The University of Newcastle  
Faculty of Education and Arts  
School of Humanities and Social Science  
http://www.newcastle.edu.au/school/hss/  

SWRK4001: Social Work Theory & Practice 5

Course Outline

Course Coordinator: Professor Mel Gray  
Room: W220  
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Email: Mel.Gray@newcastle.edu.au  
Consultation hours: Friday: 12.00-2.00 or by appointment.

Teaching Staff  
Leanne Schubert  
Teaching staff consultation: By appointment

Semester: Semester 1: 2007  
Unit Weighting: 20

Teaching Methods  
Experience based learning workshops

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

Learning Materials/Texts  
See 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 - 2007

CTS Download Date: 12/2/07
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>
<tbody>
<tr>
<td>Presentations - Individual</td>
<td>Presentations - Individual Presentation on an ethical dilemma 50% Video assessment of practice skills 50%</td>
</tr>
</tbody>
</table>

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 5
Enquiries: School of Humanities and Social Science
Semester 1 - 2007
Workshop Thursday 9:00 - 12:00 [W202, W238, W243] Meet at W202
and Workshop Thursday 13:00 - 16:00 [W202, W238, W243] Meet at W202

Group Work
The assessment in this course involves ungraded group work in preparation for a graded individual written assignment. Both individual assignments and the group task are designed to contribute to the integration and consolidation of your learning over the previous three years of study. Professional social work involves the capacity to work collaboratively with others and to be critically aware of the links between theory, ethics and practice. The group task will therefore include assessment criteria that reflect these professional expectations.

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 to discuss any concerns in relation to the content or processes entailed in the group task. Staff will provide feedback on group performance. See Section B for further details.

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, web sites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link:

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may:
• Reproduce this assessment item and provide a copy to another member of the University, and/or
• Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
• Submit the assessment item to other forms of plagiarism checking.

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

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised. Any student: 1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship, trauma or unavoidable commitment; or 2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641. For further information, please note the different procedures apply for minor and major assessment tasks, particularly for information on the options available to you at http://www.newcastle.edu.au/policylibrary/000641.html

Students should be aware of the following important deadlines:
• Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.
• Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
• Requests for Rescheduling Exams must be lodged no later than 10 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment
The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:
For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade. Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs. To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

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

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

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

Ourimbah campus
- Ourimbah Hub: Administration Building

Faculty website: Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Contact details
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

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

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a
disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator. Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

--- End of CTS Entry ---

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

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed: 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html
- **By arrangement with the relevant lecturer**, assignments may be submitted at any Student Hub located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant hub. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

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End of CTS Entry

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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:

- Current issues and debates in social work theory and ethics
- Video of interview - written assignment

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

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

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

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

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

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 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: http://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.

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: 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 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>
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SECTION B: DETAILED COURSE OUTLINE

COURSE 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 interlocking streams which will be run concurrently over 14 weeks in Semester 1:

- Theory and ethics
- Advanced practice

Theory and ethics: Applying theory to practice

In this the final year of the social work program, we will review your learning thus far and your ability to apply theory to practice and to make accurate professional judgements on key practice and ethical issues. We will consciously reflect on the way we think in social work (theorise), the way in which we are influenced by our values.
and beliefs (worldviews) and the factors influencing our practice decisions. We will cover these areas in relation to particular practice issues or contexts, including child protection, mental health, Indigenous social work, ageing, sexuality, spirituality, and death and dying. A detailed course map will be provided to show students how the two elements in this course (SWRK 4001) link with research (SWRK 4003) as we learn to integrate all aspects of our practice into a seamless whole.

**Advanced Practice: 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 are able to (i) integrate all aspects of your learning, including theory, ethics and practice applications and (ii) demonstrate 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/philosophical and value frameworks that guide your practice decisions. The goals for this learning unit are to:

- Develop a creative, open-minded approach to learning and practice.
- Apply theory to practice.
- Critically examine the diverse range of theories in social work.
- Review the helping process from the beginning stages of engagement, relationship development and assessment to intervention and closure.
- Critically analyse several intervention approaches, such as cognitive behavioural and psychodynamic therapy.
- Review available evidence on particular areas of practice, such as child protection and mental health.
- Apply a social work perspective: Value based, ethical, holistic, culturally relevant, context based approach in diverse practice settings.
- Demonstrate an ability to develop strong working relationships with clients and communicate skills, such as listening, empathy and appropriate responding.
- Demonstrate a high level of self-awareness and open transparent practice, including receipt of feedback from clients, peers, supervisors and teaching staff and the ability to change our behaviour and practice in response to the feedback received.

**Weekly Overview**

A course map will be provided with a guided reading schedule. Students are required to complete the readings in preparation for class work and are encouraged to read as broadly as possible beyond the scheduled readings.

**Personal and professional learning journal/auto-ethnography**

Assessment in this learning unit requires that you are able to demonstrate your capacity for personal reflection on your learning and level of professional competence. Professional judgement is particularly important when thinking about practice, making accurate assessments and deciding on appropriate interventions. You are encouraged to maintain a journal of personal and professional learning to assist you with the video assessment and written report. Questions to consider in your journal include:

1. What have I learnt that is of most significance to me?
2. What have I done in class that builds on my strengths?
3. What do I feel positive, comfortable and confident about?
4. What do I do well?
5. How have I capitalised on opportunities to further my learning and develop my strengths?
6. How am I approaching things I find challenging or difficult?
7. What can I do to improve in these areas?
8. What feedback have I received from others about my interpersonal communication?
9. What has been my response to the feedback I have received?
10. What does this tell me about myself?
11. What questions do I have that can guide my thinking, reading and interactions with others over the remainder of the course?

These suggestions provide some ideas as to how your learning journal might stimulate creativity and innovation. The learning journal is a personal record. It is not compulsory and it will not be reviewed by teaching staff (see Osmond, J. & Darlington, Y. 2005. Reflective analysis: Techniques for facilitating reflection. *Australian Social Work*, 58(1), 3-14. Available on Blackboard).

**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 course coordinators try to be as clear as possible about the requirements of the task and marking criteria, students are encouraged to approach the assignment creatively. Assessment and marking criteria indicate the learning students are required to demonstrate 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>Value</th>
<th>Group/ Individual</th>
<th>Due Date</th>
<th>Week</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current issues and debates in theory and ethics</td>
<td>Practice application</td>
<td>Fail, Pass, Credit, Distinction, High distinction</td>
<td>50%</td>
<td>Individual</td>
<td>11/4</td>
<td>7</td>
<td>2,500 word paper (10 A4 double spaced TR font)</td>
</tr>
<tr>
<td>Video of practice and critical reflection</td>
<td>Inter personal interventio n skills</td>
<td>Fail, Pass, Credit, Distinction, High distinction</td>
<td>50%</td>
<td>Individual</td>
<td>8/6</td>
<td>14</td>
<td>30 min video/ 2,500 word paper</td>
</tr>
</tbody>
</table>
Assignment 1: Current issues and debates in social work theory and practice

For the group task and related individual written assignment we would like you to assume that the local branch of the AASW has invited 4th year social work students from the University of Newcastle to run a workshop that enables practitioners to update their knowledge of the questions and debates about the nature of, and relationship between theory, ethics and practice in a particular field, context or approach.

Group Task
You are a member of a working party that will prepare and run an interactive, creative and stimulating one hour workshop for your peers that would be suitable for an audience of practitioners. Your group is encouraged to use role plays, discussions, critical questioning, debates and or other means to ensure the workshop is thought provoking, interactive and stimulating. Your workshop will be informed by the reading program, and will inform the individual written paper due on 11th April 2007. Your core task is to demonstrate your knowledge and analysis of social work theory (issues and debates) relating to practitioner interests. The practice focus is to be drawn from the broad topic areas that will be explored in the second half of the semester: cultural diversity, ageing, palliative care, sexuality, child protection and mental health. To encourage creativity, you will not be able to use powerpoint: you can draw posters, do role played sketches, make a video, create a game or activity, or demonstration, and so on.

Due Date: Thursday 5th April 2007
Duration: 1 hour
Grading: Satisfactory/Unsatisfactory
Criteria: Demonstrated knowledge and analysis of set readings; capacity to apply reading and analysis to practice focus and to prepare and run creative and interactive workshop that takes account of audience context, purpose and knowledge.

Individual Paper
In this paper you will present your knowledge and analysis of the set readings as applied to an area of practice. The style of the paper should be consistent with that of a professional social work magazine/newsletter such as that produced by the NSW Branch of the Australian Association of Social Workers. The audience are practising social workers. Your core task is to demonstrate your knowledge and analysis of the required reading program, as it applies to practice. The practice focus is to be drawn from the broad topic areas that will be explored in the second half of the semester: ageing, palliative care, sexuality, child protection and mental health.

Due Date: Wednesday 11th April 2007
Length: 2500 words (10A4 double spaced pages in Times Roman 12 point font)
Weighting: 50%
Criteria: Demonstrated knowledge and analysis of set readings; independent research of practice focus; capacity to apply reading and analysis to practice focus, to write for a professional audience, including appropriate written expression and formal referencing, and to structure and present a discussion, including a clear introduction, the progressive development of ideas that are explicitly interrelated, and conclusion.

Individual Assignment 2: 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 a written paper.

Part 1: Videotaped role play
• Make a 30 minute recording of a role played interview with an individual client or couple (recordings may either be in DVD or VHS format).

Part 2: Written Report
The length of the process recording will vary according to the section of the interview you want to use:
• 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.

Due date: Week 14: Friday 8th June 2007 at 5.00pm.
Length: Video: 30 minutes
Written report: 2,500 words plus process recording
Weighting: 50%.
Criteria: Demonstrated practice skills in communication and listening including empathy, probing, questioning, and challenging; a 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; and capacity to reflect on and critically evaluate your work.