Faculty of Health Sciences
Department of Social Work

Unit Outline
SCWK1000 Social Work Philosophy, Policy and Context
Semester 1, 2016

Unit study package code: SCWK1000
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: Nil
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.

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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 introduces students to the dynamic landscape of social work, both in its contemporary context and its development as a profession through time, space and place. The relationship between social work and social policy will be explored by looking at the historical development of social work, including the values and ethics of the profession and through an introduction to advocacy and community.

Introduction

Welcome to Social Work Philosophy, Policy and Context - we hope that you enjoy this unit and look forward to working with you!

This unit is an introduction to social work in Australia. It introduces you to the dynamic profession of social work, exploring its emergence and development over time, space and place. It begins by tracing social work’s journey from Victorian philanthropy to the current context, highlighting the ways in which social work’s history shapes contemporary social work practice in Australia. In exploring this history, the unit draws on Foucault’s notion of history as “a window for locating our present rather than explicating our past” (Chambon and Irving, 1999, p.260). Students will have the opportunity to explore a particular aspect of social work history in Assessment 1.

This unit also introduces students to the centrality of social policy within social work highlighting the interrelationship between government policy making and everyday social work practice. The divergent philosophical assumptions which inform social work and shape how it is practiced within the community are also explored. As social work is a value-based profession, the relationship between personal values and professional ethics is explored throughout this unit and students are invited to think critically and reflexively about what brings them to social work and how they would like to practice. Assessment 2 evaluates student’s knowledge and understanding of key aspects and principles of social work policy, philosophy and practice.

Exploring the contemporary context, this unit also provides an overview of the key fields of social work practice. A visit to a social work agency to see and hear ‘social work in practice’ provides students with an embedded opportunity to speak with social work practitioners in the field and to learn first-hand what they do. In Assessment 3 students will report on this visit and learnings obtained.
**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 Investigate and describe a social work field of practice</td>
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<tr>
<td>2 Explain the relationship between social work and social policy</td>
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<tr>
<td>3 Demonstrate an introductory understanding of the contemporary philosophy of the social work profession and its shift over time, space and place</td>
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<tr>
<td>4 Discuss the values influencing the social work profession over time, space and place</td>
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</tbody>
</table>

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) (confidence to tackle unfamiliar problems)
- 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](http://ctl.curtin.edu.au)
Learning Activities

The lectures, workshops and material which form this Unit will support your development as both a self-directed student who seeks and enjoys learning and an active learner who has an inquiring mind and is open to new ideas. With the focus on discussion and questioning, both lectures and workshops are sites of practice and students are reminded to:

- Respect the views of others
- To critique rather than criticize
- To listen rather than just hear.

Lectures are large group spaces led by the Unit Coordinator and/or a guest lecturer (where applicable). Lectures provide students with the broad themes of the unit content and form the basis, alongside reading materials and peer discussion, of the tutorials and workshops. It is important that students attend lectures even though lectures will be available through Blackboard (BB). General advice on unit requirements, assignment preparation and assessment will be provided at lectures. Although directed by the lecturer, students are invited to participate in lectures by asking questions, sharing ideas and/or providing relevant comments.

Workshops are facilitated spaces for student-led discussion and hands-on experience through skill-based activities. Workshop facilitators are guides rather than ‘teachers’ or ‘experts’. Workshops are set up for you to engage in discussion and debate with your colleagues, to ask questions and to explore ideas. In these settings there are no right or wrong answers or ideas. Rather, students are encouraged to explore different ideas and views in a safe and supportive context. To be an active participant it is essential that you come to classes/workshops prepared by undertaking weekly readings and any other activities prepared; not only will this broaden your understandings and knowledge but will enable you to get the most out of your learning. So, in a nutshell, it is your responsibility to come prepared. Workshops are designed to encourage independent learning and are mostly experiential in nature; you will have a space to process the information given in the lectures, readings and activities, practice skills and obtain feedback from your peers. You will be expected to actively participate in workshop activities.

Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?SCWK1000

Other resources

See BlackBoard
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>
<tbody>
<tr>
<td>1 Group presentation</td>
<td>30 percent</td>
<td>Week: 3, 4 and 5 Day: Workshop Date Time: Workshop Time</td>
<td>3,4</td>
</tr>
<tr>
<td>2 Short answer test</td>
<td>30 percent</td>
<td>Week: 9, 11 Day: see below Time: see below</td>
<td>2,3,4</td>
</tr>
<tr>
<td>3 Agency visit report</td>
<td>40 percent</td>
<td>Week: 14 Day: Sunday 5th June Time: 11.59pm</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. **Background:** In this oral presentation, students will work in groups to prepare and present on a topic highlighting the development of social work over time, space and place. Students will develop a more detailed understanding of the link between past and present social work and the importance of context in shaping social work theory and practice.

2. **Format:** Students will be allocated a group, a topic and a presentation date/time in week 1. All presentations will take place during regular workshop time.

3. **How you will be assessed:** Students will contribute individually to the group presentation and in turn, receive both an individual and a group mark. Students are expected to evidence their participation in the group activities and to provide a copy of the individual and the group presentation to their tutor immediately prior to the presentation in the workshop.

4. **Submission times/dates:**
   - Week 3: Group presenting on Topic 1: Poor Law II
   - Week 4: Group presenting on Topic 2: Charity Organisation Society
   - Week 5: Group presenting on Topic 3: Jane Addams and Hull House and Topic 4: Australia - The Benevolent Society

Further information will be available on Blackboard (BB).

2. **This assessment is comprised of two online tests:**

   The first online test will be conducted at the end of week 9, from midday Friday 29th April to 8am Monday 2nd May. Please ensure you plan your availability accordingly as students will have only one attempt to sit the test, that is, once you start the test you must finish within the allocated time.

   The second online test will be conducted at the end of week 11, from midday Friday 13th May to 8am Monday 16th May. Please ensure you plan your availability accordingly as students will have only one attempt to sit the test, that is, once you start the test you must finish within the allocated time.

   Both tests will be conducted online/electronically, through BB. You will need to have access to a computer, stable internet connection and a quiet space with no distractions. Please note that there are a number of computer labs on campus that students can access.

   Further information, including test release instructions, format and content, will be provided on BB.

3. **This assessment requires you to attend and report (1500 words) on a visit to an agency where you will meet with a qualified social worker in order to find out about social work practice in that particular agency. In addition to seeing social work in action, students also learn about what social workers do on a day to day basis.**
basis. Feedback from students is that the visit is a rich learning experience, with students reporting that they feel inspired about social work and it confirmed their decision to join the profession!

Each workshop group will be assigned an agency - you will visit this agency in week 11 during your workshop time. Details about the visit will be made available on BB.

This assessment MUST be submitted electronically, using Turnitin in Blackboard. PLEASE KEEP A COPY OF YOUR ELECTRONIC RECEIPT AS PROOF OF SUBMISSION.

Word count: There is a +/-10% allowance for written pieces of work. Once the word limit is reached the tutor will stop reading/marking and the student will be marked until that point. Please write within the word limit and attend a class at The Learning Centre if you require further information on writing succinctly.

Further details about the report are available on BB.

Pass requirements
Students must attempt and submit all assignments to pass the unit. Students must also obtain 50% or over to pass the unit.

Submission of a blank assignment does not constitute 'completion.'

Students are expected to attend all laboratories /tutorials/workshops. This is in accordance with accreditation requirements in ensuring you meet the course learning outcomes.

Attendance is taken into account at the Board of Examiners where your results are approved. Unexplained absences may be taken into account when determining if you have met the unit learning outcomes and suitability for a supplementary exam. Please check your unit outline to see if you are eligible for a supplementary exam as some units do not offer supplementary exams.

ATTENDANCE REQUIREMENTS
Students are expected to attend all laboratories /tutorials/workshops (delete as appropriate). This is in accordance with accreditation requirements in ensuring you meet the course learning outcomes.

Attendance is taken into account at the Board of Examiners where your results are approved. Unexplained absences may be taken into account when determining if you have met the unit learning outcomes and suitability for a supplementary exam. Please check your unit outline to see if you are eligible for a supplementary exam as some units do not offer supplementary exams.

If you are unable to attend your scheduled tutorial please advise the Tutor of your absence
If you fail to attend classes, you cannot expect the Lecturer or Tutor to brief you on what you have missed. Punctuality is expected. It is unprofessional behaviour to arrive late.

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

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 assessment extensions should be submitted to ptswcoursecoordination@curtin.edu.au

If the circumstances for your extension application 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.

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

SW News and Information Blackboard Site

SW News and Information Site on Blackboard which contains information such as job opportunities, professional development activities, Student Council and mentors, plus much more. It DOES NOT contain unit specific 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 eesi@curtin.edu.au or go to http://eesi.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 following changes have been made based on feedback from 2015:

- More examples to explain/illustrate hard to grasp concepts
- Groups and topics for Assessment 1 assigned in week 1
<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>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>22 February</td>
<td></td>
<td>Orientation Week</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>29 February</td>
<td><strong>MODULE I Mapping the Herstory/History</strong>&lt;br&gt;Mapping the Origins of Social Work (1): The UK &amp; the Dreaded Poor Laws</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
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<tr>
<td>2.</td>
<td>7 March</td>
<td>Mapping the Origins (2): The ‘Science of Charity’</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
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<tr>
<td>3.</td>
<td>14 March</td>
<td>Mapping the Origins (3): The Settlement House the US</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td>Assessment 1: Topic 1</td>
</tr>
<tr>
<td>4.</td>
<td>21 March</td>
<td>Mapping the Origins (4): The Benevolent Society</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td>Assessment 1: Topic 2</td>
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<td>5.</td>
<td>28 March</td>
<td></td>
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<td></td>
<td>Tuition Free Week</td>
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<td>6.</td>
<td>4 April</td>
<td><strong>MODULE II Mapping the Philosophical and Political Context</strong>&lt;br&gt;Social Work: Values and Ethics</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td>Assessment 1: Topics 3 and 4</td>
</tr>
<tr>
<td>7.</td>
<td>11 April</td>
<td>Advocacy – Values and Ethics in action</td>
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<td>8.</td>
<td>18 April</td>
<td></td>
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<td></td>
<td>Tuition Free Week</td>
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<tr>
<td>9.</td>
<td>25 April</td>
<td>No lecture&lt;br&gt;PUBLIC HOL</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td>Assessment 2</td>
</tr>
<tr>
<td>10.</td>
<td>2 May</td>
<td>The Australian ‘welfare’ state</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td></td>
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<tr>
<td>11.</td>
<td>9 May</td>
<td><strong>MODULE III Mapping the field</strong>&lt;br&gt;Fields of Practice (online lecture only)</td>
<td>Refer to BB</td>
<td>Agency visit – NO ON CAMPUS CLASS</td>
<td>Assessment 2</td>
</tr>
<tr>
<td>12.</td>
<td>16 May</td>
<td>Methods and Sites in/of Practice (1) (Guest lecturer: Kirsty Oehlers)</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>23 May</td>
<td>Methods and Sites in/of Practice - Community (2) (Guest lecturer: Tim Muirhead)</td>
<td>Refer to BB</td>
<td>Refer to BB</td>
<td></td>
</tr>
</tbody>
</table>
14. **30 May** | Wrap up | Refer to BB | Refer to BB | Assessment 3  
15. **6 June** | | Study Week |  
16. **13 June** | | Examinations |  
17. **20 June** | | Examinations |