

# SWK705 Advanced Direct Practice 2

**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 [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

Social work is a dynamic area of professional practice that requires a range of skills and knowledge. This course provides students with the knowledge and skills to assess risk and protective factors, document client interactions, form clinical assessments and impressions, develop intervention plans and recommendations, and utilise a range of clinical screening tools and documentation formats. This course develops student capacity to explicitly identify, reflect on and respond to complexity and ethical challenges as they undertake these processes.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Information session</b> – Date/time of information sessions to be announced on Canvas by the beginning of trimester.	1hr	Throughout teaching period (refer to Format)	3 times
<b>Tutorial/Workshop 1</b> – This is an intensive course. Students will engage in 3 full day (8 hour) on-campus workshops.	8hrs	Orientation week	3 times
<b>Learning materials</b> – This is an intensive course. Students will engage with weekly online learning materials from Pre-Orientation Week to Week 5.	1hr	Pre-trimester/session	6 times

### 1.3. Course Topics

- Social Work Risk Assessment
- Risk/Protective factors
- Documentation skills
- Treatment planning
- Evidence informed decisions
- Skills practice/demonstration

Please note that due to the nature of social work practice, this course provides students with an overview of a number of practice areas which are considered mature content and could be found to be confronting. The course will deliver content, and require completion of assessment tasks, that consider client circumstances across a range of practice contexts eg, domestic and family violence, drug and alcohol use, child abuse and neglect, mental illness and suicidality, trauma, medical complexity, and disability.

### 1.4. Mature Content

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

## 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 Make professional decisions on the basis of evidence-based, holistic assessment of the needs, strengths, goals and preferences of clients.	Knowledgeable Creative and critical thinker Ethical Engaged	1, 5, 6
2 Formulate and document a bio-psychosocial assessment, including risk and protective factors	Knowledgeable Creative and critical thinker Ethical Engaged	1, 4, 5, 6
3 Transfer, adapt and apply knowledge and skills in diverse contexts.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1, 4, 5, 6
4 Assess the nature and level of risk to clients and incorporate that into the overall assessment	Knowledgeable Creative and critical thinker Empowered Ethical	1, 4, 5, 6
5 Work effectively with others in a team environment.	Knowledgeable Empowered Ethical Engaged Communication Collaboration	7
6 Apply initiative and judgement in planning, problem solving and decision making	Knowledgeable Creative and critical thinker Empowered Ethical Problem solving	1, 5, 6
7 Demonstrate accurate and comprehensive record keeping and communication skills reflective of an emerging social work professional	Knowledgeable Engaged Communication	1
8 Demonstrate active learning, be open to new knowledge, and actively engage with peers in classroom learning opportunities	Knowledgeable Engaged Communication Collaboration	9

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	

CODE	COMPETENCY
1	Practice Standard 1: AASW Code of Ethics
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

SWK700

### 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	3 x full day (8 hour) Workshops 3 x 1 hour Seminars Engagement with course content.	Throughout teaching period (refer to Format)	Online Discussion Board
All	2	Written Piece	Individual	500 words	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	3	Oral	Group	20 mins	Week 1	Online Submission
All	4	Written Piece	Individual	2000 words	Week 5	Online Assignment Submission with plagiarism check

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

<b>GOAL:</b>	AASW external accreditation requires mandatory attendance for skills based tutorials/workshops. Students must attend workshops and actively participate in all set reflective tasks/activities throughout the duration of the course.		
<b>PRODUCT:</b>	Activity Participation		
<b>FORMAT:</b>	Course attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in course activities assessed will be based upon attendance and participation across course workshop format and engagement with set activities or tasks.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Transfer, adapt and apply knowledge and skills in diverse contexts	3
	2	Demonstrate written and verbal skills of that of an emerging social worker.	7
	3	Demonstrate active learning, openness to new knowledge, and active engagement with peers in classroom learning opportunities	8
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving		

#### All - Assessment Task 2: Social Work Case Note

<b>GOAL:</b>	To draw on course readings, class activities and discussions to accurately record a social work case note in the style of an emerging social work professional.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Written case note about the practice case study, to demonstrate your ability to accurately record the interaction. Case note to be submitted during workshops in Orientation Week.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Identification of facts and record in a non-biased manner.	1 4 6
	2	Case note uses formal, professional language to describe the case study circumstances.	7
	3	Case note uses appropriate academic writing skills including correct grammar, spelling, punctuation and sentence structure.	7
	4	Draws appropriate conclusions from the case study that inform a clear and relevant plan for further social work intervention. Plan is informed by best practice knowledge.	1 3 4 6
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

### All - Assessment Task 3: Social Work Assessment

GOAL:	Elicit risk factors, protective factors and an intervention plan associated with a practice scenario and develop a recorded oral presentation (clinical handover).								
PRODUCT:	Oral								
FORMAT:	In groups, develop a brief social work assessment, including risk and protective factors, based on a practice case study. Record your brief assessment as a group oral presentation in Powerpoint. The context of the presentation is a clinical handover at a multidisciplinary meeting.								
CRITERIA:	No.	Learning Outcome assessed							
	1	Identify and outline of a range of risk and protective factors for the case study	1	2	3	4	6		
	2	Make explicit the judgements and evidence informing decisions and suggest actions that are appropriate and comprehensive.	1	2	3	4	5	6	7
	3	Demonstration of writing skills (clarity of expression, correct grammar, spelling and punctuation), logically structured, and coherently presented.	1	2					
	4	Demonstrate professional oral presentation skills that reflect those of an emerging social worker	7						
	5	Accurately record the key details of the case study in a relevant, comprehensive and unbiased manner.	3	4	7				
	6	Demonstrate effective group work skills and contribution that shows active learning, openness to new knowledge and engagement with peers	8						
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation								

### All - Assessment Task 4: Social Work Biopsychosocial Risk Assessment

GOAL:	To demonstrate advanced social work skills by formulating a biopsychosocial risk assessment in response to a case study.							
PRODUCT:	Written Piece							
FORMAT:	Critically reflect on a case study and develop a bio-psychosocial risk assessment and treatment plan that reflects advanced social work skills.							
CRITERIA:	No.		Learning Outcome assessed					
	1	Case study information is considered within the context of evidence based practice and clearly and accurately recorded.	1	3	4	6		
	2	Presentation of a clear, well-structured document to an 'emerging professional' level	1	2	3	4	5	6
	3	Recommendations and plan include details of relevant, appropriate, and evidence based services, supports, and actions.	1	4				
	4	Apply critical thought and judgement in identifying, formulating and documenting assessment conclusions with intellectual independence.	6					
	5	Demonstrates appropriate academic and professional writing skills (grammar, spelling, punctuation and sentence structure).	7					
	6	Clearly identify risk and protective factors	3	6				
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Applying technologies							

#### 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	Attendance and Participation	5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Oral	Social Work Assessment	1	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
	Written Piece	Social Work Case Note	1	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
		Social Work Biopsychosocial Risk Assessment	1	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	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

Australian Association of Social Workers (AASW) accreditation requires mandatory attendance at all tutorials/workshops for this course in order to meet a minimum number of on-campus delivered hours. Attendance will be recorded to ensure that students are meeting the requirements set out by the AASW. Not attending face-to-face tutorials/workshops could impact the ability to go on field placement and graduate from the MSWQ.

#### 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. 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)