SWRK3002 - Social Work Theory & Practice 4
Course Outline Part 1
Semester 2, 2008

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Semester: Semester 2 - 2008
Unit Weighting: 20
Teaching Methods: Experience Based Learning
Workshop

Brief Course Description
In this course students examine social work practice within the organisational environment. Students also develop knowledge and skills in working with families.

Contact Hours
Course Outline Issued and Correct as at: Week 1, Semester 2 - 2008

CTS Download Date: 1st July 2008
Workshop for 6 Hours per Week for the Full Term

Learning Materials/Texts
See part two of this outline for a list of readings and learning materials.

Course Objectives
Students will:
1. Have an appreciation of the historical place of family work as part of social work.
2. Gain knowledge of many of the common concepts that underpin systemic approaches to practice.
3. Have an understanding of theory underlying family therapy practice models.
4. Have a beginning competence in the skills of direct practice with individuals and families.
5. Be able to critique approaches to practice and begin to develop a theoretical position for working with individuals and families.
6. Identify fundamental aspects of all family work such as professional use of self, contracting and ethical dilemmas.
7. Analyse the various aspects of an organisation from different theoretical perspectives.
8. Develop a repertoire of knowledge and skills to deal with organisational issues.
9. Understand dynamics and cultures within organisations.
10. Develop knowledge about organisational change processes.
11. Develop an awareness of contemporary debates in the field of social work administration.

Course Content
Topics in stream 1 will include:
1. The impact of organisational context on the practice of social work.
2. Different theoretical perspectives for understanding organisations.
3. Organisational environment, goals, structure, and culture.
4. Organisational change and resistance.
5. Consumers and the organisation.
6. The social worker's managing and coping strategies in the organisational context.

Topics in stream 2 will include:
1. The place of family work in social work and social work's contribution to family therapy.
2. Review of interpersonal helping skills and application of these to working with families.
3. Social Work ethics in family work.
4. Systemic, strengths and narrative approaches to practice with individuals and families.
5. Assessment skills and approaches in understanding family of origin (including genograms).
6. The application of constructivism to work with individuals and families.
7. Family work as it applies to a range of different agency contexts, fields of practice, target populations and presenting problems.

There are four assessment tasks for this course.

<table>
<thead>
<tr>
<th>Essays / Written Assignments 50%</th>
<th>1. An assignment (individual) based on an analysis of organisational context. Due: Tuesday 9th September 9.00am</th>
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<tbody>
<tr>
<td>Other: (please specify) (Ungraded)</td>
<td>There will be a number of non graded individual and group tasks, assessed as either satisfactory or unsatisfactory. Students must satisfactorily complete all these assessment items in order to pass the course. For this semester these tasks will be:</td>
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<td>2. Workshop presentation (group) Time allocated in week 5, 6, or 7.</td>
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<tr>
<td>Projects: Video role play and written analysis 50%</td>
<td>4. A video presentation, and critique of, practice with an individual or family (individual). Due: Tuesday 4th November 9.00am</td>
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Assumed Knowledge
Completed first and second year social work.
Completed SWRK3001 and SWRK3003.

Callaghan Campus Timetable
SWRK3002
SOCIAL WORK THEORY & PRACTICE 4
Enquiries: School of Humanities and Social Science
Semester 2 - 2008

Workshop Tuesday 9:00 - 12:00 [W203, W218, W219]
and Workshop Tuesday 13:00 - 16:00 [W202, W203, W238]
Report firstly to Room: W301A
Room: W301A - Wks1-14 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

You must submit the following to Turnitin:

1. Written Assessment task: Organisational Change
2. Video Role Play and Written Analysis: Family therapy (individual assignment)

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
The census dates below are the last dates to withdraw without academic penalty. For onshore students, withdrawal on or before the census date means no financial penalty.

For semester 2 courses: 31 August 2008

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 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 Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**Faculty websites**

Faculty of Education and 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 Details on these assessment items and the specific assessment criteria are provided later in the course outline.

Group Work
The assessment in this course involves group work. See “Part 2 of this outline” for further information. Also, refer to http://www.newcastle.edu.au/policylibrary/000650.html

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

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.
Faculty of Education and Arts
School of Humanities & Social Science

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/](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.

*NB: Not all of these services may apply to the Port Macquarie Campus.*

- **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/)

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](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.


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](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 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

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable 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>
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<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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Part 2 : Assessment Tasks and Resources

ORGANISATIONS:

1. Written Assessment task: Organisational Change
   Due: Tuesday 9th September 9.00am
   Length: 3000-3500 words plus a powerpoint presentation
   Weighting: 50%

Organisations develop a life of their own and face continual challenges to remain relevant and useful to their target group. Social workers need to keep a critical perspective to ensure that the organisations in which they are employed address equality and social justice issues in providing a quality service to their clients.

Choose an organisation that you became familiar with in one of your field placements. Assume that you are a social worker employed in the organisation and that you have decided that something about this organisation needs to change!

Note: Whilst you will use the real organisation as the basis for your organisational change proposal, it is recognised that you do not have all the finer details about the organisation. You may fabricate some of this information about the organisation as required for the assignment. As such, the organisation is, to some degree, fictitious. You should not reveal the name of the organisation, but should describe it in general terms only (eg. “a non-government organisation, providing a range of services to children and families”).

Management in the organisation has called for presentations and reports from staff on aspects of the organisation that need to be changed, in order to:
- Improve the conditions for workers in the organisation, and / or
- Achieve a higher quality and/or more efficient service to clients.

As a social worker (and team leader) in the organisation, you are to prepare a powerpoint presentation and report for management outlining your change proposal. The submission should include:
- An argument for why the organisation needs to change.
- Some hypothesising about how the systems and culture in the organisation came to be the way they are.
- Description of the proposed change.
- Explanation of why the proposed change would improve the situation.
- Explanation of how theory and knowledge of organisations informs your proposal for change.
- Recognition of the impact of the change for clients, staff and the community.
- Suggestions on the processes and strategies needed to effectively implement the change, with recognition of possible outcomes (this can be presented as a list of recommendations).

You should draw upon theory and literature to inform your submission and illustrate your discussion with specific examples.

For this assessment item you will NOT be required to present the powerpoint presentation, but you will be required to submit a hard copy of the slides you would use to present your argument. You will also be expected to hand in a document covering the aforementioned criteria, which is presented in report style.

Assessment Criteria:
- Demonstrated reading and application of literature on organisational systems, theory, culture and change.
- Appropriate coverage of each component of the submission.
- Critical and theoretical analysis of the presenting organisational issues.
- Use of specific examples from the organisation to illustrate arguments.
- Demonstrated knowledge about the skills and strategies required to deal with organisational issues.
- Creativity in problem solving
- Quality of powerpoint slides including presentation, clarity, and argument.
- Quality of report including coherent structure and quality presentation (including spelling and grammar and referencing).
2. **Group Workshop presentation: “Working more effectively in organisations”**

**Due:** Allocated class time in week 5, 6 or 7.

**Length:** A 3 hour class time will be set aside for each workshop topic. Groups should plan to run a workshop for 2.5 hours (including a short break). Approx. 30 minutes should then be spent facilitating evaluative feedback from workshop participants.

**Grade:** Satisfactory / Unsatisfactory.

The purpose of this task is to further develop your capacity for designing and facilitating training workshops and to enhance your knowledge and skills in effective work within organisations. This learning will take place as presenters or participants in a range of workshops. During week one, group composition, topics and presentation time will be decided.

Planning and facilitation of the workshop should include:

- Consideration of how to actively engage the interest of workshop participants in the topic area and how to effectively facilitate the group process (include both didactic and interactive segments).
- Obtaining and preparing resource material that is current and relevant.
- Clearly introducing and explaining the content and structure of the workshop.
- Clear and concise presentation of material, supported by relevant handouts and a resource list. Note: these should also be provided electronically so that they can be made available through Blackboard.
- Utilisation of different theoretical perspectives to analyse the topic area.
- A sum up and conclusion.
- An evaluation / feedback process (both written and facilitated group discussion).

The assumption in preparing and running these workshops is that your peers are trainee social workers interested in understanding how to work more effectively in organisations.

*Note: The emphasis will be on facilitating a participatory learning process. PowerPoint facilities, an overhead projector, TV & video player will be available, as will breakout rooms if required.*

**Assessment criteria:**

- **Preparation and organisation:** Time management, clear structure, clear roles and responsibilities.
- **Content:** Current information, clarity, relevance to audience, supporting handouts and resource list.
- **Application:** Workshop participants develop knowledge and skills that could usefully be applied in organisational practice.
- **Theory:** Workshop participants enhance their capacity to analyse organisations from different theoretical perspectives.
- **Process:** Attention to facilitation of the group, working with the group dynamics, actively engaging participants.
- **Creativity:** Engagement of audience, variety in presentation style.
- **Reflective evaluation of practice:** Feedback effectively sought and utilised.

**Group work times and group process:**

All class times in week 4 have been set aside for small groups to work on preparation of the workshop. 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 should 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 to consult about any concerns in relation to the content or processes entailed in the group task.

**Grading of Group Task:**

This 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.
FAMILY WORK:

3. Narrative Training Group

Timing: Weekly group discussions and Blackboard postings Weeks 8-14.
Grading: Satisfactory / Unsatisfactory

This group task builds upon the skills in theoretical reflection and application developed in the first unit. In this unit, the reflective process occurs through dialogue in a group.

You are a group of social workers who are attending a six week intensive training program at the Dulwich Centre, in the use of narrative ideas in social work practice.

At the Dulwich Centre, the writing of regular short reflections has now become a central part of the training courses. As part of this course you will meet weekly (during allocated class times) to discuss and write short group reflections on articles from a structured reading list.

Each week all participants will read and discuss **at least** the minimum set articles (see the weekly guided reading program), noting any aspects of the article which particularly resonated for the group, explain why, and then acknowledge what difference this might make to their practice of narrative ideas working with families. You are strongly encouraged to read from the wider reference list in addition to the set readings.

These reflections play a significant part in creating a learning community (and are subsequently posted on blackboard). Staff are involved in offering further reflections on these pieces of writing and learning.

The posted document should include:
- Full citation details of each article/chapter discussed
- One paragraph summary of content of each article/chapter
- One paragraph of critique of each article/chapter
- Reflections arising from your group discussion – this could relate to themes that arise for your group from the reading, the diversity of views within your group in response to the reading, questions raised by the reading in relation to your own experiences, how it relates or influences your practice in working with families etc.
- Represent the range of topic areas covered within the learning unit.

*Note:*

*All students are strongly encouraged to place a copy of their weekly reflections and notes throughout semester in their theory portfolio, for future reference.*

**Assessment criteria**
- Weekly group document posted on your class Blackboard site.
- Demonstrated clear understanding of the reading material.
- Demonstrated understanding of theoretical ideas.
- Critical analysis of literature.
- Capacity to apply to your own practice experience.
- Evidence of personal reflections and resonances within your group.
4. Video Role Play and Written Analysis: Family therapy (individual assignment)

Due: 9.00 am Tuesday 4th November 2008
Weighting: 50% (the values of respective parts are provided below)
Video: 30 minutes duration
Written Paper: 2,000 - 2,500 words

For this assignment you will submit a video (VHS format) or DVD (MinusR format) of your practice demonstrating the application of Narrative ideas and practices to working with a family. The video must show an interview of at least 30 minutes duration. **Your ‘clients’ (other students) will develop a role play scenario (without your knowledge) prior to the interview.** In this way the interview you conduct will not be scripted and you will be responding to the information as it unfolds. Your interview will be with a couple or “family.” You will be given the names of your clients, the context in which you will be conducting your interview and some basic information regarding your ‘client’s’ issues prior to conducting your interview.

Part A: Family therapy skills demonstrated on video (17.5%)
Your skill in conducting the interview is being assessed and is worth 35% of the assignment mark (i.e. 17.5% of course mark). The most important aspects of this demonstration are that you add the questioning techniques and other Narrative practice strategies to your (pre-existing) competencies of joining with clients, listening, being empathic to their situations and being genuine in your responses to them. Your ability to apply the theory in a practice situation is equally important as your ability to critique your efforts (Parts C and D).

Part B: Orientation summary and Clinical Note (7.5%)
Provide a brief orientation summary giving details of the case, a genogram, the agency context and your therapeutic approach. Write a clinical note for one of the members of the couple or family with whom you conduct your interview, which is appropriate for your agency context. Please clearly identify which family member the clinical note is for.

Part C: Process record and critique of your application of theory to practice (17.5%)
Provide a process summary of your video interview demonstrating your application of the chosen approach. This can be in the form of three parts - interview content summary, the theory/your thoughts during the interview and your reflections with hindsight (how well did you manage to apply the theory in practice?). You should support your work with reference to relevant literature.

Part D: Family therapy in the context of working with families (7.5%)
Discuss how your work relates to the history of social work with families, incorporating reflections on your own values and principles as they are developing in the context of this work. Once again, you should support your work with reference to relevant literature.

**Note:**
You will have opportunities in class time to develop ideas and practice skills – it will be these ideas and skills that you will demonstrate on your video. For this reason it is important that you delay making your video until the two-week period before the assignment is due.

**Assessment criteria:**
- Demonstrated knowledge, understanding and critical appraisal of the use of narrative ideas in social work practice (the theoretical framework, historical relationship with family therapy/social work and application to practice)
- Demonstrated understanding of theory as it relates to your practice and scenario
- Beginning skills in family practice (including demonstrated application of interpersonal skills in working with families)
- Capacity to critique your own practice
- Demonstrated personal reflection
- Demonstrated reading and integration of literature
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<th>WEEKLY GUIDED READING PROGRAM - ORGANISATIONS</th>
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Additional Reference Material - ORGANISATIONS:


Additional Resources – ORGANISATIONS

You may like to intersperse your text book reading on work and organisations with novels, autobiographies and videos. Some of these will be available in your local library or video store:


*Modern Times* (video recording) (1936) Charlie Chaplin, NY


*Norma Rae* (video recording)


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**Additional Reference Material - FAMILY WORK**


**Narrative**


**Note:** Much of the family therapy literature is in journal articles. You might also like to browse these major journals:

- Australian and New Zealand Journal of Family Therapy
- Dulwich Centre Review
- Families in Society: The Journal of Contemporary Human Services
- Family Process
- Family Therapy Networker
- The International Journal of Narrative Therapy and Community Work