



## COURSE OUTLINE

# SWK704 Direct Practice 1

School: School of Law and Society

2022 | Semester 1

USC Sunshine Coast

**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 the USC website 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 for field education placement. Its focus is on critical-relational communication methods to build relationships with individuals, groups and teams 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. This means mastery of 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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – One hour weekly on- line workshop preparation tasks	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Weekly Workshops	2hrs	Week 1	11 times
<b>Seminar</b> – Final Assessment	4hrs	Week 12	Once Only

### 1.3. Course Topics

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

- A Critical-Relational Approach to Practice
- Frameworks of Practice
- Implicate Method
- 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
- The Double Story Testimony Narrative Practice
- Developing Skills for Culturally Safe Practice
- Forming Participatory Development Groups from Scratch
- Exploring How Increasing One’s Social Capital Leads to Better Mental Health
- The Spiral Model of Community Education
- The Elicitive Facilitation Approach to Group Work

### 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	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 Identify and reflect on personal values and practices and how these align with MSWQ program values.	Knowledgeable Creative and critical thinker Ethical	1, 1.1, 2.1, 6
2 Identify and reflect on fundamental analytical and interpersonal skills at individual, team and community levels.	Knowledgeable Empowered Ethical	1.1, 2, 2.1, 2.2, 4, 4.2, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.3
3 Demonstrate effective and purposeful professional communication and interpersonal skills across diverse contexts and settings.	Knowledgeable Empowered Ethical	2.2, 3.1, 4.2, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 7.2
4 Identify, evaluate and respond effectively to challenging situations and work to de-escalate conflict.	Creative and critical thinker Empowered Ethical	1, 1.1, 1.2, 2, 2.1, 2.2, 3.1, 4, 4.2, 5, 5.2, 5.4, 6, 6.1, 6.3

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	

CODE	COMPETENCY
1	Values and ethics
1.1	Practise in accordance with the AASW Code of Ethics
1.2	Manage ethical dilemmas and issues arising in practice
2	Professionalism
2.1	Represent the social work profession with integrity and professionalism
2.2	Behave in a professional manner and be accountable for all actions and decisions
3.1	Work inclusively and respectfully with cultural difference and diversity
4	Knowledge for practice
4.2	Understand and articulate social work and other relevant theories and concepts
5	Applying knowledge to practice
5.1	Assess and analyse needs to inform practice
5.2	Work collaboratively
5.3	Use a range of social work methods and techniques appropriate to the area of practice
5.4	Apply critical and reflective thinking to practice
6	Communication and interpersonal skills
6.1	Communicate with a diverse range of people
6.3	Work with others in a team environment
7.2	Keep and maintain information in accordance with ethical principles and relevant legislation

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

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

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

## 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	15 minutes 500 words	Refer to Format	In Class
All	3	Oral	Individual	15 minutes	Refer to Format	In Class
All	4	Oral and Written Piece	Individual	15 minutes 1000 words	Week 12	In Class

#### All - Assessment Task 1: Tutorial Attendance and Participation

<b>GOAL:</b>	AASW external accreditation requires mandatory attendance for skills based tutorials. Students must attend weekly tutorials and actively participate in all tutorial activities.					
<b>PRODUCT:</b>	Activity Participation					
<b>FORMAT:</b>	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in tutorial activities assessed based upon attendance and participation across 11 tutorials.					
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1 Attendance and engagement in activities.</td> <td>3</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1 Attendance and engagement in activities.	3	
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#### All - Assessment Task 2: Becoming a Social Worker - Your Emerging Framework of Practice Presentation

<b>GOAL:</b>	Draw on course readings and discussions to reflect on one's role as an emerging Social Worker.
<b>PRODUCT:</b>	Oral and Written Piece
<b>FORMAT:</b>	<p>Draw from Implicate Method 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.</p> <p>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.</p> <p>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 (to be submitted on-line one week after the task is undertaken in class). You are not required to submit a power point presentation if you use one in your presentation.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	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 <span style="float: right;">3</span>
	2	Articulate your aspirations for your upcoming field education practicum <span style="float: right;">1</span>
	3	Critically reflect on appreciative and critical feedback from peers, and your own self reflection in relation to your use of skills <span style="float: right;">3</span>
	4	Demonstrate writing skills (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued and appropriately supported by relevant published literature <span style="float: right;">2</span>

### All - Assessment Task 3: Becoming a Social Worker - Micro Method and Interpersonal Skills

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	<p>A range of practice scenarios at the micro level will be placed on Canvas. Choose one scenario and form a peer group of four to assist you with this simulated practice activity in class. E.g. one person will be the subject of the simulation, you will practice as a social worker, and two peers will be onlookers who provide moral support, as well as appreciative and critical feedback.</p> <p>Draw from Micro Method 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.</p> <p>Once the simulation is concluded, facilitate a dialogue and elicit appreciative and critical feedback from your peers about your practice.</p> <p>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.</p>	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Role play a practice scenario showing effective application of course materials - Micro Method and other micro-level interpersonal and communication skills <span style="float: right;">3</span>
	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 <span style="float: right;">1</span>
	3	Critically reflect on appreciative and critical feedback from peers, and your own self reflection in relation to your use of skills <span style="float: right;">2</span>

## All - Assessment Task 4: Becoming a Social Worker - Mezzo Method and Working with Conflict

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	<p>Using the same scenario and peer group as for Task 3, you will practice as a social worker and the three peers who will be the subject of the simulation as participants of the group meeting. At the conclusion, your peers will provide appreciative and critical feedback.</p> <p>Draw from Mezzo Method 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.</p> <p>Once the simulation is concluded, facilitate a dialogue and elicit feedback from your peers about your practice.</p> <p>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.</p> <p>N.B. A tutor/field educator will assess this task in person to gauge your ability to demonstrate effective interpersonal and communication skills in the simulation.</p> <p>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 (to be submitted on-line one week after task is undertaken in class).</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	2
	2	4
	3	1
	4	3

## 7. Directed study hours

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

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

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course 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 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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

Late submission of assessment tasks may be penalised at the following maximum rate:

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

### 10.4. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

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

## 10.9. Student Charter

USC 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:

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

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