USC

COURSE OUTLINE

SWK172 Introduction to Social Work and Human Services

Course Coordinator: Philip Crane (pcrane@usc.edu.au) **School:** School of Law and Society

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2021 | Semester 1

USC Sunshine Coast
USC Moreton Bay
USC Fraser Coast

ON CAMPUS Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

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1. What is this course about?

1.1. Description

This course introduces you to the domains of social work and human services and the various concepts and frameworks that practitioners use to understand and support individuals, groups and communities within their social contexts. The wide variety of practice roles, fields and contexts within social work and human services are examined, unified by an emphasis on appreciating the purpose and core values underpinning practice. The course aims to provide an overview of the breadth of social work and human services practice within contemporary Australian society.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – 1 hour online lecture content not for timetable	1hr	Week 1	13 times
Tutorial/Workshop – On campus tutorial/workshop - 2 hours	2hrs	Week 1	13 times

1.3.   Course Topics

Motivations for becoming a practitioner

Purpose and focus of practice

Levels of practice

Practice roles

History of social work and social care

Fields of practice

Core values

Professional ethics

Difference and diversity

Discourses in human services and social work

Core processes for practice

Considering complexity

Context Responsive Practice

2.   What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3.   What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING Australian Association of Social Workers
1 Describe and analyse the purpose of, practice roles, contexts for, and activities undertaken in the delivery of social work and human services	Knowledgeable Creative and critical thinker	4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area o practice 4.2 - Understand and articulate social work and other relevant theories and concepts
2 Identify, and apply relevant core concepts and processes to practice situations.	Creative and critical thinker	4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5.4 - Apply critical and reflective thinking to practice
3 Describe and apply core practice values to social work and human services practice	Ethical	1 - Values and ethics 3 - Culturally responsive and inclusive practice 4.1 - Understand higher level systemic influences on people with respect to area o practice 5.4 - Apply critical and reflective thinking to practice
4 Demonstrate logical and critical thinking through clear and appropriately written and oral communication	Creative and critical thinker	5.2 - Work collaboratively 5.4 - Apply critical and reflective thinking to practice 6.3 - Work with others in a team environment 6.4 - Use information technology to communicate and provide services
5 Reflect on, and discuss how a sense of self, personal motivations and values are relevant to social work and human service practice.	Engaged	1.1 - Practise in accordance with the AASW Code of Ethics 7.1 - Record and manage information appropriately 8.1 - Actively participate in professional supervision 8.2 - Engage in continuing professional development

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS172 or SCS272

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6.   How am I going to be assessed?

6.1.   Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2.   Details of early feedback on progress

The first assessment task and use of small quizzes commencing in week 3 gives students some early feedback on how they are engaging with the course.

6.3.   Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	25%	1000 words	Week 5	Online Assignment Submission
All	2	Quiz/zes	Individual	35%	5 quizzes	Throughout teaching period (refer to Format)	Online Assignment Submission
All	3	Case Study	Group	40%	Part A: Group Presentation Part B: 1200 word individual write up	Refer to Format	Online Assignment Submission

All - Assessment Task 1: Individual Reflection

GOAL:	For you to reflect on your motivations and values for undertaking social work/ human services practice. Social work and human services practice is reflexive, requiring practitioners to be aware of their own orientations in a practice context and how these fit with the values and purpose of social work and human services practice. This short reflection is designed to assist you to appreciate how you understand the fit between yourself and social work and human services practice. It also provides an opportunity for you to receive feedback from your tutor about your written skills and capacity to link reflections to relevant literature.
PRODUCT:	Written Piece
FORMAT:	This is an individual written assessment. In your reflection, you should draw on the text, course PowerPoints, and other relevant literature to explicitly reflect on: • What led you / motivated you to learn about social work/ human services • What do you understand the purpose and focus of social work/ human services practice to be? • What ideas expressed in the indicated course readings most resonate with you and why?

CRITERIA:	No.		Learning Outcome assessed
	1	Relevant content	
	2	Demonstrated ability to identify and critically reflect on own motivations for undertaking a social work or human services practice.	
	3	Demonstrated understanding of the core purpose, focus, levels of practice and values of social work and human services	
	4	Relevant and sufficient use of course and other literature to support and deepen reflection and analysis	
	5	Assessment Criteria are mapped to the course learning outcomes.	① ② ③ ④ ⑤

All - Assessment Task 2: Series of quizzes on key concepts and processes

GOAL:	This task will enable you to understand how various core concepts / processes canvassed in the lectures and course key readings inform practice.
PRODUCT:	Quiz/zes
FORMAT:	SUBMIT: Weeks 3-10 This is an individual assessment. You will access and respond to the quizzes via Blackboard.Quizzes may contain multiple choice and/or short answer questions.

CRITERIA:	No.		Learning Outcome assessed
	1	For multiple choice questions there will be a correct answer	
	2	Short answers will be judged according to accuracy of the response, level of understanding evident, critical thinking evident, and level of support through use of relevant literature, including the text and other course readings, referenced correctly	

All - Assessment Task 3: Case study analysis

GOAL:	This Learning/Assessment Task requires you identify, reflect on and apply relevant course concepts and processes to a given scenario. Practice scenarios will be provided midway through the semester. Together with one other student you will deliver a presentation to your tutorial group in weeks 11-12. Your group will need to present a multi-perspective understanding of the scenario, highlighting how various chosen practice concepts and processes covered in the course can assist in understanding and undertaking practice in the scenario. Following the presentation each student will submit an individual analysis summarising the key points of their analysis including what they have personally foregrounded and why in their reflection on the scenario, and which core social work concepts, values and processes they have drawn on. Students are also required to include in their individual analysis reflection on how at least 3 other student presentations assisted them further develop their presentation analysis.
PRODUCT:	Case Study
FORMAT:	SUBMIT: Group Presentation - Weeks 11-12, 1200 word individual write up - End of Week 13. This assessment comprises of a 10 minute (maximum) Powerpoint presentation developed and delivered with one other student (unless negotiated with the tutor), submitted to BlackBoard prior to presentation (Part A) with an individual reflective summary of this analysis submitted to BlackBoard at the end of Week 13 (Part B). The presentation will be judged by the quality of the material presented on the day by your group as assessed by your tutor. This requires you to be present on the day (unless a formal exemption is obtained) and actively contribute to your groups presentation.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate the ability to select concepts and processes from the course that are relevant to a practice case study	
	2	Demonstrate an understanding and ability to apply relevant concepts and processes to a practice case study	
	3	Display originality, independence of thought, creativity, and the capacity to engage others in the learning process	
	4	Be organised clearly and logically ordered	
	5	Demonstrate comprehensive engagement with and understanding of the course materials and relevant literature identified through your own research.	
	6	Your individual submission must demonstrate you can reflect on, and summarise the content of your groups presentation	
	7	Your individual submission must reflect on at least 3 other student presentations and other groups presentations, and enhance your own analysis through this process.	
	8	Demonstrate you can discuss what you foregrounded as the relevant concepts and processes and justify these selections, use relevant literature and credible practice resources to justify your selections, including the text and course readings.	

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Lesley Chenoweth and Donna McAuliffe	2020	The Road to Social Work and Human Service Practice	Cengage

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au