SWRK3001
Social Work Theory and Practice 3
Semester 1, 2007

Course Outline

Course Co-ordinator:  Dr Debbie Plath
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Consultation hours: Wednesdays 12.00 – 2.00

Course Overview
Unit Weighting  10 units
Teaching Methods:  Experience Based Learning Workshops

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, field visits, small group work, skills practice, 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 7 weeks

Course Outline Issued and Correct as at:  Week 1, Semester 1 - 2007

CTS Download Date: 5th February, 2007
Learning Materials/Texts
A list of literature and other resources is provided at the end of this course outline.

Course Objectives
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.

Assessment Items
Details on the assessment tasks are provided in this course outline.

<table>
<thead>
<tr>
<th>1. Oral Exam</th>
<th>Oral assessment relating to material covered in class. Conducted week 7. <strong>Worth 60%</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Theory portfolio (individual task)</td>
<td>Ungraded individual and group tasks. <strong>Students must successfully complete these items to pass the course.</strong></td>
</tr>
<tr>
<td>4. Group task</td>
<td><strong>Worth 40%</strong></td>
</tr>
<tr>
<td>2. Written Assignment</td>
<td><strong>Worth 40%</strong></td>
</tr>
</tbody>
</table>

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.
Callaghan Campus Timetable
SWRK3001
SOCIAL WORK THEORY & PRACTICE 3

Enquiries: School of Humanities and Social Science
Semester 1 - 2007

Workshop Tuesday 9:00 - 12:00 UNH4-21 Wks 1-7 only.
Workshop Tuesday 13:00 - 16:00 UNH4-16 Wks 1-7 only.
Workshop Wednesday 9:00 - 12:00 HA149 Wk 1 only.
Workshop Wednesday 9:00 - 11:00 MCG28C, W202, W219 Wks 2-7 only.
Workshop Wednesday 11:00 - 12:00 W202, W219 Wks 2-7 only.

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 following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641. *Note*: different procedures apply for minor and major assessment tasks.

Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

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 10 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 Dates) for semester 1 courses: **31 March 2007**

Students may withdraw from a course without academic penalty on or before the last day of semester. 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 staff in the Student Hubs.

To change your enrolment online, please refer to
Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus. The four Student Hubs are located at:

Callaghan campus

• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct

• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus

• Ourimbah Hub: Administration Building

Faculty website:

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

Ourimbah

Phone: 02 4348 4030

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students

Resolution Precinct

Phone: 02 4921 5806
Fax: 02 4921 7151

Email: 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 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

End of CTS Entry

Mandatory Program Component

This course is a mandatory component of the Bachelor of Social Work program and must be passed in order to progress on to SWRK3002 and 4000 level SWRK courses.

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 listed above under “assessment items”. Details on these assessment items and the specific assessment criteria are provided later in the course outline.

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.
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 Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant Student Hub. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp. They are also date-stamped upon receipt by Schools.
- **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.
- **Keep a copy of all assignments:** 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 electronic and hard copy formats.

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:

- **Theory Portfolio**
- **Individual Written Assignment**

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 Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

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

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

Return of Assignments
Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that 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
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

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

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

**Grading Scale for Assessment Tasks**

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF) 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) 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) 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) 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) 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>
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

This oral assessment will be a role play of a job interview for a social work position at a community health service. Your “interview panel” will be 2 social work staff members. 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 the written case scenario and asked to consider how you would intervene as a social work practitioner. In the interview you will need to demonstrate your ability to assess the central issues in a case and to articulate appropriate interventions, at individual, group and community levels.

In the 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 3rd April and Wednesday 4th April.**
There will be no classes for SWRK3001 during this week.
You will be given the case scenario and allocated a time slot for your interview 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: Friday 23rd March

Assessment Task 3: Group presentation

Evidence Based Practice Forum on “Working with Violence”

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. Your group will prepare a presentation for an “Evidence Based Practice Forum” to be held in class on Tuesday 27th March.
Group topics
In 6 groups of 7 - 8 students, you will examine practice interventions for a particular client group. You will need to research current practice trends, examples of good practice 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 suggestions, but students are also encouraged to propose alternative areas of practice that are of particular interest.

- Perpetrators of domestic violence
- Survivors of sexual assault
- Children in families where parental violence has occurred
- People who have left violent relationships
- Indigenous communities where violence is prevalent
- People facing same-sex partner violence

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

- Current practice trends in this field of work (individual, group, community and policy work).
- What is considered “good practice” and why.
- Attention to individual, group, community and policy interventions.
- What evidence there is for the effectiveness of particular interventions and practices in this field.
- A written list of references and resources on the topic (hard copy handed in on the day of presentation and electronic version emailed to all class participants through Blackboard)

Groups will also need to be mindful of presenting the material in an engaging way that generates interest amongst their peers.

References and Resources
The reference list and resources provided at the end of this course guide offers a starting point for your group research. Group members will also need to use literature / database searching skills to identify relevant practice, research and evaluation literature upon which to base their presentation.

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 **Tuesday 27th 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: Applying research to practice**

This individual written task provides you with the opportunity to further develop your skills in applying research evidence to an area of social work practice. Your task is to locate and critique research articles / research reports that inform an area of practice. As you will be on placement when this assignment is completed, it is suggested that you choose an area of practice encountered on placement. The area of practice does not have to relate to working with violence, but can be any area of social work practice of interest to you.

You are required to locate 3 research reports, the findings of which can be used to inform social work practice in the chosen area. **NB: You are to locate and utilise reports on research studies NOT general literature on the topic.**

Your critique of the research is to be presented as a resource document that could be referred to by social workers wanting research information to inform practice. You
are encouraged to give your field placement agency a copy of the finished paper as a resource for staff in the organisation.

Your practice resource document should include the following:
1. A description of the area of practice and explanation as to why it is important for staff in the organisation to examine the research evidence in relation to this issue.
2. Brief overview of the 3 research studies (incl. methodologies, findings, similarities and differences between the 3).
3. Description of how and where you located the research (eg. databases and websites searched, keywords used etc.) and how one would go about finding more research findings relevant to the topic.
4. Critical appraisal of the 3 research studies (strengths and limitations).
5. Critical appraisal of how this evidence could inform future practice in this area.

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

You will need to use your literature searching skills to find research reports. 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. It may be wise to search for research relating to several areas of practice before you finally decide on the focus for your assignment.

For guidance on how to critically analyse research go to the website for the Critical Appraisal Skills Programme at http://www.phru.nhs.uk/casp/casp.htm. Look at the “learning resources” and in particular the critical appraisal tools on this site.

As there are no classes in the latter weeks of the semester, students are encouraged to use the blackboard site to raise questions and discuss any issues arising from the assessment task. The course coordinator can also be emailed if you have specific questions.

Criteria for Assessment:
Assignments will be assessed on the basis of the following criteria:
• Identification of a focused area of practice and understanding of how this may be informed by research evidence.
• Demonstrated ability to locate and apply relevant research to an area of practice.
• Ability to identify connections between research findings and social work practice.
• Analysis of the strengths and limitations of different research evidence, as applied to a particular practice issue.
• Critical appraisal of issues surrounding the use of research evidence in social work practice.
• Clear, coherent presentation of written material, using appropriate style, format and referencing.

Length: 2000-2500 words. Weighting: 40% Due: Friday 15th June
## COURSE OVERVIEW

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<th>Week beginning</th>
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<td>1</td>
<td>February 19</td>
<td>Introduction to the topic of violence</td>
</tr>
<tr>
<td>2</td>
<td>February 26</td>
<td>The crisis phase of intervention</td>
</tr>
<tr>
<td>3</td>
<td>March 5</td>
<td>The legal system / Casework interventions</td>
</tr>
<tr>
<td>4</td>
<td>March 12</td>
<td>Responding to families / Casework interventions contd</td>
</tr>
<tr>
<td>5</td>
<td>March 19</td>
<td>Group work interventions</td>
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<tr>
<td></td>
<td></td>
<td><strong>Theory portfolios due 23rd March</strong></td>
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<tr>
<td>6</td>
<td>March 26</td>
<td>Group work contd / social action</td>
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<td></td>
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<td><strong>Small group presentations 27th March</strong></td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>Oral Assessments 3rd and 4th April</td>
</tr>
</tbody>
</table>

**Mid-Semester Recess: Friday 6 April – Friday 20 April**

***SWRK3003 field placement commences Monday 16th 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>8</td>
<td>April 23</td>
<td>Anzac Day holiday 25th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field Placement - No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>9</td>
<td>May 1</td>
<td>Field Placement - No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>10</td>
<td>May 8</td>
<td>Field Placement - No classes for SWRK3001 this week</td>
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<tr>
<td>11</td>
<td>May 15</td>
<td>Field Placement - No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>12</td>
<td>May 22</td>
<td>Field Placement - No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>13</td>
<td>May 29</td>
<td>Field Placement - No classes for SWRK3001 this week</td>
</tr>
<tr>
<td>14</td>
<td>June 5</td>
<td>Field Placement - No classes for SWRK3001 this week</td>
</tr>
</tbody>
</table>

**Queen’s Birthday Public Holiday: Monday 11 June**

**Examination period: Tuesday 12 June – Friday 29 June**

**Individual written assignment DUE: Friday 15th 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.
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


Power in Social Work Practice


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/
This site has lots of resources, publications, links to examples of good practice, statistics.

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

For current Australian research and literature on sexual assault, refer to the journal *Aware*, published by the Australian Centre for the study of Sexual Assault. This is available electronically through the University libraries.


Social Work Interventions


SECTION 3
RESOURCES FOR INDIVIDUAL WRITTEN ASSIGNMENT

Evidence Based Practice

Locating Practice Research
These web based resources will be particularly relevant for assessment task 4. They are designed to aid practitioners in accessing and applying research findings. Links are provided to abstracts and reviews of research on social and human service interventions. You will notice that some of the practice research databases only include systematic reviews of research. Some of these reviews only include research that uses experimental or randomised controlled trial designs. Other databases apply broader notions of evidence.

- **Cochrane collaboration** (health care evidence)
  [http://www.cochrane.org/reviews/index.htm](http://www.cochrane.org/reviews/index.htm)
  Note: full text Cochrane reviews also available through University library

- **Campbell collaboration** (social, behavioural and educational fields)

- **Social Care Institute for Excellence, Electronic Library for Social Care**

- **Social Care Online**

- **Research in Practice** (work with children and families)
  (home page – lots of useful resources and links)
  [http://www.rip.org.uk/evidencebank/chrono.asp](http://www.rip.org.uk/evidencebank/chrono.asp) (list of all reviews)

- **Research in Practice** (work with adults)
  (in particular, the “evidence clusters” link)

- **Evidence Based Policy and Practice EBPP Bibliography**
  [http://evidencenetwork.org/cgi-win/enet.exe/bibliography](http://evidencenetwork.org/cgi-win/enet.exe/bibliography)

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

- **Evidence for Policy and Practice Information EPPI** (Health and Education)
  [http://eppi.ioe.ac.uk/cms/](http://eppi.ioe.ac.uk/cms/)

CriticallyAppraising Research

- **Critical Appraisal Skills Programme**
  [http://www.phru.nhs.uk/casp/casp.htm](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.

Examples
For examples of how systematic reviews of research can be used to inform practice, see:
