

SWK200

# Social Work Practice in Various Organisational Settings

School: School of Law and Society

2025 Semester 1

 UniSC Sunshine Coast  
 UniSC Moreton Bay  
 UniSC Fraser Coast

**BLENDED  
LEARNING**

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

Online

**ONLINE**

You can do this course without coming onto campus.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

In this course, we will be shining a spot light on a different fields of practice each week to take a closer look at the different contexts, environments and fields you might work in. We will be hearing from practitioners in the field to take an inside look at what you might expect in different organisations and fields of practice, including practice theories and challenges as well as different organisational structures and presenting practice issues. The course has a strong critical social work focus.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online content	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – Tutorials	2hrs	Week 1	11 times
<b>ONLINE</b>			
<b>Learning materials</b> – online content	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – online tutorials	2hrs	Week 1	11 times

### 1.3. Course Topics

Throughout this course, we explore diverse practice fields within which social workers operate. These encompass areas such as alcohol and other drugs, the justice system, child and family services, working with older individuals, and addressing domestic and family violence.

### 1.4. Mature Content

Drug Use, Sex/Sexual references, Violence, Coarse Language, Adult themes

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
1 Review and critique theories, approaches, communication skills, and information relevant to working in human services and indicate how they condition social work practice	Knowledgeable Creative and critical thinker Ethical	5, 6
2 Positively and constructively contribute critical perspectives during classroom and assessment activities that display a capacity to sustain focus, engagement, and verbal and nonverbal communication in busy and stimulated environments	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication Collaboration	5
3 Engage in effective professional dialogue with a diverse range of clients, consumers, and other stakeholders, taking into account their varying communication capacities and needs and working effectively with others in a team environment	Knowledgeable Creative and critical thinker Ethical Engaged Communication Collaboration Problem solving Organisation Applying technologies Information literacy	4, 7
4 Apply initiative and judgement in planning, problem-solving, and decision-making, in addition to consulting with other professional practitioners who are contributing to the wellbeing of the people you serve and work with	Knowledgeable Creative and critical thinker Ethical Engaged Communication Collaboration Problem solving	6
5 Act collectively, as well as individually, to bring esteem to the profession through a common purpose of social justice and human rights, inclusion, and wellbeing for people	Knowledgeable Creative and critical thinker Empowered Ethical Communication Collaboration Problem solving	7

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
4	Practice Standard 4: Culture, identity and intersectionality

CODE	COMPETENCY
5	Practice Standard 5: Critical thinking in practice
6	Practice Standard 6: Exercising professional judgement
7	Practice Standard 7: Professional identity

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC 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

SWK402

### 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

Early feedback will be provided through the Quizzes

### 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	Quiz/zes	Individual	30%	3 online quizzes 60 minutes each	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral	Individual and Group	40%	15-20 minutes - in-class presentation.	Week 6	In Class
All	3	Artefact - Professional	Individual	30%	Presented in-class in a simulated environment to peers and academic staff.	Refer to Format	In Class

### All - Assessment Task 1: Quizzes

<b>GOAL:</b>	This task will enable you to understand how various core concepts/processes canvassed in the lectures and course key readings inform practice.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	Released: Weeks 4, 7, 11 This is an individual assessment. You will access and respond to the quizzes via Canvas. Quizzes may contain multiple choice and/or short answer questions.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Identification and/or application of core concepts and processes to practice situations <b>2 4</b>
	2	Description and application of effective responses to practice challenges & situations <b>2 4</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Applying technologies	

### All - Assessment Task 2: Group Case Presentation & Analysis

<b>GOAL:</b>	The goal of this task is for you to demonstrate you can identify and apply relevant social work concepts, values, questions and theories to a given practice/social issue, which are supported by relevant contemporary literature. This task further requires you to demonstrate your oral communication and presentation skills as well as your group work and collaboration skills in accordance with the inherent academic requirements of this degree.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	In small groups, you will present an in-class oral and visual analysis of the chosen practice context/issue. Presented in Week 6	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrated ability to review and critique theories, approaches, discourses and relevant information in relation to a specific social issue or practice area, including relevant and sufficient use of course and other literature to support discussion <b>1 2 3 4 5</b>
	2	Demonstrated critical and context-responsive analysis of social work practice, relevant to your presentation topic, drawing from relevant and sufficient use of course and other literature. <b>1 2 3 4 5</b>
	3	Demonstrated knowledge and exploration of practice challenges, including application of AASW code of ethics and values to practice. Discussions are supported by relevant and sufficient literature. <b>1 4 5</b>
	4	Displays originality, independence of thought, creativity, professionalism and the ability to engage your audience in your visual presentation. <b>2 3</b>
	5	Demonstration of clear, articulate, engaging and professional verbal expressions and communication skills during in-class verbal presentation. <b>2 3</b>
	6	Work effectively with others in a team environment <b>2 3 4 5</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

**All - Assessment Task 3:** Individual Social/Practice Issue Artefact

<b>GOAL:</b>	The goal of this assessment task is to develop a visual/audio representation of a chosen service delivery/social issue concept and to present this in a simulated professional setting to peers. This task further requires you to demonstrate your oral communication and presentation skills accordance with the inherent academic requirements of this degree.	
<b>PRODUCT:</b>	Artefact - Professional	
<b>FORMAT:</b>	In-class presentation in weeks 10 & 11	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	1 2 3 4 5
	2	1 2 3 4 5
	3	2 3
	4	2 3
	5	4 5
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>AUSTRALIAN SOCIAL WORK EDUCATION AND ACCREDITATION STANDARDS (ASWEAS)</b>				
All delivery modes	Artefact - Professional	Individual Social/Practice Issue Artefact	1	Taught, Practiced, Assessed
			2	Taught, Practiced
			3	Taught, Practiced, Assessed
			4	Taught, Practiced
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
			Oral	Group Case Presentation & Analysis
	2	Taught, Practiced		
	3	Taught, Practiced, Assessed		
	4	Taught, Practiced, Assessed		
	5	Taught, Practiced, Assessed		
	6	Taught, Practiced, Assessed		
	7	Taught, Practiced, Assessed		
	9	Taught, Practiced, Assessed		
	Quiz/zes	Quizzes	1	Taught, Practiced, Assessed
			2	Taught, Practiced
			3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced
			6	Taught, Practiced, Assessed

#### 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. 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 Canvas site– Please log in as soon as possible.

##### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

##### 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. 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](mailto:studentcentral@usc.edu.au).

### 10.6. 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](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. 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](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)