Course Outline

SWRK3001 - Social Work Theory & Practice 3

Course Co-ordinator: Kylie Agllias
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Consultation hours: by appointment

Semester 1 - 2009
Unit Weighting 10
Teaching Methods
Experience Based Learning
Workshop

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
Workshop for 9 Hours per Week for 7 Weeks

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.

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

CTS Download Date: 10.02.09
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**

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<table>
<thead>
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<tbody>
<tr>
<td>Examination:</td>
<td>Oral assessment relating to material covered in class. Conducted week 7.</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>Worth 40%, (Word limit 2,500 words)</td>
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<tr>
<td>Individual graded assessment - All individual assessment items must be submitted/attempted to successfully pass this course.</td>
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| Projects | There are two ungraded assessment tasks in this course (satisfactory/unsatisfactory). Students must successfully complete these assessment tasks to pass the course. Task one is a written task of up to 1,500 words. Task 2 is a group presentation, undertaken in class time, without a written component. |

**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 - 2009
Workshop Wednesday 9:00 - 12:00 [V03, W218, W219] Wk 1 - 7 only

**Newcastle City Precinct Timetable**
SWRK3001
SOCIAL WORK THEORY & PRACTICE 3
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Workshop Tuesday 9:00 - 12:00 [UNH419] Wks 1-7 only.
and Workshop Tuesday 13:00 - 16:00 [UNH419] Wks 1-7 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 Student Academic Integrity 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 uses an electronic text matching 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 text matching service (which may then retain a copy of the item on its database for the purpose of future 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.

Marks and Grades Released During Term

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

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 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 due 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 received no later than ten working days prior the first date of the examination period
Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.

Changing your Enrolment

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 1 courses: 31 March 2009

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

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 studying in Australia.

The four Student Hubs are located at:

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

City Precinct
- City Hub and Information Common: Ground Floor, University House

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

Faculty websites

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
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

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

Mandatory Program Component

This course is a mandatory program component. Refer - http://www.newcastle.edu.au/policylibrary/000647.html (section 2).

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. Refer - http://www.newcastle.edu.au/policylibrary/000648.html
Group Work, Peer and/or Self-Assessment

The assessment in this course involves group work. Refer - http://www.newcastle.edu.au/policylibrary/000650.html

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.

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: Refer - 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.

Important Additional Information

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/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
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 address to the relevant School. 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 available @ www.blackboard.newcastle.edu.au/

- Assessment Task 2: Individual Theory Portfolio
- Assessment Task 4: Individual Written Task: Applying research to practice

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.

Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) 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 - http://www.newcastle.edu.au/policylibrary/000608.html

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.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ 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.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

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 use the Harvard in-text referencing system or the APA referencing 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). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

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.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

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 is available @ http://www.newcastle.edu.au/currentstudents/index.html
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 week 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 21st and Wednesday 22nd 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. 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 25th 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. In order to do this you will need to gather ‘research’ to inform your presentation. Your group will prepare a presentation for an “Evidence Based Practice Forum” to be held in class on Tuesday 31st 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 in two areas of intervention (individual and policy or group and community).

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.

- Male perpetrators of domestic violence
- Children in families where parental violence has occurred
- Indigenous communities where violence is prevalent
- People facing same-sex partner violence
- Refugees and immigrants who have experienced violence related trauma
- Male adult survivors of sexual assault
- Women with disabilities who have experienced sexual assault

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 and policy OR community and group work).
- What is considered “good practice” and why.
- Attention to individual and policy OR group and community 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 have been set aside for small groups to work on the group task. 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 31st 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 develop a resource folder for your placement agency. Your task is to locate and critique research articles / research reports that inform an area of practice. 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 create a folder that includes at least five 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 folder as a resource for staff in the organisation.

Your practice resource document should include the following:
1. A critical overview of the relevance of evidence based practice to social work in general, and the agency in particular
2. 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
3. Brief 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. Copies of the 5 research studies
5. Critical appraisal of the 5 research studies (strengths and limitations)
6. 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. See resources section of this outline.

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:
- Critical appraisal of the relevance of research evidence in social work practice
- Identification of a focused area of practice and understanding of how this may be informed by research evidence
- Location of relevant ‘evidence’
- 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.
- Clear, coherent presentation of written material, using appropriate style, format and referencing.

Length: 2500 words  Weighting: 40%  Due: Friday 19th June
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. Additionally, a book of readings, containing all section 1 resources, is available for purchase.

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, SEXUAL ASSAULT


VIOLENCE, DOMESTIC and FAMILY


SOCIAL WORK INTERVENTIONS

Structural approaches to practice


Crisis intervention


Assessment


Closure


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.austdvcleaninghouse.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

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

Family / Domestic Violence Literature


Herman, J. Lewis. (1994). Trauma and recovery. London: Pandora.


**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 on the following website: http://www.aifs.gov.au/acssa/

Also CASA House at the Royal Women's Hospital in Victoria hosts a useful website: http://www.thewomens.org.au/SexualAssault


**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
Note: full text Cochrane reviews also available through University library

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

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

Social Care Online
http://www.scie-socialcareonline.org.uk/

Research in Practice (work with children and families)
http://www.rip.org.uk/ (home page – lots of useful resources and links)

Research in Practice (work with adults)
http://www.ripfa.org.uk/ (in particular, the “evidence clusters” link)

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

Critically Appraising Research

Critical Appraisal Skills Programme
http://www.phru.nhs.uk/Pages/PHD/CASP.htm
http://www.phru.nhs.uk/Pages/PHD/resources.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:

