COURSE OUTLINE

SWK704 Advanced Direct Practice 1

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

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

Please go to unisc.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

This course prepares students using critical-relational communication methods to build relationships with individuals, groups and in community settings. Students will identify and reflect on interpersonal skills, personal values and practices and how these align with MSWQ program values and social work values and ethics. Assessment for this course is pass/fail and students must pass all assessment items to pass the course. Professional communication skills to work purposefully and effectively across diverse contexts and settings is required for students to progress onto field placement.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – One hour weekly on- line workshop preparation tasks	1hr	Week 1	11 times
Tutorial/Workshop 1 – Weekly Workshops	2hrs	Week 1	11 times

1.3. Course Topics

Note: subject to change at the Course Coordinator's discretion

A Critical-Relational Approach to Practice

Frameworks of Practice

Giving and Receiving Appreciative and Constructive Feedback

Exploring Dialogue and "Bottom Up" Practice

Understanding Social Work Values and Principles

How Critical Thinking Helps to Develop Knowledge

Appropriate Beginning-Level Responses to Trauma/Emotional Distress

Understanding Postmodernist Underpinnings to Knowledge

Engaging in Dialogical Conversations

Developing Skills for Culturally Safe Practice

Forming Participatory Development Groups from Scratch

The Spiral Model of Community Education

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 Develop a professional identity by reflecting on personal values and practices and how these align with MSWQ program values and AASW Code of Ethics.	Knowledgeable Creative and critical thinker Ethical Communication Collaboration	1, 9
2 Demonstrate the ability to exercise professional judgement through effective and purposeful interpersonal communication skills at individual, group/team and community levels.	Knowledgeable Empowered Ethical Communication Collaboration	5, 9
3 Exercise critical thinking in practice across diverse contexts whilst responding effectively to challenging situations that work to de-escalate conflict.	Creative and critical thinker Empowered Ethical Communication Problem solving	2, 6, 9
4 Be an active learner, open to new knowledge, and actively engage with peers in classroom learning opportunities.	Knowledgeable Empowered Engaged Communication Collaboration	7
5 Demonstrate ability to engage in professional dialogue respectfully and inclusively in regards to culture and diversity.	Ethical Communication	4, 9
6 Be able to work effectively with others in a group environment and contribute to the group process.	Engaged Collaboration	7

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
1	Practice Standard 1: AASW Code of Ethics
2	Practice Standard 2: Working alongside Aboriginal and Torres Strait Islander Peoples
4	Practice Standard 4: Culture, identity and intersectionality
5	Practice Standard 5: Critical thinking in practice
6	Practice Standard 6: Exercising professional judgement
7	Practice Standard 7: Professional identity
9	Practice Standard 9: Professional growth

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

Enrolled in any PGRD Program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Students will receive early feedback in class prior to first assessment piece submission.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	11 tutorials	Throughout teaching period (refer to Format)	In Class
All	2	Oral and Written Piece	Individual	10-15 minutes	Week 4	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	15 minutes	Week 8	In Class
All	4	Oral and Written Piece	Individual	15 minutes 1000 words	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Tutorial Attendance and Participation

GOAL:	AASW external accreditation requires mandatory attendance for skills based tutorials. Students must attend weekly tutorials and actively participate in all tutorial activities.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in tutorial activities are assessed based upon attendance and active participation.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Attendance and engagement in activities. — 2 3 4
GENERIC SKILLS:	Communication, Collaboration

All - Assessment Task 2: Becoming a Social Worker - Your Emerging Framework of Practice Presentation

GOAL:	To reflect on one's role as an emerging Social Worker.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Draw from theory (taught through course readings, on-line mini-lectures and class activities) and present to a small group of peers in class about your emerging framework of practice. Explore how this resonates with or diverges from the MSWQ program values and Social Work ethics and principles. Apply that framework to your aspirations for your upcoming field education practicum. Facilitate a dialogue and elicit feedback from your peers about what you presented. Take good notes or record the feedback on your phone so you can refer to it following the class. Following the presentation, reflect appreciatively and critically on feedback from your peers and your own critical reflection articulating your deepening self awareness about becoming a social worker. Record your analysis in your reflective journal and submit to Canvas. You are not required to submit a power point presentation if you use one in your presentation.
CRITERIA:	

No.		**Learning Outcome assessed**
1	Using effective oral skills, present your emerging framework of practice utilising Implicate Method theory discussing values and principles and how these resonate with or diverge from MSWQ program values and Social Work values and principles.	2 3 4
2	Articulate your aspirations for your upcoming field education practicum	1 4
3	Critically reflect on appreciative and critical feedback from peers, and your own self reflection in relation to your use of skills	2 3 5
4	Demonstrate writing skills (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued and appropriately supported by relevant published literature	1 2 3
5	Be able to work effectively with others in a group environment and contribute to the group process.	6

GENERIC SKILLS:	Communication, Collaboration, Applying technologies

All - Assessment Task 3: Becoming a Social Worker - Interpersonal Skills at the Micro Level

GOAL:	To demonstrate interpersonal and communication skills through your capacity to engage in social work practice utilising specific skills and knowledge based on practice theory at the Micro level.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	A range of practice scenarios at the micro level will be placed on Canvas. Choose one scenario and form a small peer group to assist you with this simulated practice activity in class. Draw from theory and a range of micro-level processes (taught through course readings, on-line mini-lectures and class activities) and demonstrate skills that seek to: build a constructive and purposeful relationship, demonstrate active listening skills and empathy, and utilise effective questioning techniques to dig deeper into the person's story. Once the simulation is concluded, facilitate a dialogue and elicit appreciative and critical feedback from your peers about your practice. It is suggested you record the simulation and peer feedback on your phone, so you have a good record to reflect upon following the class.
CRITERIA:	

No.		Learning Outcome assessed
1	Using effective oral skills, role play a practice scenario showing effective application of course materials - Micro Method and other micro-level interpersonal and communication skills	2 3 4 6
2	Articulate how values and principles that form your emerging framework of practice played a role in your behaviour / practice and analysis at the Micro level	1 2 4 5
3	Critically reflect on appreciative and critical feedback from peers, and your own self reflection in relation to your use of skills	2 5 6
4	Be able to work effectively with others in a group environment and contribute to the group process.	4 6

GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 4: Becoming a Social Worker - Group Work Skills at the Mezzo Level and Working with Conflict

GOAL:	To demonstrate interpersonal and communication skills and your capacity to engage in social work practice utilising specific skills and knowledge based on practice theory at the Mezzo level.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	1.Using the same scenario and peer group as for Task 3, you will demonstrate social work skills with the peers who will be the subject of the simulation as participants of the group meeting. Draw from theory and a range of mezzo-level processes (taught through course readings, on-line mini-lectures and class activities) and demonstrate skills that seek to: build constructive and purposeful relationships, demonstrate active listening skills and empathy, elicit/name contentious or conflictual issues and utilise effective questioning techniques to dig deeper into the story and distil various perspectives. N.B. It is not expected that any conflict is resolved, but that issues are named, and people in the scenario feel heard or listened to. Once the simulation is concluded, facilitate a dialogue and elicit feedback from your peers about your practice. It is suggested you record the simulation and peer feedback on your phone, so you have a good record to reflect upon following the class. N.B. A tutor/field educator will assess this task in person to gauge your ability to demonstrate effective interpersonal, communication and group work skills in the simulation. 2. Reflect appreciatively and critically on your skills, and on feedback from your peers and articulate your deepening self awareness about becoming a social worker. Record your analysis in your reflective journal and submit to Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Use effective oral skills and role play a practice scenario showing an application of course materials - mezzo-level interpersonal and communication skills	2 3 4
2	Critically reflect on appreciative and critical feedback from peers, and your own self reflection in relation to your use of skills	2 3 4
3	Articulate how values and principles that form your emerging framework of practice played a role in your behaviour / practice and analysis at the Mezzo level	1 2 3 4
4	Demonstrate writing skills on your appreciative and critical reflection (clarity of expression, correct grammar, spelling and punctuation), logically structured, and coherently argued appropriately supported by relevant published literature.	2 3 4
5	Be able to work effectively with others in a group environment and contribute to the group process.	2 5

GENERIC SKILLS:	Communication, Collaboration, Problem solving

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
AUSTRALIAN SOCIAL WORK EDUCATION AND ACCREDITATION STANDARDS (ASWEAS)				
All delivery modes	Activity Participation	Tutorial Attendance and Participation	7	Taught, Practiced, Assessed
	Oral	Becoming a Social Worker - Interpersonal Skills at the Micro Level	4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
	Oral and Written Piece	Becoming a Social Worker - Your Emerging Framework of Practice Presentation	4	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
		Becoming a Social Worker - Group Work Skills at the Mezzo Level and Working with Conflict	4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central