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Welcome from the Head of Discipline

It is my pleasure to welcome you all to the School of Nursing, Midwifery and Social Work (NMSW) for the academic year 2017.

I wish to extend a warm welcome to those of you who are joining the School for the first time in 2017 and for those returning to study with us. I hope that you enjoy your years of study with us and it is the beginning of a lifelong involvement with the School and the wider School community.

Our goal is to ensure that all students receive a high quality education that will equip them for practice and the workplace, and provide a foundation for lifelong learning. All staff in the School are committed to this goal and to your educational and professional success.

The School is, however, more than an educational institution. It is also a community comprising academic and general staff, undergraduate and postgraduate students, former graduates who are linked to the School via the Alumni Association, and our professional colleagues who contribute in many ways to the life of the School. As a student you become a part of this wider School community.

We hope that you will enjoy your studies with us and benefit greatly from the School’s learning environment. We also hope that you will make enduring friendships with fellow students and staff, develop your personal and professional direction in life, and acquire new intellectual and professional interests. We hope that you will enjoy student life on the university campus.

Our school is home to one of the largest and best-known social work programs in Australia. By joining the School, you have the opportunity to become part of, and to extend, a long tradition of education, research and practice in social work and human services.

Last year the social work program became part of the new School of Nursing, Midwifery and Social Work. This year we continue to build new and exciting collaborations with nursing and midwifery scholars and practitioners in common fields of work including community health, acute care, mental health, ante-natal and postnatal care with vulnerable children and families.

Welcome to the program, the School and the NMSW community.

Professor Karen Healy
Head of Discipline
Welcome from the Program Lead

I would like to welcome you most warmly to the Bachelor of Social Work program at the University of Queensland. We hope that these four years of study are enjoyable, stimulating and enriching as you embark on a lifelong journey of intellectual growth and professional development as a future social worker, upholding and enacting the values and ethics of the profession in your work with individuals, families and communities.

Our aim in this program is to support and enable you to develop as skilled, critically reflective, ethically aware and confident social work practitioners, committed to promoting human well-being and social inclusion, and redressing human suffering and injustice. In addition to engaging you in core social work studies, you will have the opportunity to deepen and broaden your foundation skills and knowledge in a particular field of social work by undertaking an advanced field specialisation in one of the following areas: child, youth and family, mental health and health and ageing. Your field education experiences in the 3rd and 4th years of the program will provide you with the opportunity to develop and enhance your skills in working with individuals, groups, families or communities in a wide range of practice settings.

As program lead, I am available throughout the year to help with any queries and to discuss your progression in the program as well as future career plans. I hope that you will make strong and enduring friendships during your time on the BsocWk(Hons) program and benefit from the supportive and rich learning environment, as well as enjoying student life on the campus to the full. I look forward very much to meeting you.

Dr Robyne Le Brocque
Program Lead
Bachelor of Social Work Program
1. INTRODUCTION TO SOCIAL WORK

1.1 Purpose of the Handbook

For students enrolled in the Bachelor Social Work (Honours) program this handbook provides in one place:

- An orientation to the School and its structure and administrative arrangements
- A summary outline of the Bachelor Social Work curriculum
- Some suggested contact points for seeking further information and problem solving.

1.2 Further Information for Prospective Students

If you are interested in social work as a career, or you require further information about a possible enrolment in the Bachelor of Social Work (Honours), please refer to the School’s website at: http://nmsw.uq.edu.au

For further enquiries please contact the School - Telephone 3365 2068 or email nmsw@uq.edu.au

2. THE SCHOOL OF NURSING, MIDWIFERY AND SOCIAL WORK

The mission of the School is to offer high quality teaching, research, practice, community service and scholarly analysis in health, social work, social policy, work in the community and human service practice and administration. The School’s educational, research and service activities are distinguished and characterised by a commitment to social justice.

As part of the School, the social work discipline has four core areas of activity. These are professional education for social work and the human services, postgraduate education, research and scholarship, and community service. The School offers students the opportunity to pursue a program of study in a range of undergraduate and postgraduate programs.

The School highly values student participation in its activities. Opportunities for social work students’ involvement include active class participation and involvement in the Social Work Student Association (SWSA).

2.1 School Location

The School is a member of the Faculty of Health and Behavioural Sciences and is located in the Chamberlain Building (Building 35), Campbell Road, St Lucia.

The teaching and research functions of the School are undertaken by its academic staff with the support of tutorial, research, technical and administrative staff.

2.2 School Office

The School Administration Office is located on level three of the Chamberlain Building. Office hours are 9am – 5pm Monday to Friday. Doors to the building are open by Security at 7am and locked by Security around 10pm during teaching weeks.
2.3 School Address

The School of Nursing, Midwifery and Social Work
Level 3, Chamberlain Building
The University of Queensland
Brisbane QLD 4072

Ph: (07) 3365 2068
E-mail: nmsw@uq.edu.au

Email addresses of individual staff members can be searched for on the UQ Contacts page: www.uq.edu.au/contacts.

The Program Lead, Dr Robyne Le Brocque, can be contacted on (07) 3365 1252 or by email on r.lebrocque@uq.edu.au.

2.4 School Website

This site includes information on programs, courses, staff, and other resources such as field education. Most importantly there is a link for ‘Current Students’ which contains important information such as program planners, assessment details and policies, writing guides and forms. Please bookmark the School website on your computers, including the link to current students on your computers.
The address is: http://nmsw.uq.edu.au

3. SCHOOL STAFF

Academic Staff

The social work academic staff of the School of Nursing, Midwifery and Social Work can be found here - https://nmsw.uq.edu.au/our-people/academic

Professional Staff

The Professional Staff of the School of Nursing, Midwifery and Social Work can be found here - https://nmsw.uq.edu.au/our-people/professional

4. BACHELOR OF SOCIAL WORK DEGREE

4.1 Social Work: Purpose and Approach

Social work seeks to promote human well-being and to redress social exclusion, human suffering and injustice. It seeks to mobilise the forces of the individual, community and the State to address the processes by which individuals and groups are excluded, marginalized or diminished in their capacity to participate as citizens. Social work maintains a particular concern for those who are most marginalized by social, economic or cultural processes or structures.

Social work seeks to achieve its mission through interventions that address the interface between people and their social context/social arrangements. The focus on the person-in-social arrangements is a distinguishing feature of social work and results in:
• A concern with the processes and structures by which individuals or groups within society, are excluded or marginalized, and human suffering induced and reproduced. This includes processes associated with factors such as age, class, gender, ethnicity, race, sexuality and location.

• A focus on the structures and processes through which the family, community and State understand or construct and respond to human need.

• The differential application of a range of intervention modalities (individual, family, group, community, advocacy, social policy, research) that seek to alleviate human suffering and redress exclusion and marginalization.

• An approach which is underpinned by a value stance and analysis which values a socially inclusive society, which recognises that individuals exist within a web of interconnected relationships, and thus seeks to foster respect for persons and responsibility for others.

4.2 Goal of Bachelor of Social Work (Honours) Program

The goal of the Bachelor of Social Work (Honours) degree is to develop graduates who are competent, effective, skilled, knowledge based, articulate, critically self-reflective, ethically aware and confident social work practitioners, committed to promoting human well-being and social inclusion and to redressing social exclusion and marginalisation, human suffering and injustice. To this end the BSocWK(Hons) program aims to facilitate students’ development of the knowledge and understanding of the causes and consequences of social exclusion and marginalisation in contemporary society, and modes of intervention and provision necessary to redress social exclusion and marginalisation and associated human suffering.

4.3 Curriculum Themes

To achieve this goal the Bachelor of Social Work (Honours) curriculum engages with seven core themes:

• Locating human services in the contemporary environment
• Re-conceptualising social work as a profession with permeable boundaries
• Promoting social inclusion and redressing marginalisation and exclusion
• Providing leadership
• Engaging with diversity and uncertainty
• Taking an international perspective
• Focusing on information technology

These themes permeate the curriculum and explicitly distinguish The University of Queensland curriculum from other human service and social work programs. These themes are briefly summarised below.

1. Locating Human Services in the Contemporary Environment dictates a curriculum abreast with developments in the welfare state and human service provision. Currently this implies the new knowledge and skills directly associated with the competitive environment. Regardless of how extensive, wide ranging and lasting are the efforts to inject competitive pressures into the human services, the focus on accountability, effectiveness and outcomes will only increase. This means that social workers not only need to be competent practitioners, but that they need to be able to clearly identify, justify and articulate the content, purpose, rationale, cost and outcomes of particular interventions. Social workers need to be able to clearly articulate what constitutes best practice in response to the particular need, from the individual case to the programmatic level. The BSocWK(Hons) program facilitates the development of intervention skills, and the ability to name the knowledge and skills, and articulate where they are appropriately applied, as well as being able
to clearly identify, justify and articulate the content, purpose, rationale, cost and outcomes of particular interventions.

2. **Conceptualising Social Work as a Profession with Permeable Boundaries** recognises the diverse nature of social work, and builds on this diversity as strength - the capacity to analyse and intervene in a range of complex situations in different contexts. Social work is conceptualised as having a range of intervention modalities, which are adapted and applied in different contexts and fields. The curriculum seeks to facilitate not only the development of a range of intervention knowledge and skills by students, but the knowledge and skill necessary to learn to adapt and apply them in a range of contexts, and to work collaboratively with others. The practice contexts to which students are exposed and the knowledge acquired are not in themselves as important as the process knowledge of how to engage with and identify the prerequisite knowledge of new practice contexts and how to test and apply interventions in these new contexts.

3. **Promoting Social Inclusion and Redressing Marginalisation and Exclusion** restates social work’s mission. The implementation/achievement of the mission by practitioners requires the development of the orientation, analysis, knowledge and skills necessary for social work practice.

4. **Providing Leadership** identifies an occupational position for social work in a labour market where it is only one of a number of players. A precondition to the achievement of leadership is that the program of professional education provides a strong intellectual and professional base in understanding the dimensions of social need and response, the professional knowledge and skills for effective action and the ability to articulate the rationale and content of the assessment and intervention. The curriculum explicitly addresses the nature and characteristics of leadership and the development and application of leadership skills in the human service and broader social contexts.

5. **Engaging with Diversity and Uncertainty** directs attention to the exploration and the appreciation of differences and similarities in people’s and societies’ experiences, needs and beliefs, and the implications of these for practice. It requires the analysis and location of self, profession, culture and society in relation to those similarities and differences. It draws attention to the voices that have been previously silenced and the processes by which that silence is produced and redressed.

6. **Taking an International Perspective** requires attention to the processes and consequences of globalization. It proposes that all aspects of the program seek to incorporate a comparative perspective.

7. **Focusing on Information Technology** means that the curriculum engages with major entities which are and will substantially affect the nature of practice and education.

### 4.4 Outcomes of the Bachelor of Social Work (Honours) Program

The Bachelor of Social Work (Honours) program actively promotes the attainment of the following attributes by our graduates:

**In depth Knowledge of the Field of Study**

1.1 **A comprehensive and well-founded knowledge of the field of study**

- Knowledge of theories, principles and processes of social work; established, emerging and potential fields of practice and modes of intervention.
- Knowledge of the relationships among different fields of practice and modes of social intervention.
- Knowledge of the scope and diversity of social work and social policy practice.
- Knowledge of the historical and contemporary circumstances of social work and the human services industry.
• Knowledge and critical understanding of the institutional and contextual responses to the promotion of well-being in Australian society policy.

1.2 An understanding of how other disciplines relate to the field of study
• An understanding that social work builds upon and applies foundational disciplinary knowledge in the social and behavioural sciences and humanities.
• Openness to emerging disciplinary knowledge and its relevance to social work.
• Knowledge about society and its institutions (sociology, political science, economics, history, philosophy and law).
• Knowledge about human functioning, human development and behaviour (developmental and social psychology).

1.3 An international perspective on the field of study
• Knowledge about developments in the global environment impacting upon wellbeing and on social work.
• Knowledge of international social work as a distinct mode of practice.
• Knowledge about the comparative role of social work in different welfare regimes.

Professional Practice

2.1 A capacity to purposefully apply the full range of professional skills in diverse and changing contexts
• Capacity to engage in effective practice at micro, meso and macro levels which includes assessment and intervention skills for work with individuals, groups, families, organisations, communities and other social systems.
• Capacity to engage in multiple modes of practice for example, policy practice, interpersonal and family work, research.
• Capacity to articulate rationales for practice in different contexts, drawing upon professional knowledge bases, theories and values.

2.2 Purposeful use of self in all aspects of professional practice
• Awareness of personal strengths and limitations.
• Cultural and social awareness of self.
• Capacity to employ strengths to achieve negotiated social work goals in different practice contexts.
• Awareness of and capacity to proactively use self as a change agent.

2.3 Professional practice processes
• Capacity to assess situations and select responses from a broad range of knowledge bases and skills.

2.4 Development of the skills of reflective practice
• Capacity to proactively engage in critical reflection and evaluation of practice.
• Commitment to continuing professional development and learning, including professional supervision.

2.5 Professional workplace skills
• An awareness of environmental demands of social work practice in its different contexts.
• Appropriate self-management and self-care skills.
Ethical and Social Understanding

3.1 An understanding of social and civic responsibility

- Commitment to engage in civil society as an active and responsible citizen.
- Active commitment to the promotion of societal wellbeing and of that of the peoples living in Australia and elsewhere.

3.2 An appreciation of the philosophical and social contexts of a discipline

- An understanding of the historical development and potential futures for social work as an individual and collective activity.
- An active commitment to social justice.
- An understanding of social work as a profession, which values the worth of the individual as well as that of the collective.

3.3 A knowledge and respect of ethics and ethical standards in relation to professional practice

- Knowledge of the dimensions of social work as a practical-moral activity guided by ethical principles and constitutive of ethical practices.
- Capacity to recognise, think through and respond to ethical issues that arise in practice.
- Knowledge and application of the AASW Code of Ethics in the promotion of ethical practice in specific contexts.

3.4 A knowledge of other cultures and times and an appreciation of cultural diversity

- Awareness of the cultural relativities of social work and of one’s own cultural identity. Capacity to respond to difference, e.g. those mediated by gender, class, ethnicity, age, different abilities.
- A comprehensive appreciation of and a capacity to respond to the special historical and contemporary circumstances of Indigenous Australians.

Effective Communication

4.1 The ability to collect, analyse and organize information and ideas, and to convey those ideas clearly and fluently in written and spoken forms

- The ability to proactively and purposefully engage with and use information and ideas in pursuing the goals of social work practice.

4.2 The ability to interact effectively with others in order to work towards a common outcome

- The ability to use effective verbal, non-verbal and written communication skills in the context of communication between people, groups, communities, organisations, and institutions using a range of communication modalities to achieve social work goals.
- The capacity to work collaboratively with others and to participate in multi-disciplinary teams.

4.3 The ability to select and use appropriate level, style and means of communication
• The ability to communicate effectively across difference, including the capacity to strategically adapt communication styles.

4.4 The ability to engage effectively and appropriately with information and communication technologies

• Familiarity with information and communication technologies.
• A capacity to engage with developments in information and communication technologies.
• Awareness of both the potential for and the implications of information and communication technologies for social work practice and the delivery of human services.
• Application of information and other technologies as emerging methods of practice.
• Awareness of the implications of differential access to information and communication technologies for Australian society.

Autonomy and Creativity

5.1 The ability to work and learn both autonomously and collaboratively

• Awareness of when and how to make autonomous decisions and/or collective decisions.
• A capacity for team membership as a responsible and autonomous practitioner.
• The ability to manage the tension between team membership and autonomy.

5.2 The ability to generate ideas and adapt innovatively to changing environments

• Awareness of social work as a creative profession able to respond to continuous change.
• An understanding of social work’s role as a lead profession in the contemporary human service industry.
• The capacity to provide leadership across the various domains of the industry.

5.3 The ability to identify problems, create solutions, innovate and improve current practices

• An ability to respond constructively to diverse and challenging circumstances.
• Commitment to the development and application of knowledge in the human services.
• A capacity to respond to non-routine and continuously changing conditions.
• High order negotiation and conflict resolution skills.
• An understanding of the applicability of social work processes to a diversity of situations and contexts.

Critical Judgment

6.1 The ability to define and analyse issues, phenomena and problems

• The application of informed conceptual frameworks to the analysis of and response to issues, phenomena and problems in social work practice.

6.2 The ability to apply critical reasoning to issues through independent thought and informed judgement

• The capacity to continuously evaluate theoretical and other developments in knowledge for social work practice.
- The capacity to critically evaluate scholarship and research findings and apply this knowledge in practice.
- The capacity to critically reflect on, monitor and evaluate one’s own practice.

6.3 The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions

- The capacity to engage in critical analysis to facilitate individual or collective action.
- The capacity to evaluate opinions, make and articulate decisions and reflect critically on the justification for decisions.

6.4 The ability to contribute to knowledge generation and development

- The capacity to conduct research that develops monitors and evaluates interventions and contributes to the development of knowledge bases for social work practice.

4.5 Program Structure

Program Structure (refer to table on page 13)

The curriculum seeks to facilitate students attaining educational goals and outcomes. This is achieved by:

- In Year 1: completion of foundation studies in social work, social welfare, social policy, politics, psychology, and social and behavioural sciences
- In Year 2: completion of core practical skills in social work (including individual, group, community, family, advocacy work) and application of specialized knowledge in areas of social policy, identity and difference, health, human development, law and the global/local context of practice. In semester 2, students have the opportunity to complete their first foundation course.
- In Year 3: completion of first social work placement using skills and knowledge developed in Years 1 and 2. Students complete two complementary courses concurrently with placement, which help them to understand the organizational context and professional reflections on social work practice. In addition, they examine the ethical basis of practice and research skills. In second semester, students will complete two more social work foundation field courses, or an elective minor.
- In Year 4: students will build on their practice skills in fields of policy, community development or research. They will have the choice of completing an advanced social work practice field specialization and graduate with a minor, or choose a different field of study. In second semester students complete their final placement and explore contemporary practice issues/frameworks as well as undertake a social work field specialization or an elective from the Minor list.

4.6 Rules & Guidelines

Students should refer to the following University of Queensland websites:

my.UQ at https://student.my.uq.edu.au - this website contains essential information for students and is searchable. Look here if you are looking for information on managing your program, including enrolling, assessment, policies and rules, IT matters, social events, managing your details, student support, graduation, maps, parking and transport and lots more. You also access your email and calendar through my.UQ.

Courses and Programs website www.uq.edu.au/study - this website is searchable and can be used to find information about all programs and courses at The University of Queensland. Particular attention should be paid to the Program Rules for your program.
Student Rights and Responsibilities- [https://my.uq.edu.au/services/student-integrity-and-conduct](https://my.uq.edu.au/services/student-integrity-and-conduct) includes information about Academic Integrity and student conduct, fitness to practice, and the student charter. The Student Charter sets out the expectations you can properly hold of your education and also outlines what is expected of you while studying to maximise your educational experience.


4.7 Honours Degree

BSocWk(Hons) is an in-course honours program, which means students graduating with honours graduate at the usual time, and do not undertake additional semesters. Moreover, BSocWk(Hons) is based on achievement in the standard program. There are, however, specific courses that are included in the calculations of the class of honours.

Calculating Honours
To graduate with Honours, a student must complete the following #16 of study. Honours grades are based on a weighted Grade Point Average (GPA) of the following courses.

The following #16 to be used for Honours Class GPA
- HSER3046 Human Services Practice with Indigenous Australians
- SWSP3011 Working in Human Service Organisations
- SWSP3022 Moral and Ethical Foundations of Social Work
- SWSP3303 Advanced Research in Social Work and Human Services
- SWSP4034 Advanced Research and Evaluation for Social Work Practice

For Students without a Minor
#4 units from Part C
- SWSP4181 Advanced Social Work Field Practice in Health and Ageing
- SWSP4182 Advanced Social Work Field Practice in Child, Youth and Family
- SWSP4183 Advanced Social Work Field Practice in Mental Health

For Students with a Minor
#4 units from the minor

Health and Ageing
- SWSP3029 Foundational Social Work Field Practice Course in Health and Ageing
- SWSP4181 Advanced Social Work Field Practice in Health and Ageing

Child Youth and Family
- SWSP3028 Foundational Social Work Field Practice Course in Child, Youth and Family
- SWSP4182 Advanced Social Work Field Practice in Child, Youth and Family

Mental Health
- SWSP3027 Foundational Social Work Field Practice Course in Mental Health
- SWSP4183 Advanced Social Work Field Practice in Mental Health

For further details of the University’s policy on Honours please see PPL 3.50.12 at [https://ppl.app.uq.edu.au/content/3.50.12-award-honours](https://ppl.app.uq.edu.au/content/3.50.12-award-honours).
### 4.8 Bachelor of Social Work (Honours) Program – 2017

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<td>2017</td>
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<td>Australian Political Institutions</td>
<td>Social Being: Power, Structures and Agency</td>
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<td>PSYC1020 or PSYC1030</td>
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<td>Identity and Difference in Social Work Practice</td>
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<td>SWSP2211 *</td>
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<th>YEAR 3</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>SWSP3011 + [co-req SWSP3155]</td>
<td>SWSP3022 + [Pre: SWSP3155]</td>
</tr>
<tr>
<td></td>
<td>Working in Human Service Organisations</td>
<td>Moral &amp; Ethical Foundations of Social Work</td>
</tr>
<tr>
<td></td>
<td>[Students must enrol in both SWSP3011 and SWSP3155 together]</td>
<td>SWSP3303 +</td>
</tr>
<tr>
<td></td>
<td>Field Placement 1 (6 units) [students must have successfully completed all courses in Year 1 and Year 2 before commencing first placement]</td>
<td>Advanced Research in Social Work and Human Services Practice</td>
</tr>
<tr>
<td></td>
<td>= 8 UNITS</td>
<td>= 8 UNITS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 4</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>SWSP4034 +</td>
<td>SWSP4034 +</td>
</tr>
<tr>
<td></td>
<td>1 of: POLY3000 or SWSP4213</td>
<td>SWSP4266</td>
</tr>
<tr>
<td></td>
<td>Analysis &amp; Practice in Social Policy or Community Development</td>
<td>Field Placement 2 (6 units)</td>
</tr>
<tr>
<td></td>
<td>2 of: Advanced Field Specialisation + Or minor course [Pre: SWSP3022]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWSP4181 Advanced Health &amp; Ageing OR SWSP4182 Advanced Child, Youth and Family SWSP4183 Advanced Mental Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or minor course (if nominating a minor)</td>
<td>= 8 UNITS</td>
</tr>
</tbody>
</table>

**Notes:**
1. Total BSocWk(Hons) Program = 64 units
2. All courses equal 2 units unless otherwise stated.
3. For full listing of prerequisites courses and the program rules please consult the [www.uq.edu.au/study](http://www.uq.edu.au/study)
4. Students must complete all courses in a particular year before enrolling in courses for the next year.
5. * denotes Honours entry courses and + denotes honours class courses. Please consult School website for information on graduating with Honours.
6. Please see overleaf for information on graduating with a Minor.
To graduate with a Minor:

Students may graduate with a minor related to their chosen social work field specialisation. For this purpose, students will be able to select another foundation course from the social work field specialisations or one course from a specified list of electives.

Please note that it is not compulsory to complete a minor, it is possible for students to elect to complete 3 Foundation courses and 1 Advanced Specialisation of their own choosing and graduate without a minor.

Only those students who have elected to complete a minor can complete one minor elective (non-foundation courses).

If you decide to complete a minor, please email the Faculty of Health and Behavioural Sciences (habs@uq.edu.au) advising of your minor title, so that it can be noted on your academic transcript.

Minors are available in:

Child, Youth and Family:

Complete #4 units from –
- SWSP3028 Foundations for Social Work Practice in Child, Youth and Family (2 units)
- SWSP4172 Advanced Social Work Practice in Child, Youth and Family (2 units)

And #4 units from –
- CRIM2000 Youth and Deviance in Australia (2 units)
- PSYC2311 Developmental Disorders in Childhood (2 units)
- SWSP3027 Foundations in Social Work Practice in Mental Health (2 units)
- or other course as approved by the Program Director (no more than 2 units)

Mental Health:

Complete #4 units from –
- SWSP3027 Foundations for Social Work Practice in Mental Health (2 units)
- SWSP4183 Advanced Social Work Practice in Mental Health (2 units)

And #4 units from –
- PSYC3102 Psychopathology (2 units)
- SWSP3029 Foundations for Social Work Practice in Health and Ageing (2 units)
- or other course as approved by the Program Director (no more than 2 units)

Health & Ageing:

Complete #4 units from –
- SWSP3029 foundation course in Health & Ageing (2 units)
- SWSP4181 Advanced course in Health & Ageing (2 units)

And #4 units from –
- PSYC3102 Psychopathology (2 units)
- SWSP3027 Foundations for Social Work Practice in Mental Health (2 units)
- SWSP3076 Foundations for Social Work Practice in Disability (2 units)
- or other course as approved by the Program Director (no more than 2 units)

Students interested in undertaking minor courses that are offered at different Schools, such as CRIM or PSYC, will need to check the semester offerings for such courses with the School prior to enrolling. Only SWSP coded courses are guaranteed of a Semester 2 offering.
5. ASSISTANCE TO STUDENTS

5.1 Blackboard (e-learning) sites

Courses offered in the program will have their own Blackboard sites. These sites provide course-specific information, discussion forums and associated activities. Blackboard sites will be accessible to BSocWk(Hons) students after they have been enrolled their semester courses.

In all your electronic communications you are advised to make yourself aware of UQ’s Internet Code of Practice. Failure to abide by the Internet Code of Practice may result in suspension of an Internet account or loss of account, disciplinary action and, if necessary, a report to the relevant law enforcement authority.

5.2 UQ Student Services

Staff at Student Services are committed to assisting students while at UQ. Student Services can provide free and confidential assistance in the following areas:

- Careers Counselling & Development
- Disability Program
- Student Budget and Finances
- Graduate Employment
- International Student Support
- Learning Assistance
- Counselling
- Workshops and Seminars

For further information contact:

Student Services
Relaxation Block, 21D
Student Union Complex (opposite the Main Refectory)
University of Queensland
St Lucia Campus

Telephone: +61 7 3365 1704
Facsimile: +61 7 3365 1702
Email: ss@uq.edu.au
Web: www.uq.edu.au/student-services
## 5.3 Enquiry Directory and Guide

<table>
<thead>
<tr>
<th>Enquiry Topic</th>
<th>Where to find assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Planning</strong></td>
<td>Faculty of Health and Behavioural Sciences Reception – email <a href="mailto:habs@uq.edu.au">habs@uq.edu.au</a> for an appointment or for an enrolment plan via email</td>
</tr>
<tr>
<td><strong>Enrolment Difficulties on mySI-net</strong></td>
<td>Student Centre, Level 1, JD Story Building</td>
</tr>
<tr>
<td><strong>Course Descriptions</strong></td>
<td>Programs and Courses website <a href="http://www.uq.edu.au/study">www.uq.edu.au/study</a></td>
</tr>
<tr>
<td></td>
<td>Or the course profile, available online.</td>
</tr>
<tr>
<td><strong>Reading Packs</strong></td>
<td>Where used, course reading packs are sold from the Unicopy Shop in the Co-op Bookshop.</td>
</tr>
<tr>
<td></td>
<td>All course readings should be available from the Library, and may be available online via Blackboard</td>
</tr>
<tr>
<td><strong>Timetable</strong></td>
<td>Viewable on mySI-net</td>
</tr>
<tr>
<td></td>
<td>Course Coordinators</td>
</tr>
<tr>
<td></td>
<td>School Office: <a href="mailto:nmsw@uq.edu.au">nmsw@uq.edu.au</a></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>School Website: <a href="https://nmsw.uq.edu.au/assessment">https://nmsw.uq.edu.au/assessment</a></td>
</tr>
<tr>
<td>Assignment Writing Guide</td>
<td></td>
</tr>
<tr>
<td>Assessment Policy</td>
<td></td>
</tr>
<tr>
<td>Application for Extensions</td>
<td><a href="https://my.uq.edu.au/node/218/2">https://my.uq.edu.au/node/218/2</a></td>
</tr>
<tr>
<td>Collection/Return of assignments</td>
<td>via Blackboard</td>
</tr>
<tr>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Access:</strong></td>
<td>Faculty of Health and Behavioural Sciences – <a href="http://habs.uq.edu.au/computer-labs">http://habs.uq.edu.au/computer-labs</a></td>
</tr>
<tr>
<td>Exam Timetables</td>
<td>My.UQ</td>
</tr>
<tr>
<td><strong>Personal, Financial stress, disability plans, academic preparation workshops, careers advice</strong></td>
<td>Student Services, Relaxation Block (Ph: 3365 1704) <a href="http://www.uq.edu.au/student-services">www.uq.edu.au/student-services</a></td>
</tr>
<tr>
<td><strong>English your second language?</strong></td>
<td>All international and Australian students who use English as an additional language are entitled to concurrent English language support. English for Academic Communication (EAC) is free: <a href="http://www.icte.uq.edu.au">www.icte.uq.edu.au</a></td>
</tr>
</tbody>
</table>
5.4 Disability Policy

Any student with a disability who may require alternative academic arrangements in the Program is encouraged to seek advice at the commencement of the semester from a Disability Adviser at Student Services Tel: 3365 1704. Please also refer to the website http://www.uq.edu.au/student-services/disability.

5.5 Student Rights and Obligations

All students in the Bachelor of Social Work Master program and students enrolled in electives offered in the School have the same expectations and responsibilities as other UQ students. Details can be found at https://my.uq.edu.au/services/student-integrity-and-conduct

6. ASSESSMENT

6.1 Introduction

Courses are assessed using a range of methods, including assignments, examinations, presentations and skills demonstrations.

At least two weeks prior to the start of each semester, students will gain access to the Electronic Course Profile (ECP) for the courses in which they are enrolled. This can be obtained from the Programs and Courses database: www.uq.edu.au/study by typing in the course code e.g. “SWSP1033”. The ECP will contain:

1. Aims and objectives of the course/elective
2. Content of the course/elective and the manner in which it shall be taught
3. Assessment requirements including:
   • Number of items of assessment and their relative weight
   • Specific requirements for each item of assessment
   • Assessment criteria for each item of assessment
   • Due date of each assessment item and penalties for late submission

6.2 School Processes and Procedures on Assessment (Assignments, Workbooks and Exams)

The School Assessment Policy, the School Assignment Writing Guide, and School-based Assessment forms can be located online: https://nmsw.uq.edu.au/assessment. Please familiarise yourself with this information at the start of each semester.

STUDENTS ARE STRONGLY ADVISED TO KEEP A COPY OF EVERY ASSIGNMENT SUBMITTED FOR GRADING.

7. FIELD EDUCATION

7.1 Field Education Program

The Australian Association of Social Workers requires a minimum of 1,000 hours of supervised field education in undergraduate programs for social work. To meet this requirement, field education is carried out for eighteen weeks in the fifth semester of the undergraduate program and for a further eighteen weeks in the eighth semester. Students should note that placement commences two weeks prior to the beginning of semester. Placement extends into vacation periods and may involve some incidental costs.

The School has developed a policy concerning the location of placements for individuals. The policy takes into account the expectations of the AASW. The policy is:
PRAC IN WORKPLACE POLICY

Guidelines for Placement in Current Workplace:

Some students enquire about completing one of their placements in agencies where they are currently employed. The School’s policy in deciding about such requests include the following points:

The student would be required to move out of their current position, preferably to another location, and to use the placement to be involved in a different area of the agency’s work.

The agency needs to recognise that the field educator, and NOT the student, is responsible for the student’s work on placement.

Generally the student should not be asked to do more than half of a normal work load.

When a placement is undertaken in a student’s place of work, a written agreement signed by the organization, university and student will be completed. This will include:

- Agreement that the employee is in a student role whilst on placement and that they are able to meet the educational requirements, principles and policies set out in the AASW Accreditation Standards
- Allocation of learning experiences not involving the student’s routine work responsibilities
- Protected time whilst on placement that is separate from the duties carried out at work and includes time to complete reading, reflective learning and assessment activities related to the placement
- Wherever practicable, provision of a field educator who is not the student’s line manager or usual supervisor.

In addition, the following points need to be addressed:

That the Manager of Field Education has the right to exercise a discretionary judgment on the suitability of the proposed placement in terms of meeting the educational requirements of the course.

That the rights of other students who may be interested in a placement in this agency must be respected. That is, a request for placement in a place of employment may be turned down if it is seen as denying other students access to an established placement.

That only one such request will be considered for a student. Generally, this School seeks to support student efforts to complete their courses and recognizes the financial challenges such study may represent. At the same time, it has a responsibility to ensure that the educational opportunities made available are of a reasonable quality, and that the rights of all students are safeguarded.

If any student has any queries about the impact of this policy on their particular circumstances, they are advised to seek clarification with Field Education staff very early in the pre-placement process.
7.2 Recognition for Prior Learning (RPL)

The School of Nursing, Midwifery and Social Work recognises that some qualifying social work students bring with them substantial experience in the human services section. The policy document details the way in which this prior experience may be credited towards the first social work placement in the qualifying social work programs. Recommendations are made in conjunction with the Program Lead of the Bachelor of Social Work (Honours). All recommendations are then forwarded to the Faculty of Health and Behavioural Sciences for final approval. See the following link for the policy:


7.3 Field Education Staff

Mr Mark Cleaver (Field Education Manager)
Ph: (07) 3365-2462

Mrs Joanne Bidgood (Field Education Coordinator)
Ph: (07) 3365-2462

Ms Rachel McCarthy (Field Education Coordinator)
Ph: (07) 3365-2462

7.4 Placement Process

In the semester prior to placement, each student is interviewed in a small group by a member of Field Education staff to clarify:

- knowledge and skills a student wishes to develop in placement
- areas of interest including practice methods and fields
- geographical area and mode of transport
- special skills and/or needs

During the interview, student placement interests are identified, however these are not a guarantee of placement agency or context. Students are subsequently asked to attend an interview at one or more agencies before final allocation of placements are confirmed. In the final year, placements in rural and remote areas are encouraged, as well as International placements. However, students may need to plan well in advance (12 months) if they wish to consider an international placement.

7.5 Placement Curricula

Detailed course guidelines and the policy with regard to extensions in the Field Education courses SWSP3155 Field Placement 1, and SWSP4266 Field Placement 2 are given in the Field Education Manual. Students are provided with a link, via the school’s website, to the manual prior to commencement of field placement.

7.6 Field Education webpage

Students are requested to regularly check information on the School website:
7.7 Field Placements Security Checks

There are government legislative requirements in relation to people with children under the age of 18 years in field placement. In addition some government departments will require a student to complete a police security check before the placement can commence.

7.8 Working with Children

All students, before going on placement, are required to consent to the working with children check completed by the Blue Card Services, Public Safety Business Agency. This check is an investigation into whether a person has a criminal history that will affect their suitability to work with children. Students need to apply for a Blue Card prior to going on placement. The Blue Card application form (or authorisation form if the student already has a Blue Card) is made through reception at the School of Nursing, Midwifery and Social Work. There is no charge by Blue Card Services as students are engaged in unpaid placements as part of a university program. If approved, the student will be issued with a Blue Card containing the student’s name, Blue Card number and expiry date. This card is transferrable to other types of child-related work or volunteering. For further information see the website: [http://www.bluecard.qld.gov.au](http://www.bluecard.qld.gov.au)

Because of the time it takes for the blue card to be issued by Blue Card Services, arrangements will generally be made for the School to submit applications for the blue card during the first semester of the first year of the program.

Note: it is an offence for a student to provide false or misleading information to Blue Card Services or to sign an application for a blue card if they are a disqualified person.

7.9 Criminal History Check

During field placements students may have access to service users’ personal files or records. Some agencies, including Centrelink, Department of Communities, Child Safety and Disability Services, and Corrective Services require students to provide details of any criminal offences and will request permission for a security check to be undertaken and completed prior to the commencement of placement.

7.10 Field Placements with the Queensland Health

Students who undertake a placement with Queensland Department of Health will be required to review orientation information on the department’s web site at [http://publications.qld.gov.au/dataset/student-deed-documentation](http://publications.qld.gov.au/dataset/student-deed-documentation) and provide confirmation to the School that they have read the information. Queensland Health also has a requirement that a student will have been vaccinated against Hepatitis B.

Please note that Supplementary Assessment is not available for practicum’s SWSP3155 Field Placement 1 and SWSP4266 Field Placement 2.
8. STAFF AND STUDENT ROLES AND COMMUNICATION

The School values communication between students and staff. Successful teaching and learning depends on the accessibility, directness, and openness of the flow of information within the staff group, within the student group, and between staff and students.

Information can be exchanged informally or formally. Informally, students should feel free to approach staff to give feedback, seek clarification or to seek assistance.

The more formal structure of communication is as follows.

The **School Executive** is a body established to discuss and oversee broad issues of policy and strategy.

The **School Teaching and Learning Committee** consists of all program leads, external academic representatives, the Director of Teaching and Learning, and student representatives. Meetings are held each month. The Committee affirms the high value the School places on excellence in teaching and learning. It aims to explore teaching and learning in a process of open dialogue and co-operation and to develop a School culture which values teaching and learning.

The **Student Association** serves as a focus for information and organisation for students as well as support and social contact. It is an important forum for student opinion. Please contact the School for further information.

The School of Nursing, Midwifery and Social Work is part of the **Faculty of Health and Behavioural Sciences**. For further information, see the website: [http://habs.uq.edu.au/](http://habs.uq.edu.au/)  Email: habs@uq.edu.au

If you wish to discuss anything in relation to your courses, please contact the relevant **Course Coordinator**.

If you wish to discuss the program, or an issue relating to a course that is unresolved, please contact the **Program Lead** or **Manager of Student and Academic Administration**.

School staff report to the Head of School, who in turn reports to the Associate Dean (Academic) and Executive Dean, HABS Faculty.

8.1 Conversation Cafés

**What is a Conversation Café?**

From time to time, Course Coordinators host Conversation Cafés which are lively hosted conversations among small groups of people with diverse views but a shared passion for engaging with others. They provide an open forum to talk about important topics over a cup of tea or coffee. Everyone is welcome. There is nothing to join. You can come along once, or many times. There are no books to read, no assignments to finish, and no texts to study.

Meetings are relaxed and informal, and topics are guided entirely by the students. Guest speakers may be invited to attend to assist with questions about a particular topic (e.g. field education, coping with university stress, assignment writing).

You will be notified of upcoming Conversation Cafes via your student email address.
9. OTHER POLICIES AND RESOURCES

9.1 Use of Sexist and Racist Language

Given the commitment of the School to address the factors which cause social injustice, social work students are expected to avoid the use of sexist and racist language. Students should avoid the use of such language in their written assignments, tutorial papers or presentations, their practical work, and in tutorial classes.

9.2 Sexual Harassment

Refer to Policies and Procedures Library 1.70.2 – Management of Sexual Harassment Grievances at https://ppl.app.uq.edu.au/content/1.70.02-prevention-sexual-harassment. The School takes sexual harassment very seriously. We seek to ensure a study and work environment of trust and respect, free from harassment. Sexual harassment is any form of sexual conduct that is unwelcome, uninvited or unwarranted, and makes you feel offended, intimidated, or uncomfortable.

9.3 Library Orientation Activities

There are many branch libraries located on the campuses of the University of Queensland. We strongly encourage you to take a library tour in Orientation Week. Please see your Orientation guide for details. The Social Sciences and Humanities Library offers an excellent training session on the use of library resources.

The library provides a range of discipline based generic courses designed to meet the information seeking and research needs of students when approaching their first assignment.

For further information, please visit: www.library.uq.edu.au

Or contact: Marcos Riba
m.riba@library.uq.edu.au

9.4 Computer Facilities

Students enrolled in the School of Nursing, Midwifery and Social Work are entitled to access the computer laboratories within the Faculty of Health and Behavioural Sciences.

Labs 1, 2, 5, 6 and 7 are used for teaching classes during semesters. The timetables for Lab bookings are displayed on the door to each Lab. When a Lab is not in use for classes, students enrolled in the HABS Faculty may use the computers for study purposes. Lab opening hours are 8am – 10pm.

Lab 3 is available for study and research use by students in the HABS Faculty and is open access with no class bookings.

For further details please see http://habs.uq.edu.au/computer-labs

9.5 Australian Association of Social Workers (AASW)

The AASW has as its objectives:

- to promote the profession of social work
- to provide an organisation through which social workers can develop a professional identify
- to establish, monitor and improve practice standards
- to contribute to the development of social work knowledge
- to advocate on behalf of clients
- to actively support social structures and policies pursuant to the promotion of social justice

School of Nursing, Midwifery and Social Work
The AASW reviews programs in social work offered by universities throughout Australia to establish whether graduates are eligible for membership of the professional association.

University of Queensland Bachelor of Social Work (Honours) graduates are eligible for full membership and student membership is available. This allows students to participate in the activities of the AASW and receive newsletters, journals and other services.

AASW contact details can be located on their website: www.aasw.asn.au.

9.6 UQ Social Work and Human Services Alumni and Friends Network

The UQ Social Work and Human Services Alumni and Friends Network is a graduate organisation of the School and has as its objectives:

- to foster productive links with graduates of the School, members of the profession, and the community generally
- to promote in these groups an understanding of, and desire to participate in, the pursuit of the School’s mission and goals
- to provide a means for graduates and associates of the School to keep in touch with fellow graduates and colleagues
- to provide a means to keep abreast of the teaching and research activities of the School

Membership is open to all graduates of the School, staff members of the School, and to such other persons who by virtue of their association with or interest in the School, may be invited to join.

Members are invited to attend Alumni events, such as Practices Days, through the year. Further information can be found on the School website https://nmsw.uq.edu.au/alumni.

Broadly speaking the Alumni and Friends Network fosters mutually beneficial relations amongst the members, and promotes and furthers the interests of the School.

9.7 Scholarships

The University of Queensland is committed to enabling all students, regardless of background or financial circumstances, to realise their full potential. That is why we offer a wide range of scholarships to help students fund their tertiary education.

The scholarships are made possible with the generous support of our donors, external agencies and industry providers.

Scholarships at UQ are awarded for academic excellence, to assist students wishing to undertake research, to provide support for students experiencing financial hardship, to assist elite athletes and to help defray costs associated with overseas study.

To find out which scholarships you may be eligible for, please select from the navigation links provided on the scholarships website: http://www.uq.edu.au/study/scholarships/

9.7.1 The Walter and Eliza Hall Trust Scholarship in Social Work

This scholarship was established in 2007 and maintained by an annual gift from The Walter & Eliza Hall Trust.

Purpose
The purpose of the scholarship is to provide assistance to a meritorious student studying the Bachelor of Social Work program whose financial circumstances might otherwise prevent them from achieving their
maximum potential during their university study. The funds are intended to assist with the cost of equipment, materials and such other study-related items as may be required by the recipient.

Value and award of scholarship
The value of the scholarship is $6,000 for one year. Senate may award 1 scholarship in a year on the recommendation of the Head of School.

Eligibility for award
An applicant is eligible for the scholarship if the applicant:

- submits an application to the Head, by the closing date for applications; and
- is a domestic student within the meaning of the Fee Rules; and
- is enrolled full-time in the relevant program; and
- has completed at least #16 towards the relevant program; and
- does not hold another scholarship that the Head considers to be similar.

Selection of award
The scholarship is awarded to the applicant showing greatest merit as demonstrated by:

- academic achievement in courses undertaken in the program to date
- financial need; and
- other evidence that may be deemed relevant to the applicant’s future success in the social work profession.

To read more about the scholarship, and to access the Application Form, please visit: https://scholarships.uq.edu.au/scholarship/walter-eliza-hall-trust-opportunity-scholarship-in-social-work

10. TEACHING STAFF
Teaching staff have a profile on our website: http://nmsw.uq.edu.au/our-staff

11. UNIVERSITY ACADEMIC CALENDAR 2017
The Student Calendar for 2017 can be viewed here: http://www.uq.edu.au/events/calendar_view.php?category_id=16&year=2017&month=&day=01

12. ADDITIONAL INFORMATION
Further information is available at the following:

The University of Queensland
www.uq.edu.au

School of Nursing, Midwifery and Social Work
Telephone: (07) 3365 2068
http://nmsw.uq.edu.au or email nmsw.uq.edu.au

Faculty of Health and Behavioural Sciences Student Administration Team
Telephone: (07) 3365 7487
Fax: (07) 3356 9136
http://habs.uq.edu.au/ or habs@uq.edu.au
Other Useful Publications:

The University of Queensland Prospectus for International Students 2017 is available in person from UQ Student Centre, Level 1, JD Story Building or from the International Education Directorate:

Inside Australia: 1800 671 980
Outside Australia: + 61 3 8676 7004
Online Enquiries (fast response): www.uq.edu.au/international/enquiry