

SWRK2001: Social Work Theory and Practice A

Newcastle City and Ourimbah

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.

OVERVIEW

Course Description This course emphasises the linkage between theory and two domains of social work practice:

1. Working with people with substance-related and addictive disorders.
2. Care and protection of children.

Two social work methods (community work and casework) are introduced. An enhanced understanding of group dynamics and skills in working effectively in interprofessional teams are pivotal to the course. The course also focuses on the development of critical thinking skills as the social work practice areas are examined.

Review of Progress Requirements This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Social Work (Honours)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

Requisites To enrol in this course students must have successfully completed SWRK1010 and SWRK1020, or SWRK1001 and SWRK1002, or SWRK1001 and SWRK1020.

To enrol in this course students must be active in the Bachelor of Social Work (Honours) [12317] program.

Assumed Knowledge SOCA1010, SOCA1020, PSYC1010, PSYC1020 and SWRK1001 and SWRK1002. Concurrent completion of SWRK2003 Exceptions may apply for part-time students.

Contact Hours **Newcastle City Precinct**
Lecture
Face to Face On Campus
1 hour(s) 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

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

Ourimbah

Lecture

Face to Face On Campus

1 hour(s) per Week for 12 Weeks starting Week 12

Workshop

Face to Face On Campus

2 hour(s) per Week for 12 Weeks starting Week 1

Unit Weighting

20

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 Newcastle City and Ourimbah

Dr F. D. Baffour

Frank.Baffour@newcastle.edu.au

T: +61 2 4055 0906

Consultation: Please, email for an appointment.

Teaching Staff

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

School Office

School of Humanities Creative Industries and Social Sciences

Social Sciences Building

Callaghan

HCISS@newcastle.edu.au

+61 4985 4500

SYLLABUS

Course Content

The course objectives are achieved by examining two domains of social work practice:

1. Working with people with substance-related and addictive disorders.
2. Care and protection of children.

These practice areas are linked to relevant social work theories. Intervention methods of casework and community work are used as lenses through which the practice areas are explored. Research and critical thinking are key skills utilised and developed through the course. Group dynamics and styles are also examined.

Course Learning Outcomes

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

1. Analyse historical and contemporary conceptions of, and approaches to, working with people with substance-related and addictive disorders and the care and protection of children;
2. Identify the various social work roles in working with people with substance-related and addictive disorders and the care and protection of children, and how these roles relate to those of other professions;
3. Examine and articulate personal values, assumptions and beliefs in response to practice scenarios, interprofessional practice and course content;
4. Assess and apply national and state legislation relevant to the areas of working with people with substance-related and addictive disorders and the care and protection of children;
5. Display social work skills in community work, case work, and working collaboratively in interprofessional teams;
6. Critique and apply a range of theories relevant to working with people with substance-related and addictive disorders and the care and protection of children.

Course Materials See the Canvas course website for details

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Lecture Introduction: Towards the understanding of Addiction, comorbidity, childcare and protection. Workshop How can social workers support efforts to reduce addiction and comorbid substance use? What is the social workers' role in childcare and protection?	Lecture & Workshop	
2	4 Mar	Lecture The interface of addiction, comorbidity, and childcare and protection issues Workshop Does substance addiction have an impact on childcare and protection issues? How can difficult childhood lead to addiction in adulthood?	Lecture & Workshop	
3	11 Mar	Lecture Mapping theories to explain and respond to addiction and childcare and protection issues Workshop Why should social workers be interested in theories? How does applying various theories on addiction and childcare and protection improve practical approaches?	Lecture & Workshop	
4	18 Mar	Lecture Values, Ethics, and Social Construction Workshop Why are values important to the social work profession? What is the social construction of addiction?	Lecture & Workshop	
5	25 Mar	Lecture Conventional and contemporary treatments for addiction: from cure to harm minimization and recovery paradigm. Workshop What is the recovery model, and how can social workers use it to address addiction? How can social workers lead treatment to achieve recovery?	Lecture & Workshop	
6	1 Apr	Lectures Addiction and Relapse Workshop What are the social determinants of addiction and relapse?	Lecture & Workshop	Individual written assignment 07/04/2024
7	8 Apr	Lecture Social work intervention and methods of	Lecture & Workshop	

		practice in addiction and childcare and protection: A focus on casework, group work, and community work Workshop How do social workers intervene? What skills do social workers need for effective intervention?		
Mid-Semester Recess				
Mid-Semester Recess				
8	29 Apr	Lectures Introducing the care and protection of children Workshop What are the approaches to the statutory child protection system? How might social workers influence change in the child protection system and promote a child-focused approach?	Lecture & Workshop	
9	6 May	Lecture Child protection and stolen generation Workshop What is trauma-informed care and the usefulness to social workers in child protection?	Lecture & Workshop	
10	13 May	In Class Oral presentations (Assessment 2)	Assessment	13/05/ Ourimbah 14/05/ NUspace
11	20 May	Lecture Risk in Childcare and Protection: A focus on false negative and false positive decision. Workshop In what ways can social workers apply the principles of critical theory to reduce risks in decision-making related to child protection?	Lecture & Workshop	
12	27 May	Lecture Parenting and Resilience: To what extent does parenting style influence children's behaviour? Workshop Why should social workers promote cultural safety in children and family work? How can social workers capitalize on group activities and community development approaches to support at-risk families and promote resilience?	Lecture & Workshop	
13	3 Jun	Revision		
Examination Period				Written Assignment 10/6/2024
Examination Period				

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	Individual Written Assignment (30%)	Sunday 7 April 11:59pm	Individual	30%	1, 2, 3, 4, 5, 6
2	Presentation (30%)	Ourimbah Monday 13 May NUspace Tuesday 14 May	Group	30%	1, 2, 3, 4, 5, 6
3	Written Assignment (40%)	Monday 10 June 11:59pm	Individual	40%	1, 2, 4, 5, 6

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.

Addiction to substances and Childcare and protection are relevant fields of social work practice. This course aims to assist students in developing a critical understanding needed for practice. The course outcomes, classroom activities, and assignments are designed to help students develop critical reflection and reflective practice skills. The successful completion of the course will require students engaging in weekly active learning activities and completing three assessments based on class activities. Students will undertake two individual critical written assignments and one group presentation.

Assessment 1 - Individual Written Assignment (30%)

Assessment Type Purpose

Written Assignment

Students demonstrate a sound understanding of their values and implication to practice and the application of theory to practice and critical reflection skills.

Description

Students will respond to four questions covered in the first five lectures and workshops. You are expected to articulate your thought in a clear and coherent style and cite relevant materials (most should come from the set readings for the course) to support your argument. Students are encouraged to present their ideas within the required word count:

1. Provide a critical reflection on the factors that have shaped your values as a person, focusing on socialization, education, and lived experience (400 words)
2. Select and discuss one of the theories discussed in this course that inform the understanding of addiction or child protection. Highlight the theorist and tenet of the theory. Using empirical examples, demonstrate its applicability to social work practice (400 words).
3. Discuss one of the contemporary treatments for addiction, focusing on its strength, weakness, and the role of social workers in improving treatment (400 words).
4. Discuss with examples whether substance addiction could lead to concerns related to childcare and protection (400)

Weighting

30%

Length

1600 words

Due Date

Sunday 7 April 11:59pm

Submission Method

Online

Assessment Criteria

Demonstrate critical reflective skills

Demonstrate understanding of theories and their application to practice

Demonstrate understanding of own value

Clear and coherent argument on the impact of addiction on childcare and protection

Return Method

Online

Feedback Provided

Online - Three weeks post due date.

Assessment 2 - Presentation (30%)

Assessment Type	Presentation
Purpose	To develop skills in critical thinking, understanding of intervention methods, application of theory to intervene, oral communication, and group work.
Description	This assignment is a collaborative exercise and requires students to research or visit a social work organisation in the Newcastle region or Ourimbah that specialises in childcare and protection and/or addiction issues. Find out the theory that informs practice or intervention. You are also required to identify the method of practice (casework, group work, or community work). As a group, deliver an oral presentation to the class on how the selected organisation applies theory to understand or intervene in issues presented by service users. Provide a critical reflection on the method(s) of practice and discuss how the organisation can combine the three levels of intervention to address the needs of service users.
Weighting	30%
Length	20 Minutes per group (each group will upload at most 10 PowerPoint slides)
Due Date	Ourimbah Monday 13 May NUspace Tuesday 14 May
Submission Method	Online/In Class presentation
Assessment Criteria	Demonstrate capacity for analytic thinking, including capacity to examine potential alternate intervention and theory for practice. Capacity to apply knowledge to future practice Demonstrate capacity to develop and deliver oral presentations Demonstrate capacity to function well in groups
Return Method	Online
Feedback Provided	Online - Two weeks post due date.

Assessment 3 - Written Assignment (40%)

Assessment Type	Written Assignment
Purpose	Demonstrate capacity to apply theory to practice, application of course content to future practice, and demonstrate knowledge about existing state legislation on childcare and protection.
Description	Students will bring together key learnings from the course to make future practice recommendations aimed at improving the social work profession in the fields of practice covered throughout the semester. Students are required to provide short responses to these questions: <ol style="list-style-type: none">1. Write a short statement describing your key learning from this course and how this will shape your future practice (400 words)2. Discuss the effect of the stolen generation on the overrepresentation of first nation Australians in the child protection system. Conclude your presentation with what should be the focus of social work practice with family and children in the future (600 words).3. Describe state legislation relevant to childcare and protection. Your presentation should identify the strengths and weaknesses of the selected legislation and conclude by making suggestions for improvement (600 words).4. Using critical theory, discuss how social workers can minimise risks associated with child protection decisions (400).
Weighting	40%
Length	2000 words
Due Date	Monday 10 June 11:59pm
Submission Method	Online
Assessment Criteria	Consolidate practice skills developed in this course and apply these to future practice in childcare and protection and addiction. Critical thinking and reflection skills
Return Method	Online
Feedback Provided	Online - Three weeks post due date.

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:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

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.

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