SWRK4001 - Social Work Theory & Practice 5
Course Outline

Course Coordinator
Penny Crofts
Room: W220
Ph: 4921 6702
Fax: 4921 6933
Email: Penny.Crofts@newcastle.edu.au
Consultation hours: Friday, 12.00 – 2-00 or by appointment.

Teaching Staff
Ros Giles
Leanne.Schubert
Paul Schott
Ros.Giles@newcastle.edu.au
Leanne.Schbuert@newcastle.edu.au
Paul.Schott@newcastle.edu.au

Teaching staff consultation: By appointment
Semester
Semester 1 - 2006
Unit Weighting
20
Teaching Methods
Experience Based Learning
Workshop

Brief Course Description
The final year of the social work degree draws together learning over the three previous years of study. This course focuses on advanced theory and practice issues including ethical decision making, and interpersonal intervention skills relating to individual, group and community practice.

Contact Hours
Workshop for 3 Hours per Week for the Full Term
Workshop for 3 Hours per Week for the Full Term

Learning Materials/Texts
See course detail, Section B.

Course Objectives
This course has as its objective the drawing together of previous learning and addressing more complex issues including ethical decision-making and practice intervention.

Course Outline Issued and Correct as at: Week 1 Semester 1 2006
CTS Download Date: 19th February, 2006
**Course Content**
Advanced social work theory and practice, including ethical decision making.

**Assessment Items**

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>Participation in Group Tasks is required for completion of course assessments. Students must successfully complete these assessment items to pass the course.</th>
</tr>
</thead>
</table>
| Presentations - Individual | Presentations - Individual 50%
Presentation on an ethical dilemma 50%
Video assessment of practice skills 50% |

**Assumed Knowledge**
Successful completion of first, second and third year Social Work courses, SOCA1010, SOCA1020, PYSC1010, PYSC1020, SPSW3070, PHIL3580, LGAL1001 or equivalent.

**Callaghan Campus Timetable**

**SWRK4001 SOCIAL WORK THEORY & PRACTICE I5**
Enquiries: School of Humanities and Social Science
Semester 1 - 2006

Workshop Thursday 9:00 - 12:00 [RW2-06, RW2-30]
and Workshop Thursday 13:00 - 16:00 [RW2-06, RW2-21, RW2-30]

**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
Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).

Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last date to withdraw without financial or academic penalty (called the HECS Census Dates) is:

**For semester 1 courses: 31 March 2006**

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to:

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html
Contact Details

Faculty Student Service Offices
The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students
Dr Jennifer Archer
Phone: 492 15806    Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of
the term except in exceptional circumstances and with Head of School approval.
Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with
a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies,
please feel free to discuss your support needs with your lecturer or course
coordinator.

Disability Support may also be provided by the Student Support Service (Disability).
Students must be registered to receive this type of support. To register please
contact the Disability Liaison Officer on 49 21 5766, or via email at: student-
disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely
important that you discuss your needs with your lecturer, course coordinator or
Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the
Student Support Service (Disability) website
at:www.newcastle.edu.au/services/disability
SECTION B: DETAILED COURSE OUTLINE

GOALS

The learning goals for Social Work Theory and Practice 5 are as follows:

Communication skills

1. Clear, fluent and effective communication in all forms including presenting information clearly and concisely, providing feedback in a clear, balanced and constructive way, and adapting the means and language of communication to meet the needs of a specific situation.

Ethical and professional practice

2. A knowledge of and adherence to the AASW Code of Ethics.

3. Self-knowledge of your ethical stance. You will be aware of your personal and professional values, how they underlie your practice and be open to changing your values as they are formed and shaped by various influences in your lives. You will have a sense of moral obligation and personal responsibility for your value choices and the ethical decisions you make.

4. A knowledge and critical understanding of the core values of social work including how they relate to your personal and social values.

5. The ability to respond to ethical controversy and ambiguity, understanding that ultimately ethical decisions result from the moral judgments you make. You will use your critical thinking skills in dealing with ethical issues which arise from your practice.

6. The application of theoretical frameworks to inform your ethical decision-making.

Working with others/ team work

7. The capacity to work and actively participate in teams to achieve learning tasks, negotiating differences of opinion within the working group and taking a range of group task and maintenance roles.

LEARNING UNITS

The course is structured in two learning units:

- Interpersonal intervention skills. (Weeks 1 – 8).
- Ethical decision-making. (Weeks 9 – 14).

Learning Unit 1: Interpersonal Intervention Skills

This is the final year of the Social Work degree and the last full semester of on-campus study prior to the final field education placement. It is therefore expected that you will develop a high level of independence and critical self-evaluation in your practice. It is important that by the time you graduate, you can articulate the theoretical frameworks that underpin your practice decisions.
The goals for this learning unit are to:
• Undertake assessment of diverse presenting situations incorporating multiple factors and perspectives.
• Develop intervention strategies based on assessment and own theoretical position.
• Communicate appropriately within the contexts of a professional relationship and a social work interview.
• Articulate the theoretical frameworks on which own practice is based.
• Critique practice from own theoretical position and other frameworks.
• Demonstrate a high level of self-awareness and open transparent practice, including receipt of feedback from clients, peers, supervisors and teaching staff and modification of practice based on feedback.

Weekly Overview

The content and exercises of each class will be determined as the course progresses and will be influenced by changing student needs and other factors including the availability of guest teaching staff. An initial guide is as follows:

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>MORNING</th>
<th>AFTERNOON</th>
</tr>
</thead>
<tbody>
<tr>
<td>23/02/06</td>
<td>1</td>
<td>Introduction</td>
<td>Role Plays</td>
</tr>
<tr>
<td>02/03/06</td>
<td>2</td>
<td>Strengths versus problem interviewing</td>
<td>Role Plays</td>
</tr>
<tr>
<td>09/03/06</td>
<td>3</td>
<td>Suicide</td>
<td>Role Plays</td>
</tr>
<tr>
<td>16/03/06</td>
<td>4</td>
<td>Palliative Care</td>
<td>Role Plays</td>
</tr>
<tr>
<td>23/03/06</td>
<td>5</td>
<td>Blind spots</td>
<td>Role Plays</td>
</tr>
<tr>
<td>30/03/06</td>
<td>6</td>
<td>Working with men</td>
<td>Role Plays</td>
</tr>
<tr>
<td>06/04/06</td>
<td>7</td>
<td>Working with special needs – communication strategies.</td>
<td>Role Plays</td>
</tr>
<tr>
<td>13/04/06</td>
<td>8</td>
<td>Assessment due – no formal class</td>
<td></td>
</tr>
</tbody>
</table>

Personal and professional learning journal

Assessment in this learning unit requires you to demonstrate your capacity to be reflective about your learning and evaluative of your current level of professional competence. Reflective practice is particularly important when considering appropriate interventions in social work practice, and assists in being able to utilise the supervision process effectively.

You are thus encouraged to maintain a journal of personal and professional learning throughout the unit to assist you with the video assessment and written report.

Questions to consider in your journal include:
1. What have I learned so far in this course that is of most significance to me?
2. What have I done in class that builds on a strength that I hold?
3. What do I feel positive about/confident about/ do well?
4. What do I experience as a challenge or difficulty?
5. What additional work do I need to do to better manage this challenge / difficulty?
6. What feedback have I received from others about my interpersonal communication?
7. What is my response (at both emotional and cognitive levels) to feedback I have received?
8. What does my response to feedback and material covered in this course to date tell me about myself?
9. What questions do I have that can guide my thinking, reading and interactions with others over the remainder of the course?

The above suggestions are made in order to provide you with some ideas for your learning journal. They are not intended to stifle creativity.

The learning journal is a personal record and as it is not compulsory, it will not be reviewed by teaching staff.

**Learning Unit 2: Ethical Decision Making**

In recent years there has been growing attention given in social work literature and practice to the basis and process of ethical decision-making. In this learning unit you will:

- Explore the nature and levels of core social work values and the relationship between values and ethics in social work.
- Review the purpose and limitations of professional codes of ethics to identify the main tenets of ethical codes and to assess their utility in ethical decision-making.
- Examine dilemmas in ethical decision-making.
- Examine ethical decision-making frameworks.
- Apply ethical decision-making frameworks to practice situations.

Details of the program and tasks for this learning unit will be provided in writing in week 9.

**ASSESSMENT**

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 expects 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 Summary**

<table>
<thead>
<tr>
<th>Task</th>
<th>Learning Unit</th>
<th>Grading</th>
<th>Weighting</th>
<th>Group/Individual</th>
<th>Due Date</th>
<th>Week</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video of practice and critical reflection</td>
<td>Interpersonal intervention skills</td>
<td>Fail, Pass, Credit, Distinction, High distinction</td>
<td>50%</td>
<td>Individual</td>
<td>13/04/06</td>
<td>8</td>
<td>30 min video/2,500 word paper</td>
</tr>
<tr>
<td>Case study – ethical decision-making</td>
<td>Ethical decision-making</td>
<td>Satisfactory/Unsatisfactory</td>
<td>Ungraded</td>
<td>Group</td>
<td>02/06/06 &amp; 09/06/06</td>
<td>13 – 14</td>
<td>TBA</td>
</tr>
<tr>
<td>Ethical dilemma</td>
<td>Ethical Decision Making</td>
<td>Fail, Pass, Credit, Distinction, High distinction</td>
<td>50%</td>
<td>Individual</td>
<td>13/06/06</td>
<td>15</td>
<td>2,500 word paper</td>
</tr>
</tbody>
</table>

**Individual Assignment 1: Video of practice and critical analysis**

This assessment provides an opportunity for you to demonstrate your interviewing skills, and consider the importance of ensuring that these skills are congruent with the needs of the client. A critical analysis of these skills provides an opportunity to explore strengths and blocks to effective social work practice.

The assignment incorporates 2 parts – a video-taped role play and written paper.

**Part 1: Video-taped role play**
- Make a 30 minute video-taped role play interview of a session with an individual client or couple (video tapes must be VHS format).

**Part 2: Written Report**
- Write a process record of between 5 to 10 minutes of a section of this interview which you found challenging in some way and which you want to discuss in supervision (if necessary you may need to process record more than one part of the interview to cover your issue/s).
- Prepare a written report for your supervisor of the interview, the issues that you want to discuss and why.
- The report should include a note of the theories you are using to guide your practice in this particular instance and your reflection on your practice.
- In your written report you should demonstrate your ability to think critically and be self-reflective about your practice.

The length of the process record will vary according to the section of the interview you want to use.

**Due:** Week 8 - Thursday 13th April, 2006 - 5.00pm.

**Length:** Video – 30 minutes; Written report – 2,500 words plus process recording.

**Weighting:** 50%.
Criteria for assessment:

- Demonstrated practice skills - communication and listening including empathy, probing, questioning, and challenging.
- Demonstrated coherent approach to assessment and intervention.
- Articulation of a solid theoretical approach to your direct practice.
- A beginning confidence in your own style, with an awareness of how this impacts on the experience of others.
- Understanding of the role of supervision and skill in identifying and preparing material for work in supervision.
- Capacity to reflect on and critically evaluate your work.

Group Task (Weeks 9 - 14)
The assessment in this course involves a group task relating to ethical decision-making. Social workers practitioners have been invited to work with student groups to explore practice situations involving ethical dilemmas and decision-making within their organisation. Details of the task and assessment will be provided in the learning unit outline to be distributed in week 9.

Due: Weeks 13 - 14
Length: TBA.
Weighting: Ungraded – Satisfactory/Unsatisfactory.

Individual Assignment 2: Ethical Decision-Making
Written paper. Details to be provided in week 9 in learning unit outline.

Due: Week 15 – Tuesday, 13th June, 2006 – 5.00pm
Length: 2,500 words
Weighting: 50%

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
Learning Unit 1: Interpersonal Intervention Skills

References which support your practice learning in this unit are as follows:

Allan, J, Pease, B & Briskman, L (eds), 2003, Critical social work: An introduction to theories and practices, Allen & Unwin, Crows Nest, NSW.

Chenoweth, L & McAuliffe, D 2005, The road to social work and human service practice, Thomson, Southbank Vic.


Cournoyer, B. 2005 The social work skills workbook, 4th edn, Brooks/Cole, Belmont, California.

Geldard, D & Geldard, K 2005, Basic personal counselling: a training manual for counsellors, 5th edn, Pearson Education Australia, Frenchs Forest, NSW.


Mackay, H 1994 Why don't people listen? Solving the communication problem, Pan Australia, Chippendale, NSW.

Maidment, J & Egan, R (eds), 2004, Practice skills in social work and welfare. More than just common sense, Allen & Unwin, Crows Nest, NSW.


Seden, J 1999 Counselling skills in social work practice, Open University Press, Buckingham.


Learning Unit 2

References for the second learning unit will be included in the learning unit outline to be distributed in week 9.

POLICIES

Progression in the Bachelor of Social Work

Students in the Bachelor of Social Work should note that social work courses (SWRK codes) in each year must be passed in order to proceed to social work courses in the following year. Further, in the second, third and fourth years of the program, SWRK courses in Semester I must be passed in order to proceed to Semester 2. As the time period between when the Semester I results have been finalized and the commencement of Semester 2 is brief, this will require students who have failed a course in Semester I to change their enrolment at fairly short notice. Staff will always do their best to give students as much notice as possible of a Fail grade in Semester.

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details

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

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University coversheet:** All assignments must be submitted with the University coversheet: www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf

- **Assignments are to be deposited in the relevant discipline assignment box:**
Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
Ourimbah students: Room H01.43

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

Keep a copy of all assignments: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- Video assessment of practice skills 50%
- Presentation on an ethical dilemma 50%

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

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

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


Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.
Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

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

Infoskills:

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

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

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