Unit Outline
SCWK2000 Social Work Integrity and Accountability in Practice
Semester 1, 2016

Unit study package code: SCWK2000
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 1 Hours Weekly
Workshop: 1 x 2 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units:
- 312013 (v.0) Social Work Philosophy, Policy and Context 141 or any previous version
  OR
- 1635 (v.0) SW 121 - Introduction to Welfare or any previous version
  OR
- SCWK1000 (v.0) Social Work Philosophy, Policy and Context or any previous version
  AND
- 313394 (v.0) Foundations for Professional Health Practice 100 or any previous version
  OR
- CMHL1000 (v.0) Foundations for Professional Health Practice or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:
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- Name: Alan Campbell
- Phone: +61 8 9266 3981
- Email: Alan.Campbell@curtin.edu.au
- Location: Building: 401 - Room: 254

Teaching Staff:
- Name: Dr Angela Barns
- Phone: 9266 7185
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CRICOS Provider Code 00301J
SCWK2000 Social Work Integrity and Accountability in Practice
Bentley Campus
20 Jan 2016
Department of Social Work, Faculty of Health Sciences

Location: Building: 401 - Room: 362

Administrative contact:

Name: Lillian Baster
Phone: +618 9266 3606
Email: M.E.Baster@curtin.edu.au
Location: Building: 401 - Room: 228

Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
This unit engages students in an exploration of integrity and accountability within legal, ethical and values frameworks. It provides an introduction to key legal discourses and frameworks. Students will develop competence in accessing and interpreting legal information and gain knowledge of key legal concepts relevant to social work practice. Ethics is considered within the Australian Association of Social Work (AASW). Students will gain an introduction to social work values and undertake critical comparisons of personal and cultural values with social work values.

Introduction
Welcome to SWCK2000, Social Work Integrity and Accountability in Practice, for 2016. We are very much looking forward to working with you all for this semester.

Social work practice is shaped and informed by legal discourses. Social workers are legally and ethically accountable for their decisions and practice. The law influences the organisational context of social work practice; indeed, social work is often described as occurring ‘in the shadow of the law’. In many situations, social workers are called upon to implement and enact the law, and sometimes advocate for new laws or changes to existing ones.

There are many areas where social work and law intersect. This unit will focus on ethical and practical aspects of working in these areas. We will consider issues around writing reports in legal settings, acting as an expert witness, working within legal systems and with multi-disciplinary teams, ensuring the legal rights of clients are appropriately addressed, and accessing legal information when needed. Accountability in social work practice and the importance of maintaining high levels of integrity will be a constant focus in considering these issues.

Lectures will all be in-house and face-to-face. While the lectures will be recorded and available on Blackboard, please try to attend in person where possible, as they will lay the foundations for the workshops and the knowledge that you will develop throughout the semester. Workshops will deepen this knowledge, providing you with experience in identifying laws, accessing legal information, writing reports and presenting information within a legal framework. The first workshop will be extremely important to attend, as it will include an activity directly related to the first assessment.

It is often important for social workers to be able to access legal information quickly and effectively in order to advise clients of their legal rights and responsibilities. In our workshops for this unit you will be asked to access legal information from various sources. It will therefore be very useful for you to bring your laptops, ipads and tablets to each workshop so you can engage appropriately in the learning.

Integrity and accountability in social work practice often includes direct contact with courts and legal professionals. So you may wish to familiarise yourself with the work of the courts. One way of doing this is to visit the District or Magistrates Courts and the Sir Francis Burt Legal Education Centre in the grounds of the Supreme Court. You are invited to do this some time during the semester, as these visits will provide you with a broad understanding of the ways in which courts work and will be valuable in helping you become familiar with the legal framework in which much social work practice is undertaken.

We hope you will enjoy this unit and feel challenged by the learning you will undertake. We look forward to getting to know you through the semester.

Alan, Angela and Judi.
Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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</thead>
<tbody>
<tr>
<td>1 Compare and contrast personal values with professional social work values and ethics</td>
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<tr>
<td>2 Discuss accountability as it relates to legal, ethical and values frameworks</td>
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<tr>
<td>3 Explain key legal frameworks and concepts, with an emphasis on those required for social work practice</td>
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<tr>
<td>4 Apply social work values and principles to legal and ethical and cultural frameworks</td>
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Curtin’s Graduate Attributes

- 💻 Apply discipline knowledge
- 🕵️‍♂️ Thinking skills (use analytical skills to solve problems)
- 📚 Information skills (confidence to investigate new ideas)
- 📣 Communication skills
- 🧮 Technology skills
- 🚀 Learning how to learn (apply principles learnt to new situations)
- 🌍 International perspective (value the perspectives of others)
- 🌐 Cultural understanding (value the perspectives of others)
- 🤝 Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin's Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au
Learning Activities

**Lectures:** This unit involves attendance at a weekly one hour lecture. Lectures will also be recorded as ilectures. This semester, the lectures will occur on Mondays, 12:30 to 1:30pm, in Room 108.102.

**Workshops:** Please prepare for workshops by reading the assigned materials and/or undertaking your own research. Your successful completion of the unit requires that you begin to think about the legal systems in Australia and WA, how these systems affect people, and how you will interact with the legal system and your clients. Think about the contribution you would like to make before you arrive. You will be expected to become prepared and actively participate in workshop activities. Additionally, we expect that you will attend at least 80% of the workshops to ensure that you can demonstrate the knowledge you will acquire during the semester. Failure to meet attendance requirements may compromise your ability to pass the unit. Please advise the unit coordinator if you have concerns about your ability to attend. Additionally, please inform your tutor (workshop leader) if you cannot attend for any reason.

Workshop times and locations are:
- Monday, 2:00 to 4:00pm, building and room 108.119
- Monday, 4:00 to 6:00pm, building and room 108.119
- Tuesday, 12:00 to 2:00pm, building and room 108.120
- Wednesday, 8:00 to 10:00am, building and room 108.203
- Wednesday, 10:00am to 12:00noon, building and room 108.203.
Learning Resources

Essential texts

The required textbook(s) for this unit are:


(ISBN/ISSN: 9780195578218)

Other resources

The following references are part of the required reading for this unit.


Please use the Library catalogue for other relevant material. There are a number of relevant books, especially, in the Library, and, while it is not essential that you read any of them, they will add some depth to your understanding.
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Essay          | 30 percent | **Week: 4**  
**Day: Friday, 25 March, 2016**  
**Time: 11:59pm** | 1,2,3,4                          |
| Report         | 40 percent | **Week: 9**  
**Day: Friday, 29 April, 2016**  
**Time: 11:59pm** | 3,4                              |
| Take home test | 30 percent | **Week: 14**  
**Day: Friday, 3 June, 2016**  
**Time: 11:59pm** | 1,2,3,4                          |

Detailed information on assessment tasks

1. This essay will focus on the relationship between our personal values and the professional values and ethics underpinning social work practice.

   During the first workshop, you will be presented with some questions about issues that can arise in social work practice. You will be invited to write your immediate responses to two of the questions posed. You will need to keep your responses in your notes in preparation for this assessment. In the following three weeks, you will be asked to think about the issues you wrote about and consider how your responses are being shaped by the learning from the first few lectures and workshops.

   For the assessment, you will be asked to write a critical reflection, looking at your immediate responses to the questions (from the first workshop), how they have changed since you wrote them and why you think the changes have occurred. You will need to refer to the readings and the materials from the lectures and workshops to complete your response.

   **Word count:** 1200 words.

   **Marks will be awarded for the following:**

   **Presentation and style:**
   - How the paper reads overall: the content, referencing and length;
   - Clarity of expression: how clearly you have communicated your understandings;
   - Grammar, spelling and sentence structure.

   **Content and knowledge:**
   - How well you present your knowledge;
   - Use of literature to support your argument.

   **Thinking/analysis/conclusions:**
   - Presentation of the argument;
   - Ability to make linkages;
   - Ability to critically reflect and openness to different perspectives.
   - Submission of the assessment will be through Turnitin on the Blackboard site.

2. For this assessment you will be asked to write a pre-sentence report on a young offender under Section 24(a) of the Children and Community Services Act 2004 (WA). The details of the young offender and the report in general will be posted on BB at the commencement of Week 3.

   For this report you will be required to consider the above Act and the Young Offenders Act 1994 (WA) as well...
as the literature related to youth offending. A minimum of five articles will be required for this assessment. In
the report, you will be asked to present an introduction, outline the ‘facts’ of the matter, discuss aspects of the
young person’s life and present a recommendation for the Children’s Court Magistrate (consistent with the
requirements of the Act). A workshop in week 7 will focus specifically on aspects of report writing that will be
valuable for you in preparing this assessment.

**Word count**: 1500 words

**Marks will be awarded for the following:**

**Presentation and style:**
- The content, referencing and length;
- The language used throughout the report;
- How well you have maintained professional integrity and how you manage accountability issues within the
  report.

**Content and knowledge:**
- How you present your knowledge of the case and of the issues under consideration;
- Your use of case law and the relevant legislation to develop your argument;
- Your understanding of the major issues facing both the Court and young offenders similar to the one about
  whom you will be asked to write.

**Thinking/analysis/conclusions:**
- Presentation of the argument;
- Ability to make linkages;
- Ability to critically reflect and openness to different perspectives.

Submission of the assessment will be through Turnitin on the Blackboard site.

3. The take-home test will include both multiple-choice and short-answer questions, covering the material from
across the semester.

This test will be accessed online. You will be asked to log in to the test and complete it in one sitting of
around 2 hours. The test will be open-book and you may access online resources while responding to the
questions. You will need, though, to be efficient with accessing resources while engaging with the test.

Once you have completed the test, you will be required to submit your response through BB. Further
information regarding this assessment will be posted on BB from week 10 through week 12.

**Pass requirements**

- Students must complete and submit all pieces of assessment to pass the unit. Submission of a blank
  assignment does not constitute ‘completing’ an assessment.
- Students are required to achieve an overall unit grade of 50% or greater to pass the unit.

**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning
outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of
assessment are described in the Assessment and Student Progression Manual, available from
[policies.curtin.edu.au/policies/teachingandlearning.cfm](policies.curtin.edu.au/policies/teachingandlearning.cfm)

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair,
transparent, equitable, and that penalties are consistently applied.
1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Applications for extension should be submitted to the email address OTSWCourseCoordination@curtin.edu.au before the due date.

If the circumstances of your application for extension are of a deeply personal nature, or are likely to impact on other units in which you are enrolled, please talk with the Unit Coordinator (Dr Alan Campbell) in the first instance. If the circumstances for your extension are likely to impact on multiple units, please contact the course coordinator.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Deferred examinations/tests will be held from 11/07/2016 to 15/07/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 11/07/2016 and 15/07/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check your OASIS email for details.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

Please ensure you bring a laptop, ipad, tablet or other device to workshops in order to fully participate in the learning.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Students should receive marks, assignments and feedback as soon as practicable, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to students is delayed. Ideally, feedback to students for items other than a final examination will be provided under normal circumstances within 15 working days and no later than 20 working days. Further information on this can be found under section 7 in the Assessment and Student Progression Policy.


Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity
There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes
Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
The content of this unit has been revised for 2016. A previous reliance on guest speakers has been terminated in favour of a more structured program that will hopefully provide greater clarity and certainty for all students. The lectures and workshops have been re-designed to address a number of comments made in the student feedback in 2015, including building a stronger focus and direction, integrating practice issues with legal knowledge and using legal databases to resolve client concerns in a focused, ethically appropriate manner. Assessment requirements have been more closely aligned to learning goals and will hopefully provide greater clarity in expectations for successful completion of this unit.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>22 February</td>
<td>Orientation Week</td>
<td>Kennedy, Richards &amp; Leiman, 2013</td>
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<tr>
<td>1.</td>
<td>29 February</td>
<td>Introduction to the Unit: How are laws made? How do they relate to Social Work practice? State and Commonwealth interface</td>
<td>Text, Chapter 1. AASW Code of Ethics (a skim-read at this point)</td>
<td>Integrity and accountability ‘on the ground’ What do these qualities look like in practice? Values and ethics</td>
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<tr>
<td>2.</td>
<td>7 March</td>
<td>Social work in the shadow of the law: The intersection between the law and social work. Social work ethics and the law.</td>
<td>Text, Chapter 2. Text: Appendix (essential reading for this week’s workshop) Skills: understanding and accessing legal databases ComLaw; Austlii; SLP Australia’s human rights obligations</td>
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<td>3.</td>
<td>14 March</td>
<td>Decision-making in a legal framework Integrating social and legal knowledge in decisions Ethics and practice</td>
<td>Text, Chapter 3 Braye, Preston-Shoot &amp; Wigley, 2011</td>
<td>Using legal databases in decision-making</td>
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<td>4.</td>
<td>21 March</td>
<td>The social worker’s role in the legal system Tasks and responsibilities</td>
<td>Text, Chapter 7 Social work roles and responsibilities in relation to diverse client issues; and the concept of ‘authority’ Assignment 1, Essay, due 11:59pm Friday 25 March 2016</td>
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<td>5.</td>
<td>28 March</td>
<td>Tuition Free Week</td>
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<td>6.</td>
<td>4 April</td>
<td>Social Work obligations and the law: Managing information AASW Code of Ethics, Practice Standards and legal imperatives</td>
<td>Text, Chapter 5 AASW Code of Ethics and Practice Standards Braye &amp; Preston-Shoot, 2009</td>
<td>What is &quot;evidence&quot;? Confidentiality in the legal setting</td>
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<td>7</td>
<td>11 April</td>
<td>Social workers in the courts</td>
<td>Text, Chapter 6</td>
<td>Moloney, 1986</td>
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<td>8</td>
<td>18 April</td>
<td>Tuition Free Week</td>
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<td>9</td>
<td>25 April</td>
<td>Populations and jurisdictions: Criminal justice</td>
<td>Text, Chapter 8</td>
<td>Social work practice: supporting and advocating for victims of crime</td>
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<td>Assignment 2, Report, due 11:59pm Friday 29 April 2016</td>
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<tr>
<td>10</td>
<td>2 May</td>
<td>Populations and jurisdictions: Family and child law</td>
<td>Text, Chapter 9</td>
<td>The best interests of children, young people and adults</td>
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<td>Coppins, Casey &amp; Campbell, 2011</td>
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<td>11</td>
<td>9 May</td>
<td>Populations and jurisdictions: Homelessness, financial distress, social support</td>
<td>Text, Chapter 10</td>
<td>Legal databases, precedents and judicial decisions in housing and financial matters; The Northern Territory Intervention; Land rights and recognition</td>
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<td>Zuffery, 2011</td>
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<td>12</td>
<td>16 May</td>
<td>Populations and jurisdictions: Diversity, vulnerability and the law</td>
<td>Text, Chapter 11</td>
<td>Working with vulnerable people in a legal context; Terrorism and vulnerability</td>
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<td>Dodson, 1995</td>
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<td>Harms et al 2011</td>
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<td>Kenny &amp; Fiske, 2014</td>
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<td>13</td>
<td>23 May</td>
<td>Inter-professional relationships: Bridging the gap between law and social work</td>
<td>Sheehan 2010</td>
<td>Inter-professional collaboration: case studies</td>
<td></td>
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<tr>
<td>14</td>
<td>30 May</td>
<td>Review of the material covered over the semester</td>
<td>Text, Chapter 12</td>
<td>Review of the semester and student feedback</td>
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<td>15</td>
<td>6 June</td>
<td>Study Week</td>
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<td>16</td>
<td>13 June</td>
<td>Examinations</td>
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<tr>
<td>17</td>
<td>20 June</td>
<td>Examinations</td>
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