SWRK3001 - Social Work Theory & Practice 3

Course Outline

2010

Course Co-ordinator: Kylie Agllias
Building/Room: W227
Phone: 49217035
Email: Kylie.Agllias@newcastle.edu.au
Consultation hours: by appointment
Semester: Semester 1 - 2010
Unit Weighting: 10
Teaching Methods: Experience Based Learning    Workshop

This outline consists of three parts:

Part 1 : Course Description and Administrative Information
Part 2 : Reading and Resource Material
Part 3 : Assessment Requirements
Part 1: Course Description and Administrative Information

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. Demonstrate an understanding of the prevalence, nature and impact of violence and trauma on individuals, groups and communities
2. Demonstrate an understanding of casework, group work and community work interventions that are applicable to the area of violence and trauma
3. Make, justify, and articulate informed decisions about appropriate casework, group work and community work responses to particular instances of violence and trauma
4. Understand and critique the use of evidence based practice in social work
5. Locate appropriate research evidence to inform decision making
6. Increase understanding of social work theories, models and interventions that are applicable to the area of violence and trauma
7. Critically apply the theories, models and interventions to case scenarios, and during skills sessions
8. Articulate personal assumptions, beliefs and values in relation to violence
9. Develop and articulate strategies and skills to deal with confronting material encountered in the professional context

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

<table>
<thead>
<tr>
<th>Examination: Oral</th>
<th>Oral assessment relating to material covered in class. Conducted week 7. Worth 60%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Worth 40%. (Word limit 2,500 words) Individual graded assessment - All individual assessment items must be submitted/attempted to successfully pass this course.</td>
</tr>
<tr>
<td>Projects</td>
<td>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.</td>
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</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 & Practice3
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Workshop Tuesday 9:00 - 12:00 [UNH419] Wks 1-7 only
and Workshop Tuesday 13:00 - 16:00 [UNH419] Wks 1-7 only
and Workshop Wednesday 9:00 - 12:00 [V03, W218, W219] Wk 1 - 7 only
IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

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

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

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

- 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

RE-MARKS AND MODERATIONS

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

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

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

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

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

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au . As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability .

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

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

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

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: www.newcastle.edu.au/service/studentsupport/
The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Precinct</td>
<td>Singapore students</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah) Student Hub: Opposite the Main Cafeteria</td>
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</tr>
</tbody>
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OTHER CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>Dean of Students Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/business-law/">www.newcastle.edu.au/faculty/business-law/</a></td>
<td>The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/health/">www.newcastle.edu.au/faculty/health/</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/science-it/">www.newcastle.edu.au/faculty/science-it/</a></td>
<td>Email: <a href="mailto:Dean-of-Students@newcastle.edu.au">Dean-of-Students@newcastle.edu.au</a></td>
</tr>
<tr>
<td>Rules Governing Undergraduate Academic Awards</td>
<td>University Complaints Managers Office</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000306.html">www.newcastle.edu.au/policylibrary/000306.html</a></td>
<td>Phone:02 4921 5806</td>
</tr>
<tr>
<td>Rules Governing Professional Doctorate Awards</td>
<td>Fax: 02 4921 7151</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000580.html">www.newcastle.edu.au/policylibrary/000580.html</a></td>
<td>Email: <a href="mailto:Complaints@newcastle.edu.au">Complaints@newcastle.edu.au</a></td>
</tr>
<tr>
<td>General enquiries Callaghan, City and Port Macquarie</td>
<td>Campus Care</td>
</tr>
<tr>
<td>Phone: 02 4921 5000</td>
<td>The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td><a href="http://www.newcastle.edu.au/service/campus-care/">http://www.newcastle.edu.au/service/campus-care/</a></td>
</tr>
<tr>
<td>Ourimbah Phone: 02 4348 4030</td>
<td>Phone:02 4921 8600</td>
</tr>
<tr>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
<td>Fax: 02 4921 7151</td>
</tr>
</tbody>
</table>

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

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
Essential Criteria for this course include 2 ungraded tasks; one theory portfolio and one groupwork task. Both are assessed according to the criteria as documented in Part 2 of this outline.

**Group Work, Peer and/or Self-Assessment**


There is one group work task in this course. Across all social work courses, 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. Group tasks include assessment criteria that reflects 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/](http://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**

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 is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)
Part 2 : Reading and Resource Material

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. The second section 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.

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


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.

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/](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](http://www.thewomens.org.au/SexualAssault)


**Social Work Interventions**


RESOURCES FOR TASKS 3 AND 4

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:


Part 3 : Assessment Requirements

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/](http://www.newcastle.edu.au/study/forms/)
- **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
  - Opposite Café Central, 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 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/](http://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.

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**.


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.

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
Assessment Task 1: Individual Oral Assessment

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 workers (usually one staff member and a local social worker). 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 six 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 an 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:

- Identifies and critically assesses key issues relevant to scenario (Course Objectives 1, 6, 7)
- Proposes a casework intervention that is appropriate to the scenario and informed by theory, knowledge and evidence (Course Objectives 2, 3, 4, 5, 6, 7)
- Proposes a groupwork intervention that is appropriate to the scenario and informed by theory, knowledge and evidence (Course Objectives 2, 3, 4, 5, 6, 7)
- Proposes a community work intervention that is appropriate to the scenario and informed by theory, knowledge and evidence (Course Objectives 2, 3, 4, 5, 6, 7)
- Reflects on personal reactions to the scenario, and articulates strategies to combat stress and burnout (Course Objectives 8, 9)
- Identifies and attends to value and ethical considerations evident in the scenario (Learning outcomes 2,3,6,7)
- Clear and concise oral communication appropriate to the job interview context (Course Objectives 3, 7).

Assessment times:

“Interviews” will be conducted in place of class times in week 7 on the 6th and 7th April, 2010. 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. A rubric will be used to mark this assessment item. This is located on your SWRK3001 Blackboard site.

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

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: In class 9am Wednesday, 24th March.
Assessment Task 3: Evidence Based Practice Forum on “Working with Violence”  
(Group Task)

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 and critique ‘research’ to inform your presentation. Your group will prepare a presentation for an “Evidence Based Practice Forum” to be held in class.

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). You will need to include at least six research studies pertaining to your topic.

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.
- What evidence there is for the effectiveness of particular interventions and practices in this field, including a critical review of at least six research studies.
- 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)
- A presentation of material in an engaging way that generates interest amongst peers.

References and Resources
The reference list and resources provided in 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.

School of Humanities and Social Science
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. Theory and practice classes will include information and exercises about the critique of research studies.

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 (Learning Objectives 2, 5).
- Demonstrated ability to locate appropriate literature and research in a particular field of practice, including 6 research studies (Learning Objectives 4, 5).
- Capacity to critically examine the effectiveness of different interventions in the light of research and other evidence (Learning Objectives 2, 3, 4, 5, 6).
- 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 30th March, 2010.

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.
Task 4: Evidence based practice in the agency context.

Essential information before commencing this task:
The task will be conducted while you are on Field Placement, and in relation to your Field Agency. Due to the potentially sensitive nature of the task, you MUST consult with your field education supervisor and or agency manager before commencing this task. Please show the field educator the requirements of the task and discuss any areas that they may not wish you to complete, or any restrictions that they may need to impose. If the field educator (or manager) has any further queries or concerns, please direct them to the course coordinator, Kylie Aglias. Contact details are located on the front of this outline. If your Field Educator or Manager believe that this task is not appropriate in their agency at this time, please contact the course coordinator for an alternate task.

PLEASE NOTE: While information collection and staff interviews may be undertaken during placement time, the assignment is not to be completed during placement hours. All written assignment work is to be completed in your own time.

The task:
Human service agencies are increasingly required to articulate, justify, evaluate, and demonstrate, the way that they are using evidence to inform service provision. They are increasingly required to make this information available to policy makers and funding bodies (Gray, Plath & Webb, 2009). The manager of your service/agency/organisation would like to introduce a series of workshops for staff about the uses of evidence-based practice (EBP) in their specific context. In order to start this process she has decided to conduct a review or audit of current directives, understandings, and uses of evidence in the practice setting. The manager has asked you to ‘map’ the use of evidence and provide a report about the relevance of evidence in this particular organisational setting, with this particular client group. You will need to comment on the current understandings, relevance, and uses of evidence in the setting, as well as its potential usefulness in informing ongoing interventions. To complete this report you will need to include the following:

- An overview of the current debates about EBP in social work and the human services
- A brief description of the placement agency, client base, and practice context
- A summary of the stated organisational and professional requirements regarding the use of evidence to inform practice (this information should be gathered from policy documents, agreements with funding bodies, missions statements and the AASW code of ethics)
- A description of the types of evidence that social work and human service workers use to inform practice in this context. You will need to interview at least two staff members to achieve this.
- A discussion about the current understandings, relevance, and uses of evidence in the practice setting, from the perspective of social work and human service workers (eg. what are workers doing, what are the challenges, and what would they like to understand more about?). You will need to interview at least two staff members to achieve this.
- Recommendations for the future use of evidence and EBP in the placement agency. (Include recommendations for key sources of evidence for this service ie. websites, specific journals, where relevant).
Assessment criteria:
This assessment task relates directly to Course Objectives 4 and 5. This task also assesses the basic skills as specified in Course Objectives 3 and 6 (although these skills may be in relation to practice area other than violence).

- Identification and critical appraisal of the current debates about EBP in social work and the human services
- Thorough investigation and identification of the types of evidence used within the organisation
- An appraisal of the way that evidence is understood, relevant to, and used within the organisation setting, including the perspectives of various parties (from funding directives to staff and clients if available and relevant)
- Critical appraisal of the current use of evidence and recommendations for future practice that are relevant to the specific practice context
- Well structured report that covers all relevant areas in a clear and accessible format (including reference to areas that were investigated yet irrelevant, unavailable or non-existent)
- Clear, coherent presentation of written material, using appropriate style and referencing.

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.

Length: 2500 words. Weighting: 40% Due: In class 9am Friday 18th June, 2010.