SWRK2005: Violence, Abuse and Trauma: Theory and Practice

Callaghan and Ourimbah
Semester 2 - 2023

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description
The focus of this course is on understanding the nature, dynamics, cause and consequences of different forms of violence and abuse. Students will examine the social, psychological and political underpinnings of violence in society, with particular attention to their gendered and intersectional dimensions. Students will be expected to demonstrate understanding of the dynamics of violence and to critically evaluate case examples of violence for their theoretical, policy and practice relevance.

This course is a core Social Work course, building on previous prerequisite courses and constitutes essential preparation for the third-year field placement. For students from other disciplines, a prerequisite completion of 60 units of prior study is required for enrolment.

Assumed Knowledge
To enrol in this course you must have successfully completed at least 60 units, chosen from any courses offered by UON.

For Social Work students:
SWRK1010, SWRK1020, SWRK2001, SWRK2003 and concurrent enrolment in SWRK2200

For students from other disciplines:
60 units of previous study at 1000 or higher level courses.

Contact Hours

Lecture
Online Live Lecture
1 hours per Week for 12 Weeks starting Week 1

Workshop
Face to Face On Campus
2 hour(s) per Week for 12 Weeks starting Week 1

Unit Weighting
10

Workload
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator

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Teaching Staff

Other teaching staff will be advised on the course Canvas site.
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SYLLABUS

Course Content

In this course students will develop knowledge and skills related to:

1.   Conceptualisations and contemporary evidence regarding the occurrence and outcomes of various forms of violence and abuse including family and domestic violence and abuse (inclusive of child abuse and neglect, intimate partner violence, violence between family members and kin, elder and carer abuse).

• Institutional or organisational violence and abuse.

• Group based experiences of violence and its outcomes (including Indigenous, cultural and community experiences).

2. Theoretical perspectives informing the occurrence, outcomes and practice responses to violence in society including:
- Theories of power and control.
- Structural theory.
- Feminist theory.
- Social construction theory.
- Domestic Violence Perspectives.
- Trauma Perspectives.
- Interpersonal Neurobiology Perspectives.

3. Relevant legislative, policy and practice frameworks contextualising responses to violence and abuse in Australia, including organisational and professional procedures, ethics and standards of practice will also be explored.

Course learning will be structured to:

1. Ensure content is covered but will allow students to share and explore thoughts, values and skills. Special attention will be given to students' attitudes and emotional reactions to the material covered in this course and the implications of this for practice.

2. Support students to have opportunities for small group activities and exercises.

3. Include a variety of instructional techniques, workshops, discussions, experiential learning, group learning, individual assignments, guest speakers, audio-visual and online learning.

Course Learning Outcomes	**On successful completion of this course, students will be able to:**

On successful completion of this course, students will be able to:

1. Recognise, define and identify types of violence and abuse across individual, family, community and societal contexts.

2. Demonstrate an understanding of the prevalence, nature and impacts of violence and abuse on individuals, groups and communities.

3. Articulate theories relating to the occurrence of violence and abuse, identifying the concepts of power and control as significant factors in victimisation.

4. Critically evaluate responses to violence and trauma drawing on a range of theories, perspectives and approaches as well as relevant legislative and policy frameworks

5. Demonstrate a commitment to values of respect, social justice and human rights.

6. Examine and articulate personal values, assumptions and beliefs in response to practice scenarios and develop strategies to deal with confronting material encountered in the professional context.

Course Materials   Resources to support student learning and online activities will be provided via Canvas.

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online reflective learning activity (4 x 500 words)	Written reflection 1 - Sunday 30th July 2023 by 11.59pm. Written reflection 2 - Sunday 6th August 2023 by 11.59pm. Written reflection 3 - Sunday 20th August 2023 by 11.59pm. Written reflection 4 - Sunday 22nd October 2023 by 11.59pm.	Individual	40% (10% each)	1, 5, 6
2	Professional Report	Sunday 10th September 2023 by 11.59pm	Individual	40%	2, 3, 4
3	Podcast	Sunday 1st October 2023 by 11.59pm.	Group	20%	1, 2, 3, 4, 5

Please note: All assessments must be attempted in this course.

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. **Note:** this applies equally to week and weekend days.

Assessment 1 - Online critical reflective learning activity

Assessment Type	Online Learning Activity.
Description	Formative assessment of this course includes the completion of four written reflections. Each written reflection is 500-words in length. Reflection topics will be listed in canvas, and they will be linked to the course content and in-class discussions.
	The written tasks require students to demonstrate academic writing, critical and reflective thinking. Students will draw on the literature and curriculum to examine personal beliefs, values and responses to violence, abuse and trauma and address vicarious trauma.
Weighting	40% (10% each reflection).
Length	4 x 500 words, (2000 words).
Due Date	Written reflection 1 - Sunday 30th July 2023 by 11.59pm. Written reflection 2 - Sunday 6th August 2023 by 11.59pm. Written reflection 3 - Sunday 20th August 2023 by 11.59pm. Written reflection 4 - Sunday 22nd October 2023 by 11.59pm.
Submission Method	Online
Assessment Criteria	1. Demonstrates critical reflection, analysis of course content and links to in-class discussions. 2. Demonstrates insight into challenges and areas for personal and professional development. 3. Demonstrates ability to use current and relevant evidence-based research and includes five references per reflection. 4. Demonstrates clear structure, accurate spelling, grammar and correct referencing techniques * (*references do not count towards word count).
Return Method	Online
Feedback Provided	Online - 2 weeks after submission.

Assessment 2 - Professional Report

Assessment Type	Professional Task
Description	Students will be asked to design and develop a guide for professionals to give to their clients. The professional resource will address **one** of the three topics in this course. That is, **either violence OR abuse OR trauma**.
	The professional guide should be suitable for use at one of the following services (Aboriginal, aged care, CALD, disability, LGBTQ, refugee, veterans service or family law court). For example, a trauma guide for people with disabilities. The resource may be in the form of a brochure, fact sheets, or a pamphlet and must have 20 references*. The user-friendly guide should be a minimum of six pages and a maximum of ten pages, including reference list (*references do not count towards word limit).
	The text information must be clear and concise. The use of headings should be supported with brief descriptions of relevant information about the specific topic, targeted group, prevalence, and critical analysis of harmful impacts. The resource should display meaningful images, appropriate illustrations and statistics in charts or graphs that connect with target group and the type of harm. Don't overload the resource with too many different colours or font styles.
Weighting	40%
Length	2000 words
Due Date	Sunday 10th September 2023
Submission Method	Online
Assessment Criteria	1) Provides succinct content and concise definitions about either violence **OR** abuse **OR** trauma. **Do not attempt to cover all three topics.**
	2) Offers evidence about the prevalence of violence **OR** abuse **OR** trauma impacts on the specific target group.
	3) Demonstrates critical thinking and analysis of the harmful issue relevant to the target group by drawing on the literature and includes 20 references.
	4) Displays expressive visuals linked to the target group and particular topic.
	5) Demonstrates accurate spelling, grammar, citations and reference list.
Return Method	Online
Feedback Provided	Online 2-3 weeks after submission.

Assessment 3 - Podcast

Assessment Type	Professional Task
Description	Students will work in small groups to produce a 20-minute podcast documenting the keys to trauma recovery. Students will be randomly placed into groups of four or five people. This assessment involves developing teamwork skills and the application of trauma and recovery models of practice. **Do not attempt to cover all three topics.**
	The podcast should address **ONE** of the following topics:
	1) Define and describe trauma-informed practice **OR**
	2) Outline the stages of trauma recovery **OR**
	3) Discuss the concept of resilience.
	The podcast will include a critical evaluation of the theoretical perspectives about the chosen topic and include ten references. All planning, preparation, writing, recording and uploading is up to each group to manage in their own time outside of class.
	The podcast will be accompanied by a 500-word document outlining the group agreement and working group contract with a checklist of meeting dates, attendees, discussions, and allocated tasks about the podcast, including the title and summary of the podcast with a reference list. Each group should nominate **one person** to upload the podcast and document to canvas.

A range of podcast resources can be found in Canvas.

Weighting	20%
Length	Podcast 20-minutes and 500-word document.
Due Date	Sunday 1st October 2023 by 11.59pm.
Submission Method	Online
Assessment Criteria	1) Examine and explore the chosen topic using evidence-based literature including ten references. 2) Critically analyse the relevant theories and related concepts about the chosen topic. 3) Offers a coherent and engaging flow of discussion between all students. 4) Demonstrates strong evidence of engagement with technology. 5) Evidence of effective groupwork processes, i.e. a group agreement, working contract including the title and summary of the podcast and reference list* (*references do not count towards word limit).
Return Method	Online
Feedback Provided	Online 2-3 weeks after submission.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods Communication methods used in this course include:

Course Evaluation Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas) As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).
Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1.   the assessment item is a major assessment item; or
2.   the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3.   you are requesting a change of placement; or
4.   the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.