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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.

Recently the social work program became part of the new School of Nursing, Midwifery and Social Work. This was an exciting time for the School as we develop closer links 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 Director

Congratulations on being selected for this year’s intake of students into the Master of Social Work Studies program at The University of Queensland. Our aim in this program is to help you develop your knowledge, skills and awareness of ethical issues in social work in order to prepare you for practice as a social worker. We seek to build on your learning from your prior undergraduate degree and your personal and professional experience. In addition to engaging you in core social work studies, including working with individuals, families, groups and communities, you will have the opportunity to select up to three advanced practice courses in areas such as mental health, child and family practice and health. You can select courses that open up new areas of learning, that build on your existing knowledge, or that help shape your education so you are well suited to apply for particular jobs upon graduation. Your field education experiences - delivered through the supervised practice courses - are also essential in ensuring that you are ‘job ready’ on completion of your degree.

We have an enthusiastic and highly experienced group of lecturers and tutors who are involved in the delivery of the program in 2017. They include Professor Karen Healy, Professor Jill Wilson, Dr John Drayton, Dr Robyne Le Brocque and Dr Teresa Grahame, along with our field education team - Mark Cleaver, Jo Bidgood and Rachel McCarthy.

As program lead, I will be available throughout the year to assist with any queries and discuss your career plans in social work. I look forward to meeting you.

Dr Maree Petersen
Program Lead
Master of Social Work Studies Program
1. INTRODUCTION TO SOCIAL WORK

1.1 Purpose of the Handbook

For students enrolled in the Master of Social Work Studies program this handbook provides in one place:

- An orientation to the School and its structure and administrative arrangements
- A summary outline of the Master of Social Work Studies 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 Master of Social Work Studies, please refer to the School’s website at http://www.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 in Room 313 on level three of the Chamberlain Building. Office hours are 9.00 a.m. – 5.00 p.m. Monday to Friday. Doors to the building are open by Security at 7am and locked by Security around 10.00 p.m. 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
Fax:  (07) 3365 1788
E-mail: nmsw@uq.edu.au

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

The Program Lead, Dr Maree Petersen, can be contacted on (07) 3346 7314 or by email on m.petersen@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/contact

Professional Staff

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

4. MASTER OF SOCIAL WORK STUDIES 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 marginalised 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 marginalised, 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 Master of Social Work Studies Program

The goal of the Master of Social Work Studies is to develop competent, effective, skilled, knowledge based, critically self-reflective and ethically aware graduates who are committed to promoting human well-being and social justice and redressing social exclusion and marginalisation. To this end the Master of Social Work Studies program aims to build students’ understanding of the causes and consequences of social exclusion and marginalisation in contemporary society, as well as develop their knowledge and skills in the different modes of intervention necessary to redress social exclusion and marginalisation.

A more detailed outline of the outcomes for the Master of Social Work Studies program can be found in Appendix 1.

4.3 Curriculum Themes

To achieve this goal the Master of Social Work Studies curriculum engages with seven core themes:

1. Promoting social inclusion and redressing marginalisation and exclusion
2. Providing leadership
3. Locating human services in the contemporary environment
4. Conceptualising social work as a profession with permeable boundaries
5. Engaging with diversity
6. Developing knowledge and skills in the following core areas of practice: mental health; child wellbeing and protection; and working with Aboriginal and Torres Strait Islander peoples.
7. Facilitating specialist practice knowledge and skills

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. Promoting social inclusion and redressing marginalisation and exclusion: This theme 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. This theme is threaded through the curriculum and is addressed in each of the core courses in the program.

2. Providing leadership: This theme 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.
3. Locating human services in the contemporary environment: This theme dictates a curriculum cognisant of developments in the welfare state and human service provision. For example, it currently involves ensuring practitioners have the knowledge and skills to be able to work effectively in the competitive environment of the mixed economy of welfare and with new public management regimes. 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 purpose, rationale, cost and outcomes of particular interventions. It also involves ensuring that the program is meeting current professional requirements, including those identified in the AASW accreditation and practice standards documents.

4. Conceptualising social work as a profession with permeable boundaries: This theme recognises the diverse nature of social work and encompasses the capacity to analyse and intervene in a range of complex situations in different contexts. Social work has 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 skills necessary to adapt and apply them in different contexts, and to work collaboratively with others.

5. Engaging with diversity: This theme directs attention to the exploration and appreciation of differences and similarities in people’s experiences, needs, values 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. Cross-cultural practice is central to social work and encompasses providing culturally responsive services to people. This theme also draws attention to issues of power and privilege and the importance of challenging oppression and racism.

6. Developing knowledge and skills in the core practice areas of: mental health; child wellbeing and protection; and working with Aboriginal and Torres Strait Islander peoples: These three areas of practice are identified as central to social work practice by the Australian Association of Social Workers. Practitioners in all fields of practice need to develop the requisite values, knowledge and skills to work effectively with people with mental health issues. Similarly, social workers in every practice setting have a responsibility to promote the safety and wellbeing of children and young people. This theme also recognises the importance of Aboriginal and Torres Strait Islander-centred social work and the centrality of Indigenous knowledges to social work practice. Learning and teaching strategies addressing these three areas of practice are infused throughout the curriculum.

7. Facilitating specialist practice knowledge and skills: This theme identifies the need for postgraduate qualifying students to be ‘job ready’ in particular fields of practice when they complete the program. Many students entering the Master of Social Work Studies program will have specific ideas of where they want to work when they graduate and want to be competitive job applicants in this field. Students therefore have the opportunity to select up to three advanced practice elective courses in the latter part of their degree. Students may choose to concentrate their elective choices around one of the following areas of practice: child and family practice; health; community development; counselling; or research.

4.4 Program Structure (refer to tables pages 9-12)

The curriculum helps students attain key educational goals and outcomes. The curriculum is structured into the following four areas:

- **Foundation knowledge** in the social and behavioural sciences, which has been achieved prior to entry to the program.
• **Core studies** in social work, including knowledge and skills in working with individuals, groups, communities and families, as well as in advocacy, research and social policy practice. Students will also have the opportunity to acquire core practice knowledge and skills in the areas of mental health, working with children and families, human development and law.

• **Advanced studies** in social work, social policy or research practice, including the option to select courses within topic concentrations (child and family practice, community development, counselling, health or research). Those who may, in the future, wish to apply to do a research higher degree (e.g. a PhD) are advised to take research courses for their advanced studies electives.

• **Supervised practice** or field education in which students are presented with a range of educational opportunities in which to differentially apply knowledge and skills to practice situations, and to develop the capacity for ongoing professional development.

### 4.5 Teaching formats

The Master of Social Work Studies employs a range of teaching approaches and formats to ensure that students have access to the learning opportunities required to become effective social workers. The program relies on developing a critical reflective approach, a consideration of the evidence that underpins practice decisions, a commitment to evaluating outcomes, a clear framework for practice that guides decision making in areas of uncertainty and a commitment to ongoing learning. Types of teaching and learning activities that will be conducted include:

- Workshops, designed to develop skills for practice;
- Lectures;
- Online activities, such as discussion boards and blogs;
- Tutorials;
- Seminars;
- Field education.

In some courses lectures may be shared with undergraduate students; however in these cases Master of Social Work Studies students will have separate tutorials and separate assessment which meet the University’s requirements for post-graduate learning.

There may also be a combination of day and evening classes. This is designed to meet a range of students’ needs, including those in employment and those undertaking the program part-time. Most campus-based courses involve a minimum of three hours per week in direct contact time (in addition to time spent reading, participating in online activities and completing assignments). Some advanced practice elective courses may be offered as half- or full-day workshops.

Field education courses (Field Placement 1 and 2) require students to work and learn in an agency for between three to five days per week for periods of up to 21 weeks. Full-time students will be undertaking campus-based courses concurrently with their field education courses. (See section 7 of this Handbook).

### 4.6 Rules & Guidelines

Students should refer to the following University of Queensland websites:

- [myUQ at https://student.my.uq.edu.au](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.

**Programs and Courses website** [www.uq.edu.au/study](http://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.


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 Master of Social Work Studies Program Structure

**Master of Social Work Studies (32 unit, full-time mode)**

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<thead>
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<th>SEMESTER 1</th>
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<tr>
<td></td>
<td>SWSP7111</td>
<td>SWSP7155</td>
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<td></td>
<td>Introduction to Key Elements of Social Work [#2]</td>
<td>Field Placement 1 [#6]</td>
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<td>SWSP7199</td>
<td>SWSP7188</td>
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<td>The Legal and Policy Context of Social Work Practice [#2]</td>
<td>Direct Practice 2 [#2]</td>
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<tr>
<td></td>
<td>Direct Practice 1 [#2]</td>
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<td>SWSP7044</td>
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<td>Lifespan, Culture and Disability [#2]</td>
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<td>SWSP7183</td>
<td>SWSP7266</td>
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<td></td>
<td>Advanced SW Field Practice in Mental Health [#2]</td>
<td>Field Placement 2 [#6]</td>
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<td>SWSP7182</td>
<td>SWSP7046</td>
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<tr>
<td></td>
<td>Advanced SW Field Practice in Child, Youth and Family [#2]</td>
<td>Human Services Practice with Indigenous Australians [#2]</td>
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<td>HLTH7308</td>
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<td>Developing a Research Proposal [#2]</td>
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<tr>
<td>Elective</td>
<td>Choose 1 course [#2] from the elective list with recommendation to do SWSP7181 Advanced SW Practice in Health and Ageing</td>
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<td>= 8 UNITS</td>
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**Notes:**

a. Total MSocWkSt Program = 32 units.
b. All courses equal 2 units [#2] unless otherwise stated.
c. For a full listing of pre-requisite courses, please refer to [www.uq.edu.au/study](http://www.uq.edu.au/study)
d. Students may choose any electives from the list below. Please refer to [www.uq.edu.au/study](http://www.uq.edu.au/study) for course outlines and semester offerings.

- COUN7005 Counselling and Mental Health [sem 2]
- COUN7012 Counselling Children and Young People [sem 2]
- COUN7014 Understanding and Caring for Those Affected by Loss [sem 1]
- COUN7015 Counselling for Health and Capacity Challenges [sem 2]
- COUN7019 Counselling for Crisis and Violence
- EDUC7001 On the Edge: Identifying and Assisting Students at Risk [sem 2]
- HPRM7004 Introduction to Substance Use & Misuse [sem 1/online summer sem]
- POLY7002 Doing Social Policy [sem 2]
- PUBH7026 Mental Health Policy & Services [online sem 2]
- PUBH7614 Health Systems [online sem 1]
- SOSC7093 Community Development Method & Analysis [sem 1]
- SOSC7113 Learning and Mobilising for Community Development
- SOSC7123 Community Planning, Engagement and Governance [sem 1]
- SOSC7133 Cultural Community Development
- SWSP7181 Advanced SW Practice in Health and Ageing [sem 1]
- SWSP7267 Family Therapy Traditions: Basic Concepts and Skills [sem 1]

or #2 as approved by the Program Director
Master of Social Work Studies (32 unit, part-time mode)

Please contact NMSW for a study plan on mnsw@uq.edu.au as part-time schedules varies considerably amongst students.
# Master of Social Work Studies (24 unit, full-time mode)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<td><strong>YEAR 1</strong></td>
<td></td>
</tr>
<tr>
<td>SWSP7183 Advanced Social Work Practice in Mental Health [#2]</td>
<td>SWSP7188 Direct Practice 2 [#2]</td>
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<tr>
<td>SWSP7182 Advanced Social Work Practice in Child, Youth and Family [#2]</td>
<td>SWSP7046 Human Services Practice with Indigenous Australians [#2]</td>
</tr>
<tr>
<td>SWSP7111 Introduction to Key Elements of Social Work [#2]</td>
<td>Elective</td>
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<tr>
<td>SWSP7199 The Legal and Policy Context for Social Work Practice [#2]</td>
<td>Choose 2 courses (#2+ #2) from the elective list</td>
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<td><strong>= 8 UNITS</strong></td>
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<tr>
<td><strong>YEAR 2</strong></td>
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<td>SWSP7366 Field Placement 1 (600hrs) [#8]</td>
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Notes:
- Total MSocWkSt Program = 24 units.
- All courses equal 2 units [#2] unless otherwise stated.
- For a full listing of pre-requisite courses, please refer to [www.uq.edu.au/study](http://www.uq.edu.au/study).
- Students may choose any electives from the list below. Please refer to [www.uq.edu.au/study](http://www.uq.edu.au/study) for course outlines and semester offerings.

- **COUN7005** Counselling and Mental Health [sem 2]
- **COUN7012** Counselling Children and Young People [sem 2]
- **COUN7014** Understanding and Caring for Those Affected by Loss [sem 1]
- **COUN7015** Counselling for Health and Capacity Challenges [sem 2]
- **COUN7019** Counselling for Crisis and Violence
- **EDUC7001** On the Edge: Identifying and Assisting Students at Risk [sem 2]
- **HPRM7004** Introduction to Substance Use & Misuse [sem 1/online summer sem]
- **POLY7002** Doing Social Policy [sem 2]
- **PUBH7026** Mental Health Policy & Services [online sem 2]
- **PUBH7614** Health Systems [online sem 1]
- **SOSC7093** Community Development Method & Analysis [sem 1]
- **SOSC7113** Learning and Mobilising for Community Development
- **SOSC7123** Community Planning, Engagement and Governance [sem 1]
- **SOSC7133** Cultural Community Development
- **SWSP7181** Advanced SW Practice in Health and Ageing [sem 1]
- **SWSP7267** Family Therapy Traditions: Basic Concepts and Skills [sem 1]

or #2 as approved by the Program Director
Master of Social Work Studies (24 unit, part-time mode)

Please contact NMSW for a study plan on mnsw@uq.edu.au as part-time schedules varies considerably amongst students.
5. ASSISTANCE TO STUDENTS

5.1 Blackboard (e-learning) sites

Most 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 MSocWkSt Students after they have been enrolled in the program.

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
Fax: +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>Program Planning</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>Enrolment Difficulties on mySI-net</td>
<td>Student Centre, Level 1, JD Story Building</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>Programs and Courses website <a href="http://www.uq.edu.au/study">www.uq.edu.au/study</a></td>
</tr>
<tr>
<td>Reading Packs</td>
<td>All course readings should be available from the Library, and may be available online via Blackboard</td>
</tr>
</tbody>
</table>
### Timetable
- Viewable on mySI-net
- Course Coordinators
- School Administration Office: nmsw@uq.edu.au

### Assignments
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Assessment Policy</td>
<td></td>
</tr>
<tr>
<td><strong>Extensions</strong></td>
<td>Paperto work must be submitted through the school front office, email <a href="mailto:nmsw@uq.edu.au">nmsw@uq.edu.au</a></td>
</tr>
<tr>
<td>Collection/Return of assignments</td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td>Your Course Coordinator</td>
</tr>
<tr>
<td></td>
<td>Your Course Coordinator</td>
</tr>
</tbody>
</table>

### Computer Access:

### Examinations
| My.UQ                                                                                                               |
| Student Centre, Level 1, J.D. Story Building                                                                      |

### Personal, Financial stress, disability plans, academic preparation workshops, careers advice
| Student Services, Relaxation Block (Tel: 3365 1704) [www.uq.edu.au/student-services](http://www.uq.edu.au/student-services) |

### Lifting your Academic Performance

### English your second language?
| 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: [www.icte.uq.edu.au](http://www.icte.uq.edu.au) |

### UQ Union

### Fees – (HECS-help)
| Student Centre J D Story Building [www.my.uq.edu.au](http://www.my.uq.edu.au) |

## 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](http://www.uq.edu.au/student-services/disability).

## 5.5 Student Rights and Obligations
All students in the Master of Social Work Studies 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 [http://www.uq.edu.au/myadvisor/expectations-responsibilities](http://www.uq.edu.au/myadvisor/expectations-responsibilities).
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. These can be obtained from the Programs and Courses database: www.uq.edu.au/study by typing in the course code e.g. “SWSP7177”. 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: www.nmsw.uq.edu.au Please familiarise yourself with this information at the start of each semester.

PLEASE NOTE - STUDENTS ARE STRONGLY ADVISED TO KEEP A COPY OF EVERY ASSIGNMENT SUBMITTED FOR GRADING

7. FIELD EDUCATION UNIT

7.1 Field Education Program

Students enrolled in the 32 unit Master of Social Work Studies program are required to complete 1000 hours of supervised field education. This meets the Australian Association of Social Workers (AASW) minimum standards, as well as the standards of professional bodies in the UK, USA and Canada. To meet this requirement, all field education placements (SWSP7155 and SWSP7266) are carried out over 18 weeks.

Students enrolled in the 24 unit Master of Social Work Studies program (i.e. those who have an accredited human services or equivalent degree) are required to complete 600 hours of supervised field education. Together with a minimum of 400 hours of field education on their undergraduate degree, this meets the AASW minimum standards. Students enrolled in this degree complete one field education placement (SWSP7366) in the final semester of their program. This placement is carried out over 18 weeks.

Students should note that all placements extend into vacation periods and may involve some incidental costs.

Students can undertake their placements in a range of human service organisations. The School has developed a policy concerning students requesting to undertake their placement in their workplace. The policy takes into account the expectations of the AASW. The policy is outlined below.
7.2 Guidelines for Placement in Current Workplace:

Some students enquire about completing one of their placements in agencies where they are currently employed. Students should be mindful that, in accordance with the AASW’s guidelines on workplace based placements, the following factors will be taken into consideration when considering such requests:

- 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 organisation, university and student will be completed. This will include:

- Agreement that the employee is in a student role whilst on placement and that he/she is 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 the Field Education Unit 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 students’ efforts to complete their courses and recognises 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 students have any queries about the impact of this policy on their particular circumstances, they are advised to seek clarification with the Field Education Unit staff very early in the pre-placement process.

7.3 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 sector. For further information on the way in which this prior experience may be credited towards the first social work placement, click on the following link:
7.4 Field Education Unit Staff

Mr Mark Cleaver (Field Education Unit Manager)
Ph: (07) 336 52462

Ms Joanne Bidgood (Field Education Coordinator)
Ph: (07) 336 52462

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

7.5 Placement Process

In the semester prior to placement, each student is interviewed by a member of the Field Education Unit 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

Students are subsequently asked to attend an interview at one or more agencies before final allocation of placements are confirmed. While every effort is made to accommodate students’ preferences, the Field Education team will make the final determination of placement allocations. In the final year, placements in rural and remote areas are available to students. International placements may also be available. However, students may need to plan well in advance (12 months) if they wish to consider an international placement.

7.6 Placement Curricula

Detailed course guidelines and the policy with regard to Field Education courses SWSP7155 or SWSP7366 (Field Placement 1) and SWSP7266 (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. Please note there are no supplementary assessments for field education courses.

7.7 Field Education webpage

Students are requested to regularly check information on the School website:
http://www.nmsw.uq.edu.au

Choose the Field Education link on the home page of the School website.

7.8 Field Placements Security Checks

There are government legislative requirements in relation to people working 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.
7.9 Working with Children Check

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 personal 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

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.

7.10 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.

7.11 Field Placements with the Queensland Department of 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 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.

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 directors, external academic representatives, the Director of Teaching and Learning, and student representatives. Meetings are held at least four times a year. 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 Front Office 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/ 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 Director or Senior Administrative Officer (Academic).

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 convenors host Conversation Cafés. The Cafés are lively conversations of small groups of people with shared 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
Michael Fagg m.fagg@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 8:00 a.m. - 10 p.m.

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

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 Master of Social Work Studies 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 by clicking on the “Alumni” link.

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/.

10. TEACHING STAFF

Our staff’s research profile can be found on the UQ website, http://researchers.uq.edu.au

11. UNIVERSITY ACADEMIC CALENDAR 2015

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
Fax: (07) 3365 1788
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

School Campus Contact Details:

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

Telephone: + 61 7 3365 2068  
Facsimile: + 61 7 3365 1788  
E-mail: nmsw.uq.edu.au  
CRICOS Provider No: 00025B
APPENDIX 1

Outcomes of the Master of Social Work Studies Program

The Master of Social Work Studies program staff actively promotes the attainment of the following attributes by our graduates:

In depth Knowledge of the Field of Study

1. *A comprehensive and well founded knowledge of the field of study*
   - Knowledge of theories, principles, methods and processes of social work.
   - Knowledge of established, emerging and potential fields of practice, including child protection, mental health, work with Australian Indigenous peoples and cross-cultural practice.
   - Knowledge of the relationships among different fields of practice and modes of social intervention.
   - 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 wellbeing in Australian society (policy).

2. *A broad understanding of the field of study, including how other disciplines relate to the field of study.*
   - Knowledge of the scope and diversity of social work and social policy practice.
   - An understanding that social work builds on, develops and applies foundational disciplinary knowledge in the social and behavioural sciences and humanities.
   - 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).
   - Openness to emerging disciplinary knowledge and its relevance to social work.

3. *An international perspective on the field of study*
   - Knowledge about developments in the global environment impacting upon wellbeing, social policy 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.

4. *An appreciation of the link between theory and practice*
   - Capacity to identify how different sources of knowledge affect an understanding of practice situations and the appropriate professional response to these situations.
   - Awareness of how to make use of professional and disciplinary knowledge, including theoretical knowledge, when engaging in practice.
   - Capacity to use research knowledge and evidence to evaluate the appropriateness and effectiveness of the application of a theoretical perspective to practice situations.

Effective communication

1. *The ability to collect, analyse and organise information and ideas, and to convey those ideas clearly and fluently, in both 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.
   - The ability to explain to others the purpose and contribution of social work practice in different contexts.
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 contexts of communication between people, groups, communities, organisations, and institutions using a range of communication modalities) to achieve social work goals.
   - The ability to form, maintain and evaluate appropriate professional relationships with clients, including individuals, families, groups and communities.

3. **The ability to select and use appropriate level, style and means of communication**
   - The ability to communicate effectively in different settings and fields of practice, including child protection, mental health, work with Australian Indigenous peoples and cross-cultural practice.
   - The ability to communicate effectively across difference, including the capacity to strategically adapt communication styles.

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.

5. **The ability to practise as part of an interdisciplinary or interprofessional team**
   - An awareness of the benefits and challenges of multidisciplinary working in different settings.
   - The capacity to work collaboratively with others and to participate in multi-disciplinary teams.
   - The ability to manage the tension between team membership and autonomy.

### Independence and creativity

1. **The ability to work and learn independently and effectively**
   - Awareness of when and how to make autonomous decisions and action.
   - A capacity to critically reflect on practice and learn from mistakes.
   - A capacity to identify learning needs, goals and tasks to improve practice.

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.
   - The capacity to provide leadership across the various domains of the industry.
   - Awareness of the importance of lifelong learning and ongoing professional development.

3. **The ability to formulate and investigate 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-routinised and continuously changing conditions.
   - An understanding of the applicability of social work processes to a diversity of situations and contexts.
4. The abilities and skills that provide a foundation for future leadership roles
   • An understanding of social work’s role as a lead profession in the contemporary human service industry.
   • An understanding of the applicability of social work processes to a diversity of situations and contexts.
   • High order negotiation and conflict resolution skills.

Critical judgement

1. The ability to apply critical reasoning to issues through independent thought and informed judgement
   • The application of informed conceptual frameworks to the analysis of and response to issues, phenomena and problems in social work practice.
   • The capacity to critically reflect on, monitor and evaluate one’s own practice and service provision.

2. The ability to process material and to critically analyse and integrate information from a wide range of sources
   • 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 conduct research that develops, monitors and evaluates interventions and contributes to the development of knowledge bases for social work practice.

3. The ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions using an evidence-based approach
   • 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.
   • The capacity to use research knowledge and evidence in critical analysis, decision making and evaluation.

Ethical and social understanding

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.
   • Active commitment to engage in social policy processes to promote the best interests of service users

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.
   • Demonstrated commitment to continual improvement in services
3. **A knowledge and respect of ethics and ethical standards in relation to a major area of study**
   - Knowledge of the dimensions of social work as a practical-moral activity guided by ethical principles and constitutive of ethical practices.
   - The 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.
   - Efficient and effective management of resources and services in line with professional standards.
   - Demonstrated appropriate attitudes and values necessary for work in a range of fields of practice, including child protection, mental health, work with Australian Indigenous peoples and cross-cultural practice.

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.
   - A comprehensive appreciation of and a capacity to respond to the special historical and contemporary circumstances of Indigenous Australians.
   - An ability to work cross-culturally.

5. **The ability to work effectively and sensitively across all areas of society**
   - A capacity to respond to difference, e.g. those mediated by gender, class, ethnicity, age, different abilities.

6. **An understanding of and respect for the roles and expertise of associated disciplines or professions**
   - Awareness of the roles of different professions and disciplines in specific fields of practice (e.g. health, child welfare, aged care) and how these differ from and complement a social work role.
   - A capacity to engage and consult with different professionals to make specific use of their professional and/or disciplinary knowledge.

**Professional practice**

1. **A capacity to purposefully apply the full range of professional skills in diverse and changing contexts**
   - The capacity to engage in effective practice at micro, meso and macro levels (includes engagement, assessment and intervention skills for work with individuals, groups, families, organisations, communities and other social systems).
   - The capacity to engage in multiple modes of practice (e.g. policy practice, research, community work, interpersonal and family work).
   - The capacity to articulate rationales for practice in different contexts, drawing upon professional knowledge bases, theories and values to achieve social justice outcomes.

2. **Purposeful use of self in all aspects of professional practice**
   - Awareness of personal strengths and limitations.
   - Cultural and social awareness of self.
   - The 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.
   - Awareness of the importance of and commitment to lifelong learning.
3. **Professional practice processes**
   - The capacity to assess situations and select responses from a range of knowledge bases and skills.
   - The capacity to understand and work in a variety of organisational contexts
   - The capacity to monitor and evaluate the effectiveness of practice

4. **Development of the skills of reflective practice**
   - The capacity to proactively engage in critical reflection and evaluation of practice.
   - Commitment to continuing professional development and learning, including professional supervision.

5. **Professional workplace skills**
   - An awareness of environmental demands of social work practice in its different contexts.
   - Appropriate self-management and self care skills.
   - Commitment to promoting service users’ issues in the work place