

SWRK4300: Social Work Theory and Practice

Ourimbah and Newcastle City Precinct

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

The final year of the social work degree builds on learning from the three previous years of study in the BSW program. This course focuses on advanced theory and practice issues with a focus on interpersonal intervention skills relating to individual, group and community practice.

A compulsory attendance of 80% is a course requirement for SWRK4300 to fulfil Australian Association of Social Workers accreditation requirements for 12317 Bachelor of Social Work (Honours) students.

Academic Progress Requirements

This course is a compulsory program requirement and is monitored for academic progress purposes. The course must be completed to progress in the program or meet other program requirements.

Failure or withdrawal from this course will result in students being considered under the Student Academic Progress Procedure.

Requisites

To enrol in this course students must be active in the Bachelor of Social Work (Honours) [12317], and have successfully completed SWRK3002, SWRK3300, SWRK4500 and have successfully completed or be concurrently enrolled in SWRK4009.

Assumed Knowledge

SWRK3002 and SWRK3300

Contact Hours

Ourimbah and Newcastle City Precinct

Lecture

Face to Face On Campus

1 hour(s) per week(s) for 12 week(s)

1hr large group lecture + 2hr small workshop

Workshop

Face to Face On Campus

2 hour(s) per week(s) for 12 week(s)

Practical

Face to Face On Campus 3 days in week 13

Interpersonal Skill Assessment Week 13.

See Canvas for interview schedule.

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.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

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| Course Coordinator | Ourimbah and Newcastle City Precinct A/Pr Wendy Foote Wendy.Foote@newcastle.edu.au (02) 40553041 Consultation: Monday 9-10 or Monday afternoon. Wednesday as arranged. Please send me an email to arrange a time I am always very happy to talk to students. |
| Teaching Staff | Sue Bennett Sue.Bennett@newcastle.edu.au Sue Gould - Susan.Gould@newcastle.edu.au Danny Nugus –Danny Nugus@newcastle.edu.au Wendy Foote- Wendy.foote@newcastle.edu.au |
| School Office | School of Humanities Creative Industries and Social Sciences Social Sciences Building Callaghan HCISS@newcastle.edu.au +61 4985 4500 |

SYLLABUS

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| Course Content | <ul style="list-style-type: none">• Skills in critical anti-oppressive and strengths base direct practice• Skills in engagement, assessment and the formulation/practice of responses• Skills in working with people with mental health issues• Skills in working with grief and loss issues• Skills in working with Aboriginal and Torres Strait Islander communities• Skills in working with diverse populations• Other practice models, approaches and frameworks used in direct social work practice |
| Course Learning Outcomes | On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Formulate an advanced awareness of their own values, interpersonal skills and ability to align these with professional practice.2. Demonstrate a high level of effective communication in a range of contexts, presenting information clearly, concisely and in a balanced and constructive way.3. Generate a critical understanding of the application of the AASW Code of ethics.4. Apply advanced knowledge from a range of theoretical frameworks, to work with communities and people. |

Course Materials

Recommended Reading:

- Weekly reading list is also on Canvas.
- Maidment, J. and Egan, R. (2023). Practice skills in social work and welfare. 4th. edition. A&U
- Geldard, D., Geldard and Yin Foo, R. (2022).
- Basic Personal Counselling: A training manual for counsellors 9 Edition. Centage.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:

- 80% attendance at workshops

Course Assessment Requirements:

- Assessment 3 - Skills assessment: Pass requirement - Must pass this assessment item to pass the course.

SCHEDULE

| Week | Week Begins | Topic | Learning Activity | Assessment Due |
|------|-------------|---|---|--|
| 1 | 26 Feb | Core themes Course structure and assessments Method of learning and Assessment 1 | Establishing the foundations for practice. Developing the environment for learning and group agreement. | |
| 2 | 4 Mar | Self in Practice. Focus on self-awareness Cultural Iceberg Role of supervision | Establishing foundations for practice. Identifying your prior knowledge, experience and values. Using 'the four quadrants'. | Establishing the foundations for practice. Stages of helping Class exercises and discussion – moving towards engagement. Encourage specific conversations, practice using open questions, reflection, silence, and scaling questions. |
| 3 | 11 Mar | Skills in Practice - Making a space. Embedded counselling How do we make space? Supervision – planning our interventions Cultural competence | Foundations for interpersonal skills: being attentive, tuning in and listening. Linking big picture/narratives to individual circumstances. Identifying strengths in a problem saturated social narrative. | |
| 4 | 18 Mar | Skills in Practice ...engaging with your clients and making a space to talk Encouraging the talk Listening skills Hearing the emotion Reframing Reflecting | Establishing the foundations for practice. Stages of helping Class exercises and discussion – moving towards engagement. Encourage specific conversations, practice using open questions, reflection, silence, and scaling questions. | |
| 5 | 25 Mar | Skills in Practice | Assessment/ engagement/ | Assessment 1: |

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| | | Working with Aboriginal and Torres Strait Islander peoples. Guest lecturer – Dr Karen Menzies | formulation of help Class exercises and discussion – moving towards engagement. Cultural competence/empathy in action: Preparing for work with Aboriginal and Torres Strait Islander people. Migration mapping and genograms. | Written assignment due 24.03.24 Weeks 5- 10 Assessment 3a. in class demonstration. |
| 6 | 1 Apr | Skills in Practice: Specific approaches What is the 'it' the buried or presenting problem? Specific interventions for embedded counselling Anti-oppressive practice/ strengths challenges and strengths When are you 'done'? | Assessment/ engagement/ formulation of help Class exercises and discussion – engagement. Thinking about your client, refining your introduction, and initial engagement with them. | Week 5 - 10 Assessment 3a. in class demonstration. |
| 7 | 8 Apr | Toolbox: Assessment 3b. Understanding the ideas/ theories that impact on clients and social work practice. High level theories/ theories of practice. Linking theories to cases & practice approaches. Generating knowledge through reflection. | Assessment/ engagement/ formulation of help Class exercises and discussion –engagement. Refining your introduction and learning into your client. | Week 5- 10 Assessment 3a. in class demonstration. |
| Mid-Semester Recess | | | | |
| Mid-Semester Recess | | | | |
| 8 | 29 Apr | Tool box: Specific approaches: Narrative and Solutions focused approaches <ul style="list-style-type: none"> • Working with parents • Working with families • Working with communities • Working with macro issues | Assessment/ engagement/ formulation of help. Applications of narrative therapy and solutions focused ideas in your practice | Week 5- 10 Assessment 3a. in class demonstration. Assessment 2: Written assignment due 05.05.2024 11.59pm |
| 9 | 6 May | Toolbox: Stages of work. Client assessment Supervision Advocacy from practice & practice research Application of assessment | Assessment/ engagement/ formulation of help. Application of your engagement – begin to explore assessment. | Week 5- 10 Assessment 3a. in class demonstration. |
| 10 | 13 May | Toolbox: Climate change/ crisis and the role of social work: Who are you working with & does it matter? | Assessment/ engagement/ formulation of help Disaster contexts. Application of your engagement – begin to explore assessment. | Ass't 3a. All demonstration assessments must be submitted by the 17.05.2024. |

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| | | Difficult contexts and conversations Working with communities | | |
| 11 | 20 May | Toolbox: Working with grief and loss. Guest lecturer: Danny Nugus Difficult contexts and conversations Working with intense reactions Focus on grieving and bereavement. | Assessment/ engagement/ formulation of help. Working with end of life issues, loss and bereavement. | |
| 12 | 27 May | Toolbox: Working with intense reactions. Working with suicide. | Assessment/ engagement/ formulation of help. Working with risk, suicidality, and self care. | |
| 13 | 3 Jun | | | Assessments 3b: Demonstration and reflection: (Ourimbah) 4/06/24. (Callaghan), 5/06/24; 6/06/24; 7/06/24. Individual times and dates to be confirmed by week 7. Callaghan students are advised to put 4 days aside of this week for assessment. |
| Examination Period | | | | |
| 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 | Written assignment 1 | Friday 24.03.2024, 11.59pm | Individual | 20% | 1, 2, 3 |
| 2 | Written assignment 2 | Sunday 05.05.2024, 11.59pm | Individual | 30% | 1, 2, 3 |
| 3 | Skills assessment* | a) Between weeks 6-10 (submissions accepted between these weeks- must be submitted by 17.05.2024). b) (Ourimbah), 04.06.2024 (Newcastle City) 05.06.24; 06.06.24; 07.06.24; | Individual | 50% (10% and 40%) | 1, 2, 3, 4 |

* This assessment has a compulsory requirement.

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| 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. |
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Assessment 1 - Written assignment 1

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| Assessment Type | Written Assignment |
| Purpose | This assignment is designed to enhance student understanding of, and confidence in, articulating their practice framework. This includes their personal beliefs, values and principles, cultural knowledge and beliefs, and professional practice skills and knowledge. |
| Description | This assignment is designed to enhance student understanding of, and confidence in, articulating their practice framework. This includes their personal beliefs, values and principles, cultural knowledge and beliefs, and professional practice skills and knowledge. |
| Weighting | 20% |
| Length | 1,250 words |
| Due Date | Friday 24.03.2024, 11.59pm |
| Submission Method | Online via Canvas course website |
| Assessment Criteria | <ol style="list-style-type: none">1. Identification and critical reflection on beliefs, values and principles underpinning your practice (/3)2. Identification and critical reflection on personal and professional understandings of culture and how these impact on the use of self in practice (/3)3. Identification and critical reflection on practice skills, including strengths and challenges experienced in practice (/4)4. Ability to articulate clearly and concisely the theoretical, factual and research knowledge which best informs your practice, making links to practice experiences to support your discussion (/4)5. Ability to describe how organisational settings influences practice (/3)6. Professional writing, grammar, spelling and presentation, and correct APA referencing style (/3) |
| Return Method | Online via Canvas course website |
| Feedback Provided | Online via Canvas course website - 14.06.2024. |

Assessment 2 - Written assignment 2

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| Assessment Type | Written Assignment |
| Purpose | The purpose of this assessment is to provide students with an opportunity to plan an alternative approach to a specific practice experience. |
| Description | Critical reflection is core to social work practice, just as with articulating a robust practice framework, the ability for all social workers to engage in truly critically reflective practice is essential for accountable, ethical and quality practice. Social work is rarely involved in areas in which answers are black and white. Social workers deal with information, values and perspectives from diverse areas. Critical thinking aims to challenge our own and other people's values, beliefs and assumptions and ensure that there is rigor in the way we think about our work. |

In this hypothetical situation you must respond as if you are the professional who has carriage of the work: you take the role of being responsible for acting. Each student's situation will be different depending on the placement setting. All settings throw up practice issues to reflect on, whether they are research, community development or direct practice settings. The definition of 'practice' is broad for the purposes of this assignment and includes interactions with team members, the organisation, the community and clients. The example that you use should provide you will an opportunity to plan a different approach. This is a chance to "redo" an experience of practice.

The student should identify:

*Context: The setting, some characteristics of the person/s you will be working with, the issue/s that are the subject of social work.

*The Plan: Approaches and strategies that you plan to use with a rationale for your approach, theories that underpin the planned approach, any ethical or legal issues that should be considered.

*Critical Reflection: Consider the difference between the original approach and the planned

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| | approach you have described here. *In addition: Identify a list of issues, personal challenges or questions you would discuss with your supervisor, in a pre-intervention supervision meeting. |
| Weighting | 30% |
| Length | 2,200 words |
| Due Date | Sunday 05.05.2024, 11.59pm |
| Submission Method | Online via Canvas course website |
| Assessment Criteria | 1. Demonstrated capacity to clearly and concisely describe the practice example and context from your own social work practice experience (/5) 2. Demonstrated capacity to plan an approach with specific strategies and describe the rationale (/5) 3. Demonstrated ability to articulate theory and research that underpin social work approach and ability to identify relevant ethical or legal issues (/5) 4. Ability to articulate and critically analyse own learning in relation to the experience, making reference to theory, research, literature and other relevant knowledge to support analysis (/5) 5. Ability to clearly and concisely articulate the issues related to this practice that should be considered in supervision (/5) 6. Professional writing, grammar, spelling and presentation, and correct APA referencing style (/5). |
| Return Method | Online via Canvas course website |
| Feedback Provided | Online via Canvas course website - 28.05.24. |

Assessment 3 - Skills assessment

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| Assessment Type | Practical Demonstration |
| Purpose | Practical Demonstration (Simulation) The purpose of assignment a) is to develop engagement skills and critical reflection of practice. The purpose of assignment b) is to refine engagement skills, develop preliminary assessment skills and critical reflection. |
| Description | Part a) 10% A demonstration of the first stage of an engagement with a client. This skills based role-play will simulate the first meeting with a client, introductions and the beginning of the engagement process. The length of the engagement will be 7 minutes. Your oral analysis will also be recorded and will be no longer than 7 mins. You may do this in class, or submit a video record, as organised with your tutor between weeks 5-9. This assignment provides students with early feedback on the development of their practice skills in a supported learning environment. Part b) 40% This assessment will include participation in a skills-based simulation role-play followed by a student led practice reflection. Reflective practice is a cornerstone for effective supervision and professional development in social work. It is a process of self-analysis, self-evaluation, self-dialogue and self-observation. Practical reflection identifies and modifies professionals' personal assumptions underpinning practice. |
| Weighting | 50% |
| Compulsory Requirements | Pass requirement - Must pass this assessment item to pass the course. |
| Length | 3a) 14 mins (7 mins simulation followed by 7 mins reflective analysis) 3b) 50 mins (25 mins simulation followed by 25 mins reflective analysis) |
| Due Date | a) between weeks 6-10, no later than 09.05.2024. b) (Ourimbah), 04.06.2024 (Newcastle City) 05.06.24; 06.06.24; 07.06.24 Online 3a) Submission may be either in class, or by video submission by 11.59pm Sunday 17.05.24 |

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| | 3b) in person on campus. |
| Submission Method | In class Feedback - on line within 2 weeks of the assessment. |
| Assessment Criteria | Assessment Criteria. Part a. Skill Demonstration (Simulation) 1. Ability to welcome the client, help them to feel comfortable and invite them to talk 2. Clear explanation of the role and the requirements of the professional setting (e.g., confidentiality, mandate and use of note taking or recording if applicable) 3. Demonstrate that you are listening to the client and understand them (using active and reflective listening) 4. Use of questions that begin to explore the client's issue 5. Use of voice, and tone that is reflecting client's presentation and being response to their emotional state 6. Body language that is attentive and responsive to the client. Reflective analysis 1. Capacity to accurately recall your practice and present a concise process summary and analysis Part b. Assessment Criteria Skill demonstration 1. Ability to welcome the client, help them to feel comfortable, and invite them to talk 2. Clear explanation of the role, and the requirements of the professional setting (eg confidentiality, mandate and use of note taking or recording if applicable) 3. Demonstrate that you are listening to the client and understand them (using active and reflective listening) 4. Use of questions that begin to explore the client's issue 5. Choice of techniques suited to the client and their situation (eg., metaphor, silence, types of questions) 6. Use of voice, and tone that is reflecting client's presentation and being response to their emotional state 7. Body language that is attentive and responsive to the client. Reflection/analysis 1. Capacity to accurately recall your practice and present a concise process summary and analysis. 2. Ability to clearly and concisely articulate the knowledge (theoretical, factual, research, personal, professional) that informed your decision making and practice in this situation. 3. Demonstrated understanding of structural (or 'big picture') issues and the social work role in responding to these. 4. Understanding of the role and processes involved in self-awareness and reflection as components of social work supervision. Further details including the detailed marking rubric and information about the scheduling of the assessment will be provided in class and on the Canvas site later in the session. |
| Return Method | Online via Canvas course website |
| Feedback Provided | Online via Canvas course website - Students who fail will be informed within 24 hours by email. Online - 3a. feedback will be provided no later than 2 weeks after completion. 3b. feedback will be provided 2 weeks after the assessment. |
| Opportunity to Reattempt | Students WILL be given the opportunity to reattempt this assessment. |

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).

Attendance

Attendance/participation will be recorded in the following components:

- Workshop (Method of recording: Roll)

80% attendance requirement for workshops

Placement Requirements

This is a placement course covered by the Student Placement Policy. Refer to <http://newcastle.edu.au/policy/000768.html> for further information.

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.

The skills assessment is required by the AASW - as a result there are no alternative assessment methods to 3a. and 3b.

As a result of student feedback, the following changes have been made to this offering of the course:

- As a result of student feedback, the following changes have been made to this offering of the course: Additional familiarity with actors will be provided in 2024 and used to supplement simulation learning 3a assessment. An actor will also attend class a few weeks before assessment 3b. to familiarise students with the 3b assessment process.

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/respect-at-uni/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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