This list of references and resources is presented in two sections. The first section is required reading. All students are expected to have read the items listed in section 1 within the first 6 weeks of semester. Section 2 provides a list of additional references and web based resources to assist you in the completion of the four assessment tasks for the course.

The required readings have been made available electronically through the library short loans service. If you search the short loans collection by course code SWRK3001, you will be able to access the reading material online.

Many of the items on the lists for further reading have also been placed on 3 day or short loans in the library. The references listed in this package are to be regarded as a starting point in becoming acquainted with the content areas of the course. Students will also need to access additional specialised material in order to complete the individual and group tasks.

SECTION 1: REQUIRED READINGS

VIOLENCE, GENDER AND POWER


SOCIAL WORK INTERVENTIONS

Structural approaches to practice


Crisis intervention


Assessment


Closure


Group work


Community work


Evidence Based Practice


SECTION 2

ADDITIONAL REFERENCES AND RESOURCES

Violence, Gender and Power: Useful Web resources

Australian Domestic and Family Violence Clearing House  
http://www.austdvclearinghouse.unsw.edu.au/  
This site has lots of useful information, access to publications and links to other sites.

Women's eNews Safety from Violence  
http://www.womensenews.org/links_Safety.cfm  
This is a US based site with links to lots of organisations and resources.

Australian Centre for the Study of Sexual Assault: www.aifs.gov.au/acssa/

Australian Institute of Criminology website: www.aic.gov.au

Lawlink website: www.lawlink.nsw.gov.au

Office for Women: Partnerships against Domestic Violence website:  

Women's Safety after Separation Website: www.ncsmc.org.au/wsas/main.htm

Family / Domestic Violence Literature


**Sexual Assault Literature**


Carmody, M. (1990) Sexual Assault of People with an Intellectual Disability, NSW Women's Coordination Unit, Sydney.


Social Work Interventions


Evidence Based Practice

These websites are all provided by organisations aiming to improve the access to and use of research findings by practitioners. They provide links to abstracts and reviews of research on social and human service interventions. All are UK based. Each has a different area of focus.

Cochrane collaboration (health care evidence)
http://www.cochrane.org/index0.htm

Campbell collaboration (social, behavioural and educational fields)
http://www.campbellcollaboration.org/

Centre for Evidence Based Social Services
http://www.ccebss.org/

Be Evidence Based
http://www.be-evidence-based.com/

Social Care Institute for Excellence, Electronic Library for Social Care
http://www.scie.org.uk/elsc/index.asp

Research in Practice (children and families)
http://www.rip.org.uk/

Joseph Rowntree Foundation (findings of funded research projects)
http://www.jrf.org.uk/knowledge/findings/

Evidence for Policy and Practice Information and Coordinating Centre (Health Promotion and Education)
http://eppi.ioe.ac.uk/EPPIWeb/home.aspx

Critical Appraisal Skills Programme
http://www.phru.nhs.uk/casp/casp.htm
This site is particularly useful in offering resources for critically assessing research reports. Look at the “learning resources” and in particular the critical appraisal tools on this site.

For examples of how systematic reviews of research can be used to inform a specific area of practice, refer to:

