

SWK785

# Social Work in Health and Mental Health

School: School of Law and Society

2025 | Semester 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

In all fields of social work practice, the health, mental health and wellbeing of our clients is a key focus. It is important for social workers to understand, advocate for, and apply a 'social lens' that integrates biological elements with the social, psychological, cultural, and spiritual dimensions of health, mental health and wellbeing. This unit addresses core knowledge and skills required to be effective social workers in the broader health context.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – online content	1hr	Week 1	11 times
Tutorial/Workshop 1 – face to face tutorials	2hrs	Week 1	11 times

### 1.3. Course Topics

- Mental and physical health for social work practice.
- Knowledge and skills for social work practice in health settings.
- Working with complexity and diversity in health/mental health: practice and challenges
- Social, psychological, spiritual and cultural dimensions of health.
- Sociocultural factors influencing health and mental health.
- Other topics related to health and mental health.

[Adult themes across all course topics]

### 1.4. Mature Content

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 Demonstrate knowledge of dominant discourses and constructions of mental and physical health and how they impact the rights, dignity and autonomy of people you work with.	Knowledgeable Ethical	3
2 Apply knowledge of the sociocultural factors influencing mental health, physical health and wellbeing, demonstrating the ability to adapt knowledge in diverse contexts.	Knowledgeable Creative and critical thinker	5
3 Demonstrate understanding of the continuing health and social inequalities between Aboriginal and Torres Strait Islander peoples and other Australians and how to apply this knowledge when practicing in partnership with Aboriginal and Torres Strait Islander Peoples.	Knowledgeable Ethical Engaged	2
4 Critically assess the quality and veracity of information to be able to apply judgment in problem-solving and decision-making	Creative and critical thinker Empowered Ethical Problem solving	6
5 Formulate clear and accurate documentation including notes, assessments and recommendations that are informed by social work theory, practice methods, values and critical reflection	Creative and critical thinker Ethical	1
6 Articulate how you use evidence-based practice to identify and develop interventions based on holistic health and mental health assessments and describe the ethical underpinnings of your approach.	Creative and critical thinker Ethical Engaged	1, 6
7 Demonstrate how to assess the nature and level of risk to health and mental health service users and how it to incorporate it in overall assessments.	Knowledgeable Creative and critical thinker Empowered Ethical	6
8 Assemble relevant information through systematic questioning and discussions with an understanding of how in professional practice you will guided by the lived experience, wishes and preferences of health and mental health service users and their carers/families to the fullest extent possible.	Creative and critical thinker Ethical Engaged	6

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
9 Apply an intersectional lens to recognise the complexity and diversity of personal, social and cultural identity and how this impacts the health and mental health of service users and their access to services	Knowledgeable Creative and critical thinker Ethical	4
10 Actively engage with peers in classroom learning opportunities while being open to new and emerging health and mental health knowledge, research and evidence.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	9
11 Critically analyse how health and mental health policies effect health outcomes and impact the fair and equitable access to resources.	Knowledgeable Creative and critical thinker Empowered Ethical	3
12 Articulate the unique scope and contribution social work brings to health/mental health provision in health settings, including when working in interdisciplinary teams.	Knowledgeable Empowered	7
13 Participate effectively and respectfully with others in a team environment.	Ethical Engaged	7
14 Present a clear, coherent and independent exposition of knowledge and ideas that corresponds with a 'developing professional' level.	Knowledgeable Creative and critical thinker Empowered Ethical	5

\* 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
3	Practice Standard 3: Human rights and social justice
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

Not applicable

## 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

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 in tutorial activities and critical reflection of course concepts in tutorials.

## 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	Activity Participation	Individual	10%	11 tutorials	Throughout teaching period (refer to Format)	In Class
All	2	Quiz/zes	Individual	20%	2 quizzes Online Multiple choice, multiple answers and other short answer questions 1 hour 30 minutes duration.	Refer to Format	Online Test (Quiz)
All	3	Written Piece	Individual	30%	Up to 900 words	Week 7	Online Assignment Submission with plagiarism check
All	4	Oral and Written Piece	Individual	40%	Up to 1800 words and 10 minutes.	Week 12	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 are to demonstrate consistent and active participation and engagement in tutorial class and group work activities..						
PRODUCT:	Activity Participation						
FORMAT:	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in tutorial activities will be assessed based upon attendance and participation across all tutorials.						
CRITERIA:	No.	Learning Outcome assessed					
	1	Be an active learner, open to new and emerging knowledge, research and evidence informing your practice	1	2	3	4	9
			10	11			
	2	Contribute your critical perspectives in interactions with peers in a positive and constructive way.	10	13			
	3	Work effectively and respectfully with others in a team environment	13				
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Information literacy						

#### All - Assessment Task 2: Quizzes

GOAL:	To achieve a sound understanding of key concepts of the course through questions related to weekly readings and tutorial content						
PRODUCT:	Quiz/zes						
FORMAT:	2 online quizzes, employing multiple choice, multiple answer and other question methods. Students are required to log on to the Canvas site and complete the quiz by following the prompts. Students have 1 hour 30 minutes to complete each quiz. The quizzes are open-book but must be completed independently. Quizzes are to be completed in weeks 5 and 10.						
CRITERIA:	No.	Learning Outcome assessed					
	1	Demonstration and application of knowledge of key concepts from weekly readings, online material and tutorial content.	1	2	3	5	6
GENERIC SKILLS:	Problem solving, Information literacy		7	9	11	12	

**All - Assessment Task 3:** Social work documentation

<b>GOAL:</b>	The goal is to demonstrate that you can formulate clear and accurate documentation that draws on learnings from online learning materials and tutorial content and articulate your approach.																			
<b>PRODUCT:</b>	Written Piece																			
<b>FORMAT:</b>	You will be provided with a case study and will be required to use the information to complete documentation from a professional social work practice standpoint.																			
<b>CRITERIA:</b>	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Demonstrate clear and accurate documentation that is non-biased and consistent with social work standards.</td><td>5</td></tr><tr><td>2</td><td>Gather pertinent information that informs the documentation and provides service user perspectives.</td><td>8</td></tr><tr><td>3</td><td>Apply critical thought and judgement to formulate and document conclusions and decisions.</td><td>4</td></tr><tr><td>4</td><td>Document in an evidence-based manner that is informed by social work theory, practice methods, values and critical reflection.</td><td>5</td></tr><tr><td>5</td><td>Demonstrate writing skills of a developing professional standard (clarity of expression, correct grammar, spelling and punctuation), logically structured, and coherently argued.</td><td>14</td></tr></table>	No.		Learning Outcome assessed	1	Demonstrate clear and accurate documentation that is non-biased and consistent with social work standards.	5	2	Gather pertinent information that informs the documentation and provides service user perspectives.	8	3	Apply critical thought and judgement to formulate and document conclusions and decisions.	4	4	Document in an evidence-based manner that is informed by social work theory, practice methods, values and critical reflection.	5	5	Demonstrate writing skills of a developing professional standard (clarity of expression, correct grammar, spelling and punctuation), logically structured, and coherently argued.	14	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy																			

**All - Assessment Task 4:** Social work assessment

<b>GOAL:</b>	The goal is to demonstrate that you can make evidence informed decisions in a health and mental health context and articulate the ethical underpinnings of your approach.																			
<b>PRODUCT:</b>	Oral and Written Piece																			
<b>FORMAT:</b>	Students will be required to assemble relevant information from a provided case study and make decisions using an evidence-based practice approach that reflects social work informed understandings of physical and mental wellbeing. It will be informed by knowledge gained from set readings and tutorial content. This task further requires students to demonstrate their oral communication skills in accordance with the inherent academic requirements of this degree.																			
<b>CRITERIA:</b>	<table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Demonstrate how you use evidence-based practice to assemble relevant information to identify and develop courses of action</td><td>6 8</td></tr><tr><td>2</td><td>Demonstrate ability to apply judgement when working with complexity</td><td>4</td></tr><tr><td>3</td><td>Demonstrate understanding of how to incorporate risk into documentation</td><td>7</td></tr><tr><td>4</td><td>Demonstrate writing skills of a developing professional standard (clarity of expression, correct grammar, spelling and punctuation), logically structured, and coherently argued.</td><td>14</td></tr><tr><td>5</td><td>Demonstrate oral communication skills of a developing social worker (concise and logically structured)</td><td>12 14</td></tr></table>	No.		Learning Outcome assessed	1	Demonstrate how you use evidence-based practice to assemble relevant information to identify and develop courses of action	6 8	2	Demonstrate ability to apply judgement when working with complexity	4	3	Demonstrate understanding of how to incorporate risk into documentation	7	4	Demonstrate writing skills of a developing professional standard (clarity of expression, correct grammar, spelling and punctuation), logically structured, and coherently argued.	14	5	Demonstrate oral communication skills of a developing social worker (concise and logically structured)	12 14	
No.		Learning Outcome assessed																		
1	Demonstrate how you use evidence-based practice to assemble relevant information to identify and develop courses of action	6 8																		
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy																			

#### 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	5	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Oral and Written Piece	Social work assessment	1	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
	Quiz/zes	Quizzes	2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
	Written Piece	Social work documentation	1	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			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)