



MONASH University

DEPARTMENT OF SOCIAL WORK

Bachelor of Social Work

Bachelor of Health Science/ Bachelor of Social Work

Bachelor of Arts / Bachelor of Social Work

Master of Social Work (Qualifying)

BACHELOR OF SOCIAL WORK

Information Guide for Students

2011

The information contained in these notes supplements information already provided in the University Website and was correct at the time of printing.

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1. MONASH UNIVERSITY

Monash is a leading Australian university. Monash is an international university with 54,872 local (68%) and international (32%) students. The University receives wide recognition, through international awards, for its excellence and innovation in teaching and learning, including its exceptional contributions to undergraduate university education in Australia and commitment to promoting knowledge of the Asia Pacific region among undergraduate students. It was selected by the Australian government as the lead institution for the establishment of Open Learning Australia in 1993, and continues in this role.

Monash is one of the Group of 8, a coalition of Australia's leading universities: the Group of 8 universities undertake 70% of all research conducted in Australian universities and over half of all basic research conducted throughout Australia. They produce between 60% and 80% of international recognised Australian research publications in every field of research and over 80% of internationally cited university research in Australia.

2. SOCIAL WORK AT MONASH UNIVERSITY

2.1 Qualifying Courses

Monash Social Work Qualifying programs prepare students for entry level social work practice. These programs are offered at both undergraduate and Masters levels. Entry points at undergraduate and post-graduate levels provide different pathways for students to achieve eligibility to the Australian Association of Social Workers (AASW).

Monash offers a full-time two year accelerated Bachelor of Social work (BSW) degree. This course is offered On-Campus (day), by Off-Campus Distributed Learning (OCDL) and Off-Shore (in Singapore commenced in 2004). A full-time four year combined Bachelor of Health Science/ Bachelor of Social Work (BHS/BSW) and Bachelor of Art/Bachelor of Social Work (BA/BSW) is also offered, with both offered On-Campus (day), and the BA/BSW also offered by OCDL.

Monash also offers a Masters of Social Work (Qualifying) which is a two year full-time degree, offered to students who have completed a Bachelor degree in a discipline other than Social Work

2.2 Postgraduate Courses

Monash offers coursework and research postgraduate degrees. These are at Masters and Doctoral level.

3. HOW TO USE THIS GUIDE

Information in this guide is in addition to that provided in the Undergraduate Handbook, Faculty website and University website. This information can be found at:

<http://www.med.monash.edu.au/socialwork/>

<http://www.monash.edu.au/students/>

<http://www.monash.edu.au/pubs/handbooks/undergrad/med.html>

<http://www.adm.monash.edu.au/unisec/pol/polalpha.html>

The information provided in this guide is relevant to students enrolled in the MSWQ, BSW and the BSW component of the BA/BSW and BHS/BSW. The information provided is applicable to all students, regardless of the mode of enrolment, unless otherwise specified.

4. EDUCATIONAL PHILOSOPHY

4.1 Broad Aims and Values

The Monash Social Work course is based in a set of values which are a combination of values about society, about the nature of social work, and about the nature of social work education.

The Department of Social Work's vision is:

Leading socially just and sustainable change.

Our mission statement is:

Through education, research and policy activism, Monash Social Work will deliver resources, knowledge and influence to develop the capacity of people and their communities to embrace diversity and advance social justice, human rights and sustainability in local, national and global contexts.

We see the major goal of social work as achieving positive development and change in order to promote personal and community well-being. Social work intervention therefore, is concerned with intervention at the personal level, the community level, the organisational level, and the societal level. Increasingly social work has been concerned with the latter two arenas of change as social research, analysis and critique have confirmed the effect of structural inequalities on people's capacity to pursue a satisfactory quality of life. A particular focus of change for social work must be, therefore, to strive for a redistribution of power and resources in favour of disadvantaged groups.

At the same time the focus of available social work jobs has narrowed in recent years, and in Australia in particular the availability of employment in community development, advocacy and related areas has been very limited. Social work at Monash aims therefore to balance its structural analysis with the development of the capacity of its graduates to intervene at the personal level. In this sense, the requirements of the AASW for courses to provide a broad coverage of areas which we support and adhere to, provides a framework within which the Monash course sits comfortably.

4.2 Basic Social Work Values

Social Work at Monash supports the AASW Code of Ethics and it forms an important part of our teaching. Our aim is to produce social workers who are committed to the three basic values outlined in the Code of Ethics. Two areas stand out for special attention.

One is the commitment to fairness and social justice in society, and in this sense we strongly support and teach the importance of structural analysis, whether the intervention is aimed at the personal or societal levels. Empowerment of people whatever the focus of the intervention is one aim, as are the reduction of disadvantaged and the promotion of equitable and fair access to those goods and services which facilitate people's quality of life. It is a legitimate and necessary concern of social work to focus on empowerment, especially where social policies or structural inequalities discriminate against individuals or groups of people and social work students must be encouraged to understand and reflect critically on such matters. Class, gender, race, sexual orientation, disability and other characteristics stand out as major areas where disadvantage can occur. Globalisation and technical change are further factors leading to disempowerment – because they seem inevitable, because they contribute increasingly to the way social structures are developing, and because the victims of their growth are frequently blamed for their own disadvantage. More locally, rural disadvantage and the disadvantage of Indigenous peoples are further factors with which this course is concerned.

Structural analysis must also be connected to an analysis of and concern about people's individual functioning. Underpinning this is the value of a respect for people, the dignity and self-worth of people, and a concern with their subsequent right to be empowered and self-determining. Structural analysis can be used to cast doubt on the use of direct practice methods with clients. Nevertheless, Social Work at Monash supports the provision of direct services, appropriately used, and supports the rights of clients to choose and use such services in pursuit of improved functioning and greater empowerment.

In accepting the limits to self-determination inherent in the AASW Code of Ethics, Social Work at Monash also asserts the rights of the community and its members' safety and to freedom from threat. Social control roles and direct service should always be carried out with the social worker striving to conduct them within a context of structural analysis. That said, direct service methods have a proud history within mainstream social work and are choices which are endorsed by both the community and by individual clients. The social control role of social work, wisely conducted, makes a contribution to community well-being.

In all of the above aspects of practice, it is essential that social work be conducted in a context of respect for the dignity and worth of all people, and consequently in a non-discriminatory fashion. Whether a direct practitioner, manager, policy maker, advocate, or researcher, whether working within a context of social control or voluntary service delivery, the social worker is obligated to enact these principles.

Social work then, as we see it, is both part of and a reflection of the community's care for its members. It reflects a respect for individuals and individual striving as well as a concern for society's obligation to take collective responsibility for those in need as a concern to challenge those conditions which create disadvantage. These values are both substantive and procedural in nature – they are not only ends in themselves, they are basic to how social work activity should be conducted.

Social work practice involves a dynamic and complex interrelationship between knowledge, values and skills. The practice of social work requires the practitioner to develop the capacity to analyse critically and devise creative solutions. Because social work is concerned about the human condition, the capacity to make informed, intelligent critical judgements is paramount. Social Work at Monash is strongly committed to practice which is informed by strong, contemporary research. A distinguishing feature of social work teaching at Monash is the involvement of staff in research, their enthusiasm for their research, and their attempts to convey this enthusiasm for research to students, as well as the knowledge gained from research. As well, we value other kinds of knowledge, such as knowledge gained from practice. Because social work has been and always will be conducted within the context of a human relationship, we are strongly committed to a practice in which practitioners understand themselves that their own reactions, conduct non-discriminatory practices, and strive to use the social work relationship positively.

4.3 Philosophy of Education

Although Social Work at Monash has its particular philosophy of education; we also operate within the context of educational policies which govern the whole University. These policies are aimed at promoting effective teaching of both coursework and research students, and supporting the organisational structures necessary to produce this outcome.

In preparing social work students to work in the complex reality of Australian society the way we educate must reflect the basic values of social work. The basic values of respect for persons and social justice are principles form the basis on which the course is delivered and taught. If we as academics are to expect principles such as social justice, respect for individuals, and competence to be valued and adhered to by students, we need to model them in our own behaviour.

- 4.3.1** These principles are particularly reflected in our treatment of students as adult learners, encouraging as much self-directed learning as possible and respecting the life experience, knowledge and value base which each student brings to the course. This is an empowering experience for students; and social workers required to assist in empowering clients need, themselves, to be empowered. Their educational experience needs to be part of the empowering process.

The key principles of adult learning can be summarised as follows:

- the maturation process involved a person moving from dependency toward self-direction – the learning process should mirror this progression
 - greater maturity brings with it life and professional experience that the student can draw on in the learning process
 - with maturity, learning needs become more directed and especially related to the person's key social roles, such as current or future employment
 - an associated development is that learning needs also become less oriented to study as a subject for its own sake and more towards its use in addressing issues and solving problems
 - a particular value of the adult learning approach is its emphasis on helping students to learn how to learn. No course can completely prepare student for life after graduation, and in any case, students need to value learning as life-long pursuit and obligation. Learning how to learn is a key step in the student's preparation for this task.
- 4.3.2** A second element of our philosophy of education is that as the course is designed to prepare students for professional practice, it should reflect the integration of theory and practice required in a social work activity. Given the intricate and complex nature of the relationship of knowledge, values and skills in social work activity, it is important that students begin to integrate the various elements of professional practice at an early stage in their course.

It is essential that students develop an awareness of how good practice can develop from the integration of relevant theory, and how in turn practice wisdom can contribute to the development of theory.

The Department and the faculty are also looking at formal ways to assess fitness for practice. This includes the way students present, deal with staff and other students, raise issues and concerns, give and receive feedback. The department considers this as a part of whether students are ready to take supervised professional practice.

- 4.3.3** The third element of our philosophy of education is that education must have as a major purpose the development of 'critical' faculties. The capacity to reflect on, understand and analyse critically subject matter is basic to what we understand by the term 'education' as opposed to 'training'. Education involves initiation into a body of knowledge and ways of thinking, as well as the development of an ability to reflect critically on and analyse that body of knowledge. In a practical field like social work that ability is particularly important as it has direct ramifications for individuals, organisations, and social policy itself. The development of a critical faculty is essential for competent professional practice.

To that extent, Social Work at Monash retains some scepticism about mainstream 'competency' models of practice. In order to practice competently it is necessary to learn more than 'competencies'. Social workers require critical and reflective capacities.

In offering courses that are taught mostly at third and fourth year level and at the postgraduate level, Monash is fortunate in that most of its students have already been exposed to the art of critical analysis, which is at the heart of the humanities subjects, which are required prerequisites and are contained in the early stages of the double degrees. However, we endorse the obligation to go beyond those beginnings and enhance the critical faculties of our students, particularly in a professional environment which is relatively conformist and in which graduates are frequently discouraged from critical analysis. This context only heightens the need for competent social workers to be able to critically analyse those situations in which they find themselves, and consequently, heightens the requirement on social work education to prepare them to do so.

This ability to critically analyse must be applied even to foundational social work values and knowledge, such as those contained in the Code of Ethics. We would reject the notion that any social worker's values can be entirely idiosyncratic, but at the same time social workers need to develop an individual position on values and 'own' and be clear on their own value position. This is not possible without a critical approach to foundational principles, their clarity, their applicability, and so on.

- 4.3.4** A further element in our educational philosophy (in part related to our support of adult learning principles) is the recognition that our students will be required, as graduates, to impart their knowledge and skills in a variety of ways; and that they will have a variety of learning styles. A social work course which is responsible to this will incorporate a variety of different ways to teach, to involve student input, and to assess. Our course structure illustrates this. In short, a mix of lectures, tutorials, discussion groups, skills development groups, role plays, student presentations, video, and personal discussion and support are required. There is a lesser ability to utilise the face to face aspect of these for off campus students, but face to face contact is maintained at the compulsory workshops. Email and telephone support supplement this, also on-line materials and threaded discussion groups, which enable students who have difficulty in maintaining contact with each other between workshops, to communicate with each other about academic issues, and offer collegial support.
- 4.3.5** The final element in our educational philosophy is that research should inform practice. Social work education and its knowledge base should be informed by quality contemporary research knowledge. In order to further that end, members of the Department actively feed their research findings into the social work curriculum. At the same time practice knowledge, critically analysed, is highly valued and staff actively feed in their own practice knowledge, as well as utilising the knowledge of competent practitioners from the field.

4.4 Course Aims

Our philosophy of social work and social work education provide a basis from which our more specific educational aims are derived. These are to:

- develop graduates with a commitment to social justice and with a respect for the worth and dignity of all people
- develop graduates who are able to integrate their previous knowledge base in the behavioural and social sciences, and in other areas, into social theory and practice
- develop graduates who can apply various social work theories and models critically and selectively in practice
- develop graduates with a critical understanding of the place of values and ethics in social work in addition to a sensitivity to other people's values and ethics
- develop graduates with appropriate direct practice skills in working with individuals, families, groups and communities. Involved in the implementation of these strategies are skills in interviewing, analysis, assessment, intervention and problem solving. Social work interventions should always be based on the practitioner's effective use of self and the practitioner's commitment to developing insight in order to remove personal biases which may hinder practice. Our graduates should have a knowledge of different forms of social work practice in a variety of practice settings
- develop graduates with skills in research to enable them to gather information for the development and assessment of intervention strategies, as well as the extension of social work knowledge. At the same time our aim is to develop graduates who value practice knowledge, and can apply the disciplines derived from research training to the evaluation of such knowledge and to their organisation
- develop graduates with an understanding of social, political and management issues and social policies so that they will be better equipped to make their own contribution to working with and on behalf of disadvantaged people
- develop graduates who have a commitment to analysing problems both for their individual and structural significance and who are capable of developing strategies to respond to the broad range of causes of people's problems
- develop graduates with a commitment to competent, non-discriminatory practice and to practice which involves a commitment to life-long learning. A practical demonstration of this is in the use of post-graduate students in teaching – students who demonstrate enthusiasm for their teaching and research and are role models for a commitment to continuing learning.

4.5 Monash University prepares its graduates to be:

1. responsible and effective global citizens who:

- engage in an internationalised world
- exhibit cross-cultural competence
- demonstrate ethical values

Being *responsible and effective global citizens* includes, but is not limited to:

- Sustainability
- Social justice
- Egalitarianism
- Global justice
- Equity
- Openness and transparency
- Compassion and empathy
- Corporate and social responsibility
- Advocacy
- Ethical behaviour
- Cross-cultural sensitivity

2. critical and creative scholars who:

- produce innovative solutions to problems
- apply research skills to a range of challenges
- communicate perceptively and effectively.

Being *critical and creative scholars* includes, but is not limited to:

- Disciplinary knowledge
- Critical analysis
- Numeracy
- Information literacy
- Multi- and inter-disciplinary
- Oral and written communication skills
- Presentation skills
- Collaborative skills
- Leadership skills
- Applied learning
- Knowledge creation

Graduates of our qualifying Social Work courses will be able to:

- enact the principles of social justice and human rights in their professional social work careers
- engage sensitively and confidently with individuals, groups and communities in local, national and international social work contexts
- analyse ethical issues in practice
- employ outstanding interpersonal skills for effective engagement and social action
- practice in a way that respects diversity, especially when working with Indigenous Australians
- critically analyse aspects of society, especially the impact of social, political and economic arrangements on individual and community wellbeing
- incorporate knowledge of the social welfare system, the law and concepts of power and oppression into the social work approach

- apply sophisticated knowledge of individual development, and the impact of key life events on individual wellbeing, in social work practice
- demonstrate competence in the theory and practice of social work assessment, intervention and evaluation with individuals, families, groups, communities and organisations, and in research and social policy analysis
- execute practice decisions based on research and evidence
- reflect critically on their practice
- commit to continuing professional development.

Additionally, we would expect our Master of Social Work (Qualifying) students to

- seek leadership roles in the social work and human services sector

5. SOCIAL WORK STAFF

The Department of Social Work has 17 academic staff and 7 administrative staff involved in the BSW, BA/BSW, BHSc/BSW and MSW(Q) courses. In addition, the Department employs a number of staff on a sessional basis.

Head of Department

Professor Margaret Alston, B.Soc. Stud (Syd), Dip. Comp. Applic. (RMIHE), M. Litt (UNE), PhD (UNSW) assumed duties as Head of Department in July 2008. Prior to commencing at Monash she was Professor of Social Work and Human Services and Director of the Centre for Rural Social Research (a subprogram of the Institute of Land, Water and Society) at Charles Sturt University. She is also an Honorary Professor at the University of Sydney. She has served on a number of Boards including the Foundation for Australian Agricultural Women, Family Services Council. Family and Community Services Department in Canberra and the National Women's Advisory Group overseeing the Rural Women's Policy Unit in the Department of Primary Industries and Energy. In 2008 she was appointed to the Australian delegation attending the Commission for the Status of Women meeting in New York. In 2009, 2007 and 2003 she has spent time as a visiting expert in the Gender Division of the United Nations Food and Agricultural Organisation in Rome. She has also acted as a gender expert for UN-Habitat in Kenya in 2009. She has published widely in the field of rural gender and rural social issues. She has been a keynote speaker at a number of national and international conferences over the last several years and is sought out for media commentary on the rural social condition, and on climate change and gender issues.

Grace Brown, BA (La Trobe University), BSW (Melbourne University), MSW (Melbourne University), joined the Monash social work department in August 2009. Prior to this Grace worked as a lecturer with La Trobe University (Bendigo Campus) in public health and social work. Grace has experience working in both the government and community sectors in both rural and urban contexts. In particular Grace worked in child protection, student services, and disability services. Grace has worked as a supervisor of child protection workers, volunteers in the community sector, and Lifeline telephone counsellors. Grace has a private practice where she currently supervises, social workers, maternal and child health nurses, and others working in health and welfare. Grace has teaching and research interests that include: Education and professional development, including field education; Professional supervision; Curriculum development; Human rights, ethics and values; Rural social work; Regional and rural development; Feminist/women's issues/ Critical social work; and Community/volunteer work. Grace is currently a PhD candidate at the University of Melbourne and is undertaking research about 'Educating social workers for rural practice.' Her previous research has centred on the volunteer sector and community mental health.

Professor Thea Brown, B.A., Dip. Soc. Wk. (Syd), PhD (Melbourne) was appointed as Professor of Social Work in 1988, serving first as Head of the Department. Her most recent research focus has been on family law social policy and she is a member of the ARC funded Family Law Policy research network. She served on the Commonwealth government committee, the Family Law Pathways Advisory Group and on the Family Court of Australia committee, Child Abuse Advisory Committee, where she contributed to the development of the new national program, Magellan, for the management of child abuse allegations in residence and contact disputes. Currently, she is undertaking research on Community Mediation Services for the Law and Justice Foundation of NSW, on the new Family Relationships Centres, and the new Parent Orders program. Her work, often in conjunction with her Monash colleagues from the Family Violence and Family Court Research Program, has been published in many journals, including Child Abuse and Neglect: the International Journal, Family Courts Review, (USA), Children Australia, Child Abuse Review (UK) and Kinder Mishandling (The Netherlands). In 2007, she released a new book with Renata Alexander, Child Abuse and family Law, for Allen and Unwin.

Dr Kerry Brydon, B. Comm. (Melbourne), BSW (Melbourne) MSW (Monash) PhD(Monash) joined the Department in 2003. She has more than twenty years experience working in the child protection arena, and also in both adult and juvenile corrections, working with volunteers, extensive staff supervision and management of child protection programs. During the period 2003 – 2004, Dr. Brydon also gained experience in the non-government sector and in hospital social work, particularly with the aged care group. She also presented a number of papers at conferences both locally and overseas, and in 2004 began to publish articles in professional journals. She has recently completed her Masters of Social Work degree (by research) in which she explored the barriers to permanency planning for children and young people in the child protection system in Victoria

Dr Uschi Bay, BSW (University of Melbourne), MSW (University of Melbourne), PhD (RMIT University) is a Lecturer in the Department of Social Work, Faculty of Medicine at Monash University. Prior to her appointment at Monash, her academic roles at Deakin University and Southern Cross University in Northern New South Wales focused on curriculum development in the areas of counselling, social welfare, social policy, human service management and community development at undergraduate and Master's degree level. She has also held senior management roles in several higher education institutions, in equity policy and student welfare areas. She has a specific research interest in theorising and researching the role of social work in relation to the ecological and social sustainability of local communities, globally. Her prior research has included fieldwork with the Desert Knowledge Co-operative Research Centre in Alice Springs, using a community based participatory approach to desert settlement sustainability. Her work on coastal settlement sustainability at Deakin University focused specifically on local community groups' strategies for addressing climate change and ecological sustainability. She is currently working on a state-wide research project that investigates the contribution of rural women's craft activities to local community well-being and to ecological sustainability.

Marija Dragic, J.P, BSW (RMIT) MSW (Monash) has spent her social work career working with migrants and refugees, and for the part nine years as Senior Social Worker/Settlement Manager at the South Eastern Region Migrant Resource Centre located in Dandenong, Melbourne. The Dandenong area has a high concentration of people from culturally and linguistically diverse backgrounds and is in the heart of refugee resettlement. She continues her work with refugees and is a consultant to the Springvale Community Aid and Advice Bureau in their Refugee Brokerage Program. Ms Dragic is the voluntary President of the Serbian Welfare Association of Victoria, an organisation she helped to establish in 1992 as a result of the war in the former Yugoslavia.

Dr Catherine Flynn, PhD (Monash), BSW (Honours)(Monash), Grad Cert Psychotherapeutic Studies (Queens University, Belfast), Practice Teaching Award (General Social Care Council, Northern Ireland), completed her doctoral studies in 2009, examining the impact of maternal incarceration on adolescent children. Prior to academia Dr. Flynn worked in direct practice for ten years sharing her time between Australia and Northern Ireland. She worked initially in Melbourne, engaged in casework with young people in contact with the juvenile justice system and later with homeless women and children. She later worked in schools in an innovative outdoor education program with high risk young people in rural County Fermanagh and later in schools in North Belfast, providing individual intervention and group work to children. In recent years, Dr. Flynn has been actively engaged in a range of research projects: examining women's access to welfare services after prison in Victoria, evaluating a community support program for high risk infants, as well as investigating the factors which support students from diverse background to succeed in higher education. Dr. Flynn currently lectures in the undergraduate program, teaching Social Work research methods and coordinating the Honours program. She also teaches in the Master of Social Work Qualifying.

Associate Professor Fiona McDermott (BA Dip Soc Studs., M. Urban Planning, PhD: Melb) has a joint appointment with the Department of Social Work and Southern Health. Her role is to support and build research capacity within the social work staff at Southern Health and to contribute to teaching and research in the Department. She has a particular interest in teaching and supervising higher degree research, undertaking research in health and mental health, and working with groups in therapeutic settings. She has published two books – *Inside Groupwork: a guide to reflective practice* (Allen & Unwin 2002), and (with Nadine Cameron) *Social Work and the body* (Palgrave 2007). Her journal publications include: McDermott, Hill, & Morgan, 'Death & the dynamics of group life', *Journal of Group Analysis* Vol. 42 No.2 156-176 (2009); O'Callaghan & McDermott 'Discourse analysis frames oncologic music therapy research findings' *Arts in Psychotherapy*, Vol. 34, Issue 5, January, 398-408 (2007); McDermott 'Researching groupwork: outsider and insider perspectives', *Groupwork*, Vol. 15 (1), 91-109 (2005); Fossey, E., Harvey, C., McDermott, F., Davidson, L. 'Understanding and evaluating qualitative research', *ANZ Journal of Psychiatry*, 36: 717-732 (2002)

Dr Robyn Mason, BA, BSW, PhD, Dip Ed. (Melb.) joined the Department in November, 2008, specifically to develop the new Master of Social Work (Qualifying) degree. Robyn's doctoral research, completed in 2005, built on her practice experience in rural women's support services and was based on a national survey of 160 women-specific services. Conducted with the late Associate Professor Wendy Weeks, the study explored features of women-specific services in non-metropolitan Australia, concluding that these services are sites for women's social citizenship, especially in their passionate pursuit of a feminist response to women's lives. Robyn has taught social work and social welfare in metropolitan and regional universities in Australia and has practice and management experience in sexual assault support, rural Aboriginal health, community work, mental health and aged care. Robyn is a national Director of the Australian Association of Social Workers (AASW) and a member of the Australian Association of Social Work and Welfare Educators (AASWWE) National Executive. She is off-campus co-ordinator for the Monash MSW (Q), teaches in several units and supervises higher degree research students.

Associate Professor Philip Mendes teaches the three Social Policy & Community Development subjects, and is also coordinator for the on-campus undergraduate Bachelor of Social Work. He is an acknowledged expert on community welfare lobby groups, having completed his PhD on the peak community welfare lobby body, the Australian Council of Social Service (ACOSS). He has also published widely on a range of social policy and community development debates including young people leaving state out of home care, globalisation and the welfare state, neo-liberal think tanks, and illicit drug policies. Philip is a member of the Editorial Advisory Board for a number of academic journals including *Community Development Journal* (UK), *International Journal of Social Welfare* (Sweden), *Developing Practice and Social Alternatives*. He is also a reviewer for *International Social Work* (UK), *Journal of Social Work* (UK), *Australian Social Work*, *Journal of Australian Political Economy* and *Children Australia*.

He has published widely in peer reviewed academic journals (over 100 publications in total), and is the author or co-author of six books including *Australia's Welfare Wars* (UNSW Press 2003), *Harm Minimisation, Zero Tolerance and Beyond: The Politics of Illicit Drugs in Australia* (Pearson, 2004), *Inside the Welfare Lobby: A history of the Australian Council of Social Service (ACOSS)* (Sussex Academic Press, 2006), and *Australia's Welfare Wars Revisited* (UNSW Press, 2008).

For the last ten years, he has been engaged in ongoing research on leaving care policy and practice. The research has included a comparison of the leaving care supports available in Australian States (particularly Victoria and New South Wales), and also a comparison of Australia with the USA, UK and New Zealand. He is currently a researcher on two leaving care projects funded respectively by the Helen Macpherson Smith Trust,

and the Australian Housing and Urban Research Institute, and is co-authoring *Young People leaving state out-of-home care: a research-based study of Australian policy and practice* for publication in late 2011. His research has arguably contributed to leaving care becoming a source of national policy and political debate.

Dr Melissa Petrakis BA, BSW, MSW (Research), PhD joins the Department of Social Work, Monash University part-time in 2011 while concurrently continuing an appointment as the Early Psychosis Research Fellow at St Vincent's Mental Health Service. She has combined a passion for teaching with clinical and community work for more than a decade, and comes to Monash after 9 years working as a guest subject co-ordinator, lecturer and seminar leader at the University of Melbourne School of Nursing and Social Work. She has worked in various roles in public mental health service provision, management and research; in Psychiatric Disability Rehabilitation and Support Services (PDRSS), crisis telephone counselling and referral, and adult inpatient acute psychiatry. Melissa's PhD established her as a practitioner-researcher in suicide relapse prevention at the emergency department-community interface. Her Master of Social Work research centred on applied solution-focused brief therapy (SFBT) for community-based telephone counselling and referral. In second semester 2011 she will co-ordinate the MSW (Qualifying) subject 'Critical Social Work 2: Social Work in Health and Mental Health' within the department.

Dr Bernadette Saunders, BA (LaTrobe), BSW (Melb) Dip Ed (Monash) MSW (Monash) PhD (Monash) was invited to join the Department of Social Work in 1996 as a researcher in the Child Abuse and Family Violence Research Centre, now known as Child Abuse Prevention Research Australia (CAPRA), and as a sessional teacher. She is currently a Senior Lecturer in social work and is the on-campus co-ordinator of the Master of Social work (Qualifying) course. She coordinates and teaches SWM5101 Human rights, Law and Ethics at the Masters level, and SWK3260 Social Policy and Social Justice 1 (Law), at the undergraduate level, and she will be coordinating and teaching SWM5160, The child in society, in 2011. She is also a Senior Research Fellow at CAPRA. Dr Saunders previously worked in the field of Medical Social Work in the area of cancer and terminal illness. As part of her MSW at Monash, she conducted foster care agency specialised home-based care program evaluation, and published a non-commercial book on risk assessment in child protection.

The initial Australian Research Council funded research project in which she participated explored risk assessment in child protection practice and the response of community professionals to mandatory reporting legislation. This, and subsequent, research at CAPRA resulted in publications in both national and international refereed journals on child abuse risk assessment; language and children's rights; child abuse and the media; and the physical punishment of children. As part of a Queensland Crime Commission inquiry: Project Axis, she co-authored, with Chris Goddard, a chapter on child sexual abuse and the media.

In 2005, Dr Saunders completed a PhD, funded by the Australian Research Council and The Australian Childhood Foundation as part of an Australian Post-Graduate Award (Industry). Her research focused on legally sanctioned physical punishment of children, children's rights, and the intergenerational transmission of family violence. Her current research focuses on child abuse in two major hospitals in two states in Australia, funded by the Hecht Trust and the Fred Archer Trust; and Legal Services Board funded research, in conjunction with the Faculty of Law at Monash, which further explores the "lawful correction" of children. She frequently presents at national and international conferences, and the media regularly consults her in relation to the 'smacking' debate – a children's rights issue about which she is particularly passionate. Her most recent publication is a chapter with Judy Cashmore, 'Australia: The Ongoing Debate about Ending Physical Punishment' in a forthcoming book edited by Anne Smith and Joan Durrant, *Realizing the Rights of Children: Global Progress towards Ending Physical Punishment*.

Dr Saunders' publications include: Saunders, B.J. & Goddard, C. (2011) 'Physical punishment in childhood: The rights of the child', Chichester, Wiley-Blackwell. Naylor, B & Saunders, B.J. (2009) 'Whose Rights? Children, Parents and Discipline', *Alternative Law Journal* 34, 2, 80-85. Saunders, B.J. & Goddard, C. (2008) 'Some Australian Children's Perceptions of Physical Punishment in Childhood', *Children & Society*, 22, 405-417. Saunders, B.J. & Goddard, C. (2007) 'The importance of listening to children: A qualitative study on the use of parental physical punishment in childhood in Australia', *Social Development Issues – Special Issue – Child Protection Challenges Worldwide*, 29(3):33-46. Saunders, B.J. and Goddard, C. (2005) 'The objectification of the child through language and physical discipline: The debate on children's rights continues', in J. Mason and T. Fattore (2005) (eds), *Children Taken Seriously: In Policy and Practice*, Jessica Kingsley, Birmingham. Saunders, B.J. and Goddard, C.R. (2001) 'The textual abuse of childhood in the English-speaking world – The contribution of language to the denial of children's rights', *Childhood: A Global Journal of Child Research*, 8 (4): 443-462.

Associate Professor Rosemary Sheehan, B. Soc. Stud. (Syd), MSW (LaTrobe), PhD (Monash) teaches in the Undergraduate and Postgraduate Social Work programs at Monash University, and holds the post of Pre-hearing Conference Convenor in the Children's Court of Victoria. Her study of judicial decision-making in child welfare, Magistrates'; *Decision-Making in Matters of Child Protection* (2001), published by Ashgate, U.K. makes a major international contribution to understanding legal responses to the child protection arena. Her study of the extent to which children with parents in prison feature in the child welfare jurisdiction led to the first international conference on *What works with women offenders: A cross-national dialogue about effective responses to female offenders*, held 20 – 22 June, 2005 at the Monash University Centre, Prato. Her published research into child welfare and the law, into family violence and on mental health is found across a range of scholarly national and international journals.

Associate Professor Chris Trotter, B.A., TSTC, Dip. Soc. Studies, MSW (Monash), PhD (LaTrobe), was appointed to the Department of Social Work in 1991 after working for 15 years in management and direct practice positions in the child protection, juvenile justice and community corrections fields. He has undertaken more than 10 research projects and more than 50 publications during the past decade focussed primarily on working with involuntary clients. His book *Working with Involuntary Clients* published by Allen and Unwin in Australia, by Sage in the rest of the world has recently been published in second edition and is available in Japanese and Chinese and German translation. Associate Professor Trotter has developed a worldwide reputation for his work on pro-social modelling and has undertaken consultancies in Australia, Austria, UK and Ireland, Singapore, Canada, and New Zealand to assist probation services and child protection agencies to implement pro-social modelling. The Cognitive Centre in the UK has published and widely distributed his training manuals on effective practice in corrections and in work with families.

Dr Deborah Western, BA (Melb), BSW (Monash), PhD (Melb) joined the Department of Social Work in the middle of 2010. She has practice experience in the fields of child and family welfare, education, sexual assault and family violence and has worked in rural, regional and metropolitan areas. Through her work in a state-wide peak body for family violence services, Deb developed an appreciation of the role of advocacy and social policy. Deb taught at a number of tertiary institutions prior to joining Monash and has facilitated various other professional development activities, including reflective practice workshops and journalling courses. Deb's doctoral thesis explored the area of women and depression with particular emphasis on women's use of personal journals in understanding and responding to depression. Her research interests include women and mental health, feminist practice, supervision and management, critical reflection and reflective practice, and the fields of sexual assault and family violence.

6. STAFF CONTACT NUMBERS AT MONASH

Department of Social Work

Fax: +61 3 9903 1141

Tel: +61 3 9903 1047

Professor Margaret Alston Head of Department	03 9903 1129
Dr Uschi Bay Senior Lecturer Undergraduate programs co-ordinator – on campus	03 9903 1130
Grace Brown Lecturer Undergraduate programs co0ordinator – distance education	03 9903 1706
Professor Thea Brown Professor, Research	03 9903 1139
Dr Kerry Brydon BSW Singapore Co-ordinator	03 9903 1118
Marija Dragic Fieldwork Coordinator	03 9903 1118
Dr Catherine Flynn Honours Co-ordinator	03 9903 2731
Emma Fudim Administrative Assistant	03 9903 4321
Kathy Noble PA to Head of Department	03 9903 1120
Associate Professor Fiona McDermott Joint Appointment with Southern Health	03 9903 1709
Dr Robyn Mason MSW Q Course Coordinator (Off-campus)	03 9903 1136
Natalie Melder Administrative Assistant	03 9903 1047
Dr Melissa Petrakis Lecturer	03 9903 4497
Associate Professor Philip Mendes BSW and BA/BSW Course Coordinator On-Campus (Semester II)	03 9903 1132
Dr Bernadette Saunders Senior Lecturer MSW Q Course Coordinator (On-campus)	
Associate Professor Rosemary Sheehan Higher Degrees by Research Program Coordinator	03 9903 1134
Pat Sykes Senior Administrative Officer	03 9903 2610
Associate Professor Chris Trotter Associate Professor	03 9903 1135
Lesley Veater Manager, Fieldwork Programs	03 9903 1137
Deb Western Lecturer	03 9903 1133

6.1 Communicating with Staff

Email is the most effective way to contact lecturers. A number of staff are part-time and all have research and other commitments that take them away from the University. Email accounts are regularly accessed by staff and they will answer your queries as soon as possible. You can also use voicemail – leave a message and your call will be returned as soon as possible. Staff are required to nominate times when they will be available for consultation in their offices. You can also make an appointment or come in during these times.

Administrative matters should be directed to Natalie Melder (off-campus) and Jeff Berenger (on-campus) for undergraduates and Pat Sykes for postgraduates.

Academic queries should be directed to the appropriate Course Co-ordinator.

Email addresses can be constructed as follows:

personalname.familyname@monash.edu

e.g. pat.sykes@monash.edu

7. SEMESTER DATES for 2011

Please refer to “Principal Dates” link on your My Monash Home Site.

Workshop dates to be advised.

7.1 OTHER IMPORTANT DATES

The Monash University Student Diary has a list of important dates for the course, unit confirmation and changes, and can be collected by Off Campus Learning students at the February workshop. Alternatively, the important course dates are available at <http://www.monash.edu.au/pubs/sii/principal-dates-2011.html>

8. POLICE and WORKING WITH CHILDREN CHECKS

Students will be required to obtain a National Police Check in the semester immediately prior to commencing their supervised professional practice unit (SPP). Students with a police record may be limited in the field placement that they are able to undertake. Students with a police record will have their situation discussed on an individual basis with the Head of Department (or delegated staff member) and relevant Fieldwork Coordinator. Students with a police record are advised to consult with Philip Mendes (On-Campus) or Jennifer McConachy (Off-Campus) at the earliest possible date in order to avoid inappropriate enrolments or fees. Police checks for ALL students (regardless of your home state) should be obtained by using the form located at as per instructions on the front page

<http://www.med.monash.edu.au/current/docs/police-check-form-cpp.pdf>

and then submitted to Victoria Police – this ensures that you receive the student discount. You are, of course, able to have your check processed in your home state; however the Monash student rate will not apply outside Victoria.

Police checks are current for 12 months but in many workplaces are only considered valid for 6 months – they are not transferable – i.e. a check you got for one workplace will not be accepted by another one.

Original police checks must be forwarded to the relevant field work coordinator, with a verification form, which can be found at:

<http://www.med.monash.edu.au/current/police-checks.html>

In some states, a working with children check (or its equivalent) is required, if the student will be working with children in an unsupervised capacity. The student should obtain the relevant state check and send it to the coordinator with the verification form. The verification form is the same regardless of the state, and can be found at <http://www.med.monash.edu.au/current/wwc-check.html>

9. STUDY LOAD

For information about study load and time commitment, students should consult the respective Monash handbooks, for example the web site:

<http://www.monash.edu.au/offcampus/>

<http://www.monash.edu.au/pubs/handbooks/courses/0004.html>

10. ATTENDANCE

Attendance at all classes is expected. Students are expected to attend one hundred percent of classes. Absences in up to 20% of classes will only be excused in similar conditions to those applicable in the work situation (compassionate leave or illness for which a medical certificate is required) or for other personal reasons which must be brought to the Unit Coordinator for approval. Absences for 20-40% of classes must be discussed with the Unit Coordinator who will bring the student's case to the Departmental Undergraduate Committee. If 20% or more classes are not attended, without approval of the unit coordinator, the student will lose 10% of their possible marks for that unit for that semester. Students who miss more than 40% of classes **for any reason** will be ineligible for assessment for that unit unless a special case is made to and approved by the Head of Department. Students need to meet the attendance requirements in both components of a unit where the subject matter is split into two sections (for example Family Work and Group Work and for both the social policy and law components of SWK3260

Attendance at practical classes and workshops is compulsory.

10.1 On-Campus Students

The rationale for insistence on attendance is as follows:

The Social Work course prepares students for a professional role. Practice in the requirements of this role is, therefore, built into the course, and is a requirement of field placements as well as coursework.

The timetable for classes may be subject to changes due to the availability of staff or facilities. Classes or units may also be cancelled. It is the responsibility of students to keep themselves updated with changes to the timetable and to discuss any difficulties with relevant staff.

10.2 Off Campus Learning (OCL) Students

COMPULSORY WORKSHOPS

Some units include a Workshop component for off-campus students. Attendance at these workshops is compulsory. This is a requirement of the Australian Association of Social Workers and our accreditation is conditional on us meeting these conditions.

Students are responsible for all costs incurred in attending the workshop. Students will be advised electronically about workshop dates and a timetable will be placed on the Departmental Website prior to the start of workshops. It is a student responsibility to ensure that they check their student email and/or the Department web site for workshop information.

OCL students are entitled to use all the University facilities which include a wide range of sporting facilities, student counselling, study guidance, bookshop and library services, both at the workshops and throughout the year. Further information about University services are provided in the University Diary which will be available at the February workshop.

The focus of the workshop is on face-to-face teaching and practical work. It provides students with an opportunity to clarify concerns and review what is expected of the unit. In addition, the workshops provide an opportunity to make connections with other students.

Full attendance at the workshop is necessary to satisfactorily meet unit requirements.

In exceptional circumstances students may complete the workshop requirement in the following year.

Students who have attended workshops and then discontinue from the unit for that semester may be able to be exempted from re-attending the workshop in the following year. Exemptions under these circumstances must be applied for, in writing, from the Coordinator prior to the workshop occurring. Exemptions will only be given if the unit material has not substantially altered, the student withdrew (i.e. did not fail) and the student attended the workshop in the last 12 months.

10.2.1 Caulfield location

The Department of Social Work is located at Caulfield Campus. BSW Off Campus students will find Caulfield Campus has good access to public transport etc.

The Campus is directly opposite the Caulfield Railway Station. Trams also operate to the Campus from the City Centre. Students arriving in Melbourne by air can catch the Skybus to Southern Cross (Spencer Street) City Station, and then catch a train to Caulfield Station (Dandenong or Frankston lines). An Airport Bus operates from Melbourne Airport stopping at Caulfield Campus and the phone number for booking is 03 9782 6766.

10.2.2 Parking during Workshops

There is parking available in Sir John Monash Drive, which students must pay for at the ticket machine (map at the back of this guide). Students need to be aware of restrictions that apply to parking times on this road. There is also parking available at a cost in the multilevel car park on Campus (Building J).

11. ASSESSMENT OF ACADEMIC UNITS

11.1 Rationale for Assessment

Assessment is for the following purposes:

- To test understanding and integration of knowledge and skills which have been acquired and developed in class-work and fieldwork practice placements;
- To promote the intellectual and practice development of social work students, in particular to assess their capacity for critical analysis; and
- To demonstrate to the University, the social work field, and to others interested in social work and social work education that certain defined standards are set which have to be reached before a student is deemed ready to practice.

11.2 Criteria for Assessment

Criteria for assessment may vary from unit to unit or even within a unit. Methods of assessment will also vary – they could be in the form of essays, examinations or oral presentation of other material. Assessment frameworks used for particular units will be handed out at the beginning of the course or made available with course outlines.

11.3 Assessment

Class-work is assessed on a graded basis, letter grades being given for each piece of work submitted. Numerical marks and grades for individual pieces of work, in line with University policy are not divulged to students.

At the end of the semester, grades awarded for work within a unit are aggregated to arrive at the overall grade for that student and a numerical mark is determined. Ultimately, the letter grade and numerical result are given in writing to the student by the University. They can be accessed through the Monash portal, publication dates are available at

<http://www.monash.edu.au/pubs/sii/principal-dates-2011.html>

Where a unit comprises more than one area of study, students must achieve a pass to all components to pass the unit. If a student fails a unit, it must be repeated in its entirety.

11.4 Application for credit

11.4.1 Credit for academic units

The Department of Social Work defines credit for a unit as a recognition that the student, through the previous university study, has attained a level of knowledge which is at least equivalent to a student completed the unit at Monash.

The University allows a transfer of credit from previous study under specific conditions:

- The study must have been completed within the last 10 years.
- The unit must be at the same level as, or above that being applied for (i.e. year level, university degree)
- The content and assessment must have 80% similarity to that offered in this course.
- The complete application must be submitted no later than 1 week before the commencement of semester. The Course Coordinator retains discretion in assessing application for credit, and may require further evidence of the student's ability.
- The Department will not provide partial credit for a unit.

Additionally, the Department requires that the student has been given a grade of at least a credit (60%), and may require further evidence of the student's competence in a particular unit (for instance the student may be required to furnish completed work in that area).

Credit application forms, which outline the requirements of applying for credit, can be obtained at

<http://www.med.monash.edu.au/policies/credit.html>

11.4.2 Credit for Supervised professional practice

Students must submit a credit application form, and should contact the field work coordinator for guidelines with regard to the process for credit for field work as this differs significantly to that for academic units

12. ASSIGNMENTS

12.1 Presentation

Assignments should preferably be typewritten or word processed. They **MUST** be legible. Illegible work will be returned for re-writing or the student may be asked to read it to the marker.

One copy only of each piece of work is required to be submitted. This will be returned to the student with a letter grade and the marker's written comments. Exceptions may occur where University policy states otherwise. ***Students must keep personal copies of work submitted for assessment in order to overcome problems of lost assignments.***

12.2 Confidentiality of client details

Students must ensure anonymity when citing a case study. Client names, addresses, dates of birth and other identifying information must be changed to pseudonyms.

12.3 Assignments – Word Limit

The Department is firm about number of words for assignments and last date(s) for submission of assignment(s). All units except for the skills & supervised professional practice are 6 point units. The University standard, to which we adhere, is that such units be assessed by assignments worth the equivalent of 4,500 in total (or the equivalent where assignments are not used). At least two pieces of assessment are required in each unit.

So far as number of words is concerned, there is a concession that students may exceed or fall short by 10% of the total number of words specified, without penalty (eg an assignment which stipulates 3,000 words is acceptable at 2,700 or 3,300 words). However, any excess beyond 10% will not be read and, therefore, will not be taken into account for marking. Conversely, any shortfall to the 10% minimum will attract a penalty of 10% of allowable marks for every 1,000 (or part of 1,000) words below that level. Please consult unit outlines for assessment details for each unit. Students are required to record the word count on their assignment.

12.4 Group Assignments

Some staff will allow or will set assignments for students to complete in small groups. Assignments will be clearly identified as such in advance. At the outset of each unit, each lecturer will inform students in writing of the procedures for group assignments in their unit(s).

12.5 Individual Assignments

Where assignments are undertaken as individual assignments, joint discussion and preparation of material must stop well in advance of writing up of the assignment. Students who undertake joint work without permission and/or without acknowledging this will be penalised by being required to undertake another assignment.

12.6 Student Support Services

There are a range of student services available for On-Campus and Off Campus Learning students. These include counselling, advice with assignments, accommodation, legal advice etc. You can find these services at:

<http://www.adm.monash.edu.au/community-services/counselling/caulfield/>

12.6.1 Off Campus Learning Students – Student Support Unit

Student Support Staff are available by telephone on 1800 332 569 (free call), email at student.support@oclc.monash.edu.au or fax on +61 3 9902 6578, to help with any queries or problems associated with a student's off campus studies.

For questions related to matters such as receipt of learning materials, submission and return of assignments visit the website at

www.oclc.monash.edu.au

12.6.2 Letters confirming completion of the course

The Staff in the Department of Social Work are no longer able to provide letters for students (such as confirming completion of study prior to graduation).

The Student Services URL for these letters is

<http://www.adm.monash.edu.au/service-centre/letters/> and you will see here the various types of letters available. Students can apply for these letters via WES.

12.7 Library Facilities

All resources and services of Monash University Library are available to all students regardless of the mode of their enrolment. Library services are increasingly moving to electronic delivery.

Off Campus students will have a sessions outlining the services offered by the library during the February workshops at Caulfield Campus.

The Library also provides on-line tutorials that familiarize students with the Library services. These tutorials can be found at: <http://www.lib.monash.edu/>

12.7.1 Learning Skills Unit

Monash University Library provides services and resources to those who want to improve their learning skills, including the quality of their academic English and approaches to study, at the undergraduate and postgraduate levels. Assistance is offered in such areas as oral communication and presentation, reading, study and exam preparation, effective listening and note-taking in lectures and seminars, analysis, problem-solving and critical thinking, and academic essay, report and thesis writing.

Drop-in sessions are 10 - 15 minute consultations with a Learning Skills Adviser. These are available to any student, commence in week 2 and run through to week 14. No appointment is necessary and students are seen on a first-come, first-served basis. For drop-in session times in individual Monash libraries see the Learning Skills webpage:

(<http://www.lib.monash.edu.au/learning-skills/>).

If you study by distance mode it may be difficult for you to attend Drop-in sessions there are two ways to seek learning skills assistance – send a request through ask.monash or contact a Learning Skills adviser directly

Individual consultations are available for students with referrals from lecturer, faculty, or from Health, Wellbeing and Development and the Disability Liaison Unit.

Classes/Workshops: bookings available on My Monash Portal/Library/Search and enroll in classes: **<https://my.monash.edu.au/news-and-events/bookings/library/>**.

Resources: A range of useful resources are available on the Web: <http://www.monash.edu.au/lis/lionline/index.xml>.

Monash University Off Campus Students may contact Learning Skills via email. Real time online consultations can be organized with Ed Irons on Skype.

Learning Skills Adviser for Social Work:

Caulfield

Contact: Trish Evers
Telephone: +61 3 9903 2264
Email: trish.evers@monash.edu

Peninsula

Contact: Sarah Jansen
Telephone: + 61 3 9904 4253
Email: sarah.jansen@monash.edu

12.8 Library Support—Information Skills

The Monash University Library holds over 3.1 million items and thousands of electronic resources to assist you with your study. It is important that you become familiar with both online and print resources for Social Work available from the Monash Library, including:

- the library's catalogue <http://library.monash.edu.au/>
- databases such as Australian Public Affairs – Full Text or Social Services Abstracts for social work related journal articles and other scholarly publications http://www.lib.monash.edu.au/databases/social_work.html
- procedures for borrowing from the library and reserve collection
- Social Work resources, including key reference works, journals and databases can be found at <http://www.lib.monash.edu.au/subjects/social-work/>

Classes and Workshops

The Monash University Library offers classes and workshops to help students make the best use of library resources, facilities and services. You are encouraged to attend any of these sessions relevant to your course:

<http://www.lib.monash.edu.au/classes/>

Book sessions via:

<https://my.monash.edu.au/news-and-events/bookings/library/>

Classes on using the catalogue and various databases will be scheduled during the first few weeks of semester, and other classes are run throughout the year.

Help

Ask for assistance with locating books and articles at the Information Desk in any branch library or check for help alternatives, including online chat at:

<http://www.lib.monash.edu.au/help/>

Contact librarians are experts in social work resources, and can assist you with creating searches and finding resources.

Off Campus Learning Students can access many electronic resources from off-site, and can borrow remotely via the postal loan scheme. Photocopies of book chapters on reserve and articles in print journals can also be requested, and library help can be accessed via the telephone, online chat, email or post. Services for off-campus students can be found at: <http://www.lib.monash.edu.au/services/offcampus/>

Contact Librarians for Social Work:

Caulfield

Contact: Penny Presta
Telephone: +61 3 9903 2443
Email: penelope.presta@monash.edu

Peninsula

Contact: Paula Todd
Telephone: + 61 3 9904 4303
Email: paula.Todd@monash.edu

12.10 Referencing of Assignments

An important part of any piece of academic work is the use made of references, and their acknowledgement in your own essay, assignment or thesis. The Social Work Department uses the Harvard referencing system. The Library provides an on-line tutorial that cover referencing. It can be found at:

<http://www.lib.monash.edu.au/tutorials/>

Students will be penalised for not referencing as required.

12.11 Extensions

Faculty policy for the submission of late assignments is as follows:

All assignments must be submitted by the specified time on the specified due date or for Off Campus Learning, assignments must be postmarked by the specified due date (see 12.9 Assignment submission)

- Extensions must be applied for in advance of the specified due date and can only be granted for a maximum of two weeks. When an application is made for an extension, the student must negotiate a new hand in date with the unit coordinator. This date must be noted on the application.
- Supporting documentation must be provided. Documentation forms part of the decision to grant an extension, but may be not sufficient in itself.
- Students must request the extension in writing – via email is suggested – and must receive a response stating the extension is granted for the process to be complete.

Extensions will only be granted on the following grounds:

- documented illness: a medical certificate must be provided
- compassionate grounds: those situations for which compassionate leave is normally granted in employment
- documented misadventure, hardship or trauma
- Work or other study commitments, computer crashes or printer failures are not valid reasons for late submission.

Students should note that an extension to their hand in date is likely to delay the receipt of their final mark for the subject. This may impact on subsequent enrolment or starting time for field placement.

Work submitted without an approved extension will, after the assignment has been graded, have 5% of the maximum weighted mark deducted for each day (or part thereof) that has elapsed after the due date for submission - this includes weekends and public holidays.

If the assignment is more than 10 days overdue, the work may be submitted, it will be marked, but not graded. A zero grade will be given.

No penalty will apply if an extension is sought and granted by the responsible person or delegate. If the assignment is handed in after the extension period then the above penalties will apply.

12.12 Special Consideration

Students whose circumstances require an extension beyond two weeks must apply for special consideration. These forms are available at:

<http://www.med.monash.edu.au/current/special-consideration.html>

Please note there are different forms for submission for assignments within the semester and at the end of semester.

Students must negotiate a new hand in date with the unit coordinator and this will be noted on the final paperwork. The new date is a formal date for hand in, and submission after that time will be penalised at the rate outlined above.

Mark adjustments shall not be made under any circumstances.

12.13 Assignment Submission

12.13.1 On-Campus Students

- All assignments must be lodged in the relevant assignment box on or before the due date. The assignment post box is located at the front desk and is accessible without need to enter any of the offices.
- At the end of each day the course administrator will date stamp and mark your name off the relevant list for your assignment.
- The General Office is open from 9.00am to 5.00pm most days students are in attendance, to handle receipt of assignments and other student queries.
- On the ***final*** day for the submission of assignments, assignment must be lodged by **4.30pm**.
- Assignment cover sheets for **ON-CAMPUS STUDENTS** are available from: ***<http://www.med.monash.edu.au/socialwork/info/links.html>***

On campus students are also required to post an electronic copy of each assignment via the Unit's Blackboard drop-box.

12.13.2 Off Campus Learning (OCL) Students

OCL students will have a mail-by date listed in their workbooks which must be complied with.

Cover sheets (FOR OFF CAMPUS STUDENTS)

Your individually barcoded off-campus (OCLC) assignment cover sheets are available via your [my.monash portal](#). You must attach the appropriate cover sheet to your assignment to ensure that your assignments are recorded accurately, sent to the markers and then returned to you. Please attach the matching cover sheet to your assignment before you submit it. If you cannot access your barcoded assignment cover sheet, please attach a sheet with details including your student name and ID number, year of study, course code and name, unit code and name the semester/term, due date of assignment and the assignment number, Lecturer's name, date and student signature.

Mailing assignments

This is still the safest and cheapest way of ensuring that your assignment arrives and is currently the only way in which you can receive acknowledgement of its safe arrival. All assignments should follow the format described in the specific unit study guide then follow the checklist below:

- Word-process or legibly write your assignment on A4 size paper.
- Number the pages.
- Count and order the pages. Read over your work. Make a photocopy in case of loss.
- Place the correct bar-coded cover sheet on the front of your work.
- Staple all pages in the top left hand corner.

- Fill in the receipt card with your name, address and assignment details and attach a postage stamp on the card. (Cards will be supplied when cover sheets are issued or you can use a stamped, self-addressed envelope).
- Place the assignment and the stamped self-addressed card into an envelope and send to OCLC Gippsland

Mail to: Address as shown on Assignment Cover Sheet

You should check your specific study guides for the post-by due dates for submission of assignments.

Faxing assignments

The greatest disadvantage of this method is that all work must be typed or word-processed to a high standard and that you will not be given a receipt for your assignment. All assignments should follow the format described in the specific unit study guide then follow the checklist below:

- Type or word-process your assignment.
- Number each page.
- Write your name and contact telephone number on the first and last page included a total of the number of pages.
- Photocopy the bar coded cover sheet and place on top of the assignment.
- Arrange your assignment in reverse order (cover sheet the last page first etc.)
- Place your assignment onto the fax machine.

Fax number: (for sending assignments only)

Monash OCLC Gippsland 03 9902 6578

Do not phone to check if your assignment arrived. In the event that any of the pages of your transmission are illegible or missing OCLC will ring you.

Do not send more than one copy of your assignment unless requested by the student liaison officer. If you have faxed your work do not mail or fax the same assignment a second time.

Assignment receipt card

It is important to attach a stamped receipt card, or stamped self-addressed envelope, to each assignment. If it is not returned to you within a week of submission please contact the Department of Social Work on 03 9903 1136. We will then know that your assignment has gone astray and you will be asked to submit a copy. Otherwise, you risk having a fail recorded at the end of semester for non-submission. DO NOT E-MAIL your assignments. University policy does not allow for receipt of emailed assignments.

12.13.3 Students in BSW Singapore

Students in the Singapore program must submit their assignments to SSTI by the specified date in their workbooks. Students are responsible for ascertaining if in some units assignment submission is via Blackboard.

12.14 Lost Assignments

Please note that it is the responsibility of students to ensure that assignments are submitted and received by the Department. Sometimes assignments get lost. Students must keep a copy of all work that they submit. If an assignment is lost then students will be contacted and asked to submit a copy of their original assignment.

13. MARKING ASSIGNMENTS

13.1 Responsibility for Marking Assignments

Assignment papers, projects and the like are normally assessed by the teacher responsible for teaching the unit or unit component or by *delegation* if the volume of papers is too much to be handled by one person. Where more than one marker is involved, the Coordinator will take responsibility for ensuring that marking standards are also co-ordinated.

13.2 Policy on Remarking Assignments

In the event of a student requesting a paper be remarked, the following steps need to be undertaken:

- Step 1.** The dissatisfied student must recontact the unit coordinator and discuss the marking decision, within 7 days of the return of the assignment. If the student is still not satisfied, s/he must continue to Step 2.

[Please note that the original marker is NOT permitted to unofficially re-mark the paper under any circumstances.]
- Step 2.** The student must then forward the request for a remark of the paper in writing to the relevant Undergraduate Coordinator. It must be accompanied with a clean copy of the assignment. This must also be done within 7 days of the paper being returned.
- Step 3.** The Undergraduate Coordinator must then locate a suitable marker and furnish him/her with the requisite criteria for marking provided by the unit coordinator.
- Step 4.** The second marker must not confer with the original marker, but must mark the clean copy of the assignment available to them.
- Step 5.** The second mark must then be forwarded to the Undergraduate Coordinator who will add the first mark to the second mark and then divide it in two (i.e. if the student received a first mark of 68 and a second mark of 62, the overall mark will be 65.) Should a discrepancy of more than 10% exist between markers then the case will be taken to the Departmental examiner's board for a final decision.
- Step 6.** The student will then be informed of the outcome of the second marking and of the final grade s/he will receive.

Additional comments relating to this marking policy for students to consider:

Students have a right to request their papers be remarked, but they must do so courteously.

Students obviously take the risk that a remark of a paper might lead to a lower grade. They cannot return to the original grade once the remarking has taken place.

Staff must ensure they respond quickly to requests for remarks, reminding students of the remark policy particularly in relation to putting the request in writing, providing a clean copy and doing so within 7 days of receiving the paper back. Otherwise, marks might be ratified at examiner's board before the request has taken place.

Staff need to provide students with the marking criteria from the outset of assignment.

Staff must not make exceptions to this policy. Agreeing to informally remark one student's work may well compromise fairness for others. Such an action is also likely to lead to individual students pressuring others lecturers to do similarly.

Assignments given a **FAIL** mark are automatically second marked by an appropriate staff member. Students are not able to resubmit work.

Decisions about Supplementary Assessments are the responsibility of the Faculty Board of Examiners and do not rest with individual staff members.

13.3 Final Grades with Mark Ranges

The following is the grading standard in use at Monash University:

HD	80-100	High Distinction
D	70-79	Distinction
C	60-69	Credit
P	50-59	Pass
N	0-49	Fail

N.B. Students can be required to attend supplementary examinations or complete supplementary assignments during the mid-year break in June/July and the long vacation between November and March. If students are not available and/or not contactable to arrange supplementary examinations, the Department of Social Work carries no responsibility for this.

13.4 Board of Examiners

At the end of each semester when assessment results can be collated, all Social Work teaching staff meet together to form the Social Work Board of Examiners which is chaired by the Head of Department.

Decisions, taken at these meetings form recommendations to the Chief Examiners, who then make appropriate recommendations to the Faculty of Medicine Board of Examiners. Examination results are published by the University which also notifies results by letter to each student. The Department cannot divulge results in advance of such publication.

In accordance with Faculty policy, students who obtain a result of 45-49 in a unit will be granted supplementary assessment by the Board of Examiners if they have passed 50% of enrolled subjects. Students are only permitted one supplementary assessment per year.

Appeals against examination decisions should be made in writing to the Faculty within 21 days of the publication of results. A Faculty Appeal Committee is set up when an appeal is made.

13.5 Faculty of Medicine, Nursing and Health Sciences Undergraduate Supplementary Assessment Policy

Supplementary Assessment may be offered to students undertaking courses in the Faculty of Medicine Nursing and Health Science detailed as follows:

1. Supplementary Assessment will normally be offered to a student when they achieve a grading range of 45-49 in a Medicine, Nursing and Health Sciences unit. If a different grading range is specified in the Results Policy of the course in which the student is enrolled, the student must be offered supplementary assessment under the conditions outlined in the Course Results Policy.
2. Boards of Examiners will be responsible for the approval of offering of supplementary assessment.
3. Course Convenor and Unit Convenors are responsible for coordination and administration of supplementary assessment.
4. Units within the Faculty may have hurdle requirements. If a student does not meet a unit's hurdle requirements they may not be eligible for supplementary assessment. If a student does not meet the hurdle requirements of a unit the maximum mark and grade that can be awarded is 49 N.
5. A student should receive the mark and grade they have earned. Modification to these marks should be transparent and only be made if the modification is advantageous to the student.
6. Supplementary Assessment must be linked to objectives and must reassess at least all the objectives failed.
7. Units that require all assessment items to be passed must reassess all the objectives of the unit unless otherwise specified at Board of Examiners.
8. Students will not be offered supplementary assessment if he/she fails more than half of their enrolled credit points per semester.
9. Students will be offered no more than two supplementary assessments per course. See the University's Assessment regulations (Section 5, Supplementary Unit Assessment) at:
<http://www.monash.edu.au/pubs/calendar/council/regulation13.htm>
10. When Faculty of Medicine, Nursing and Health Sciences students enrol in units from another Faculty they must abide by the other Faculty's Supplementary Assessment Policy.

14. PLAGIARISM

The following procedures summarise and reflect recent changes in University policy. The procedures assume that departments have instituted two policies:

- The Department publishes and makes accessible to students a policy covering plagiarism; and
- All written work submitted by students should be accompanied by a cover page including a statement signed by the student to the effect that they have read the guidelines on plagiarism and that, to the best of their knowledge, the written work contains neither material previously published in print or on-line nor material written by another person that has not been properly references or cited.

Definition of Plagiarism and Cheating

The terms citation and reference mean that when you are using facts researched and published by others you should note the source of these facts in the text and give a full reference at the appropriate part of your document. When you are using ideas, theories, frameworks, conclusions or other thoughts from a particular person or source you should also cite the source of these. If they are published you cite the publication; if you refer to personal communications (for example in interviews you conduct) you cite them as personal communication. The citation style in use in the Department of Social Work is the 'Harvard' or 'author/date' style, which is the normal style in use in the field.

Procedures where plagiarism is suspected

The unit coordinator should attempt to identify the sources that have been plagiarised, and then speak to the student to ascertain how the plagiarism occurred and whether there are grounds for believe it to be intentional. Students must be given an opportunity to explain the suspected plagiarism.

If the unit coordinator believes that the plagiarism was not intentional (that it was perhaps a result of poor noting skills or other errors, or that an inexperienced student has made a mistake), the coordinator should discuss these skills with the student and allow them to resubmit the essay. The coordinator might also want to refer the student to the Language and Learning Unit, which can offer individual guidance and group training in effective note-taking and essay writing.

If, however, the coordinator believes that the plagiarism was intentional, on any of the grounds described in the policy, the coordinator must then decide either to disallow the piece of work or refer the matter to the Faculty Manager.

If the work is disallowed, staff must take the following steps:

- Inform the student in writing that the assessment task has been disallowed on the grounds that it contains plagiarism sufficient to merit a charge of cheating:
- Include in the letter the following statement: 'Should you wish to appeal this decision, you may do so by writing to the Faculty Manger within 28 days of receiving this letter. Your written appeal must set out the grounds upon which you appeal this decision'; and
- The coordinator must send a copy of the letter to the Associate Dean (Teaching) and the Faculty Manager.

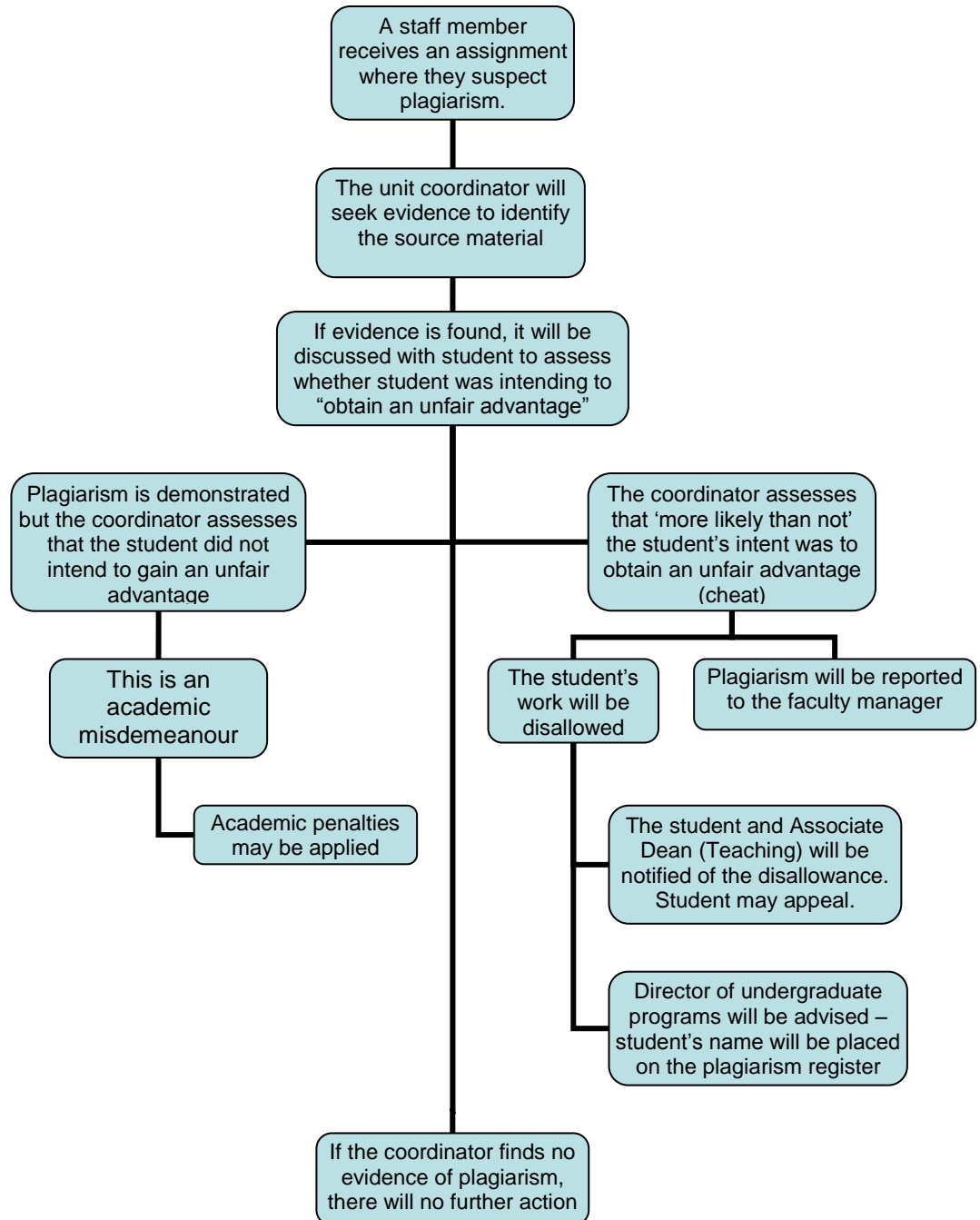
If the student decides to appeal, the Faculty Manager or nominee establishes a Faculty Discipline Committee and sends the student a letter outlining the details of the accusation and setting a date for a hearing. The student then prepares a reply and may consult a student rights officer. If the charge of cheating is upheld the student may be subject to further penalties such as reprimand, suspension or exclusion. The student also has a right to appeal to the University's Central Discipline Committee. If the charge of cheating is not upheld, the student's work must be assessed. If the student decides not the appeal, and therefore admits the charge of cheating, then the disallowing of the work stands, with whatever consequences for the overall unit grade. A record will be kept of the fact that the work was disallowed.

RESPONDING TO PLAGIARISM

Students are advised to familiarise themselves with the Faculty plagiarism policy:

<http://www.med.monash.edu.au/current/plagiarism.html>

The following flow-chart is a summary of the process that will be followed when plagiarism is suspected:



* "If the student is unable to provide a satisfactory explanation of the correspondence between the student's work and the sources identified by the staff member, the Chief Examiner may infer that plagiarism was done with intention to cheat".

15. ON-LINE INFORMATION

15.1 Student On-Line Access

Students are required to enrol on-line, and new students need to access the Web Enrolment System – WES - to answer their student questionnaire and fill out the CSP form. WES opens up to students from at specified times for re-enrolment, deferment etc. The Faculty of Medicine closes down access to WES at particular times, for instance. two weeks before CSP Census Date each semester.

A number of units provide unit web sites and on-line discussion groups for Off Campus Learning students. This gives students the opportunity to discuss course-related issues with others. Students can also email the unit coordinator from the unit site. Access to the on-line components requires student username and authcate password.

Monash IT Policy and the Acceptable Use of Information Technology Policy are available from the Monash Home Page:

<http://www.policy.monash.edu/policy-bank/management/its/acceptable-use-of-information-technology-facilities-by-students-policy.html>

15.2 Electronic Mail and other Messaging

All students are issued with a Monash University email account. This is the normal means by which the University will communicate with students on a range of matters. It is an essential requirement that you check your Monash email account at least once a week. All students agree to this requirement when they enrol and re-enrol.

When corresponding with the University via email, you must use your Monash email account, quoting your student ID. Using this account helps to ensure the identity and validity of the communication, as your personal/secure Authcate details are required. The University will communicate with you through the Monash email account even if your enquiry is lodged from an external email account.

Further information is available at:

<http://www.adm.monash.edu.au/enrolments/email.html>

The Department of Social Work will use bulk emails to communicate general information with students. Off campus learning students will receive electronic newsletters through their Monash email accounts.

Students are entitled to use the University's email and messaging facilities for private purposes, provided such use is lawful. Messaging facilities may include chat sessions, IRC (internet relay chat), newsgroups and electronic conferences. Monash University reserves the right to withdraw this permission in the event that such use places the IT facilities at risk or poses a security or other threat. Users must respect the privacy and personal rights of others. Users must not:

- Publish their Monash email address on a private business card
- Use their Monash email to conduct a private business
- Send defamatory messages
- Send aggressive or rude email messages to staff / other students
- Threaten or harass another person
- Send sexually explicit material
- Send bulk unsolicited emails (commonly known as 'spam', which is considered more than 10 simultaneous emails)
- Impersonate another person by sending a message which appears to have come from another person's computer or represent themselves as being of a different gender, race etc (e.g. in a chat session or electronic conference)
- Plagiarise or infringe copyright or trademarks, or breach trade practices legislation.

15.3 Internet Use

During their studies, students will be expected to make reasonable use of the Internet for research and communications with academic staff and other students.

The Faculty pays for Internet access as part of student educational programs as is done for other resources such as student computing labs. Some uses of the Internet result in very large financial charges and are not part of an educational program. Internet access that results in excessive use of the Internet or breaches this Policy may result in the student personally being charged the cost of this access, and any additional administrative charges that may apply.

Each Faculty may prescribe additional rules about Internet usage.

All Internet transactions are recorded and can be traced to a particular username. For this reason students must keep their username and password secure. If a user has reason to believe that others may have obtained and could be using their username, the user must report it immediately to IT Services.

15.4 Privacy and Surveillance

The University does not generally monitor email, personal web sites and files stored on University computers. However, the University reserves the right to access and monitor email, web sites, server logs and electronic files should it determine that there is reason to do so. Such reason would include, but not be limited to, suspected or reported breaches of this Acceptable Use policy, or breach of any Statutes, Regulations or policies of the University, or suspected breaches of the law.

Further information is available at:

<http://www.adm.monash.edu.au/unisec/pol/itec12.html>

16. SUPERVISED PROFESSIONAL PRACTICE (previously Fieldwork)

16.1 Supervised Professional Practice (SPP) Placements

SPP manuals are distributed to field teachers and students each year.

Some details from the manuals which are of particular importance are set out below:

- Field teachers receive no financial benefit from the University for supervising Monash students, but in the case of external supervision (usually only for some rural and interstate placements) the university will contribute a specified amount towards supervision fees. The Manager, Fieldwork Programs **MUST** approve this arrangement prior to the student commencing placement.
- Students are expected to work to the normal hours in which the fieldwork agency operates and to follow the reasonable work conditions set by the agency.
- Where a student loses a substantial number of days (3 days or more) through illness or other unavoidable cause, the time lost will have to be made up either in the same placement or, in the case of extended losses of time - other placement arranged by the fieldwork team.
- Paid social work or any other form of employment does not constitute a requisite placement.
- Where placement days clash with conferences or meetings which students wish to attend, obligation to the placement must have priority. Conference attendance (at conferences relevant to the particular placement) must be approved by the fieldwork supervisor to be counted as part of the placement.
- Arrangements for placements in Melbourne are allocated in the on-line placement management system. Students log their preferences but the final allocation is made by staff. Students in rural and interstate locations will be

contacted after logging their preferences in to the on-line placement management system in order to identify specific placement opportunities in those areas.

- Employment should not be contracted to interfere with placements and final year students should not contract to commence employment before the last day of their placement.
- If a student organises a placement that is away from their home, interstate or overseas, they will bear any costs, e.g. fares and accommodation associated with such placements. Some scholarships and grants may be sought by the student to defray these costs.
- **N.B. It is important to realise that choice of field placements may be restricted if you do not have a driver's licence. Consider this matter early, and keep in mind that many jobs you apply for when you graduate will require you to have a licence.**

16.2 Supervised Professional Practice and Skills

Where students are not taking the fieldwork placement concurrently with the skills component, a fail against either component will disallow the student from taking the other part of unit. E.g. if a student fails skills they will not be able to go on placement.

17. SUPPLY OF REFERENCES TO STUDENTS

Students are free to approach any Departmental staff member for a reference for such purposes as job applications, further study, etc. It should be noted, however, that 'open' references are not normally supplied. Rather, responses are made to enquiries on a confidential basis.

18. PROGRESSION THROUGH COURSE

18.1 Deferring and Intermitting

Students have 6 years to complete the BSW and MSW(Q) and 10 years to complete the BA/BSW or BHS/BSW. When applicants accept an offer into any of the degrees, they have the opportunity to defer entry for 1 year. Students need to request a deferral in writing. This request should be forwarded to the relevant course administrator. Students need to re-apply if they do not take up their placement after a year's deferment.

Once students have been enrolled in the course and wish to take leave, intermission for 6 or 12 months must be requested. Students should contact the relevant course administrator using the Monash student email facility. Emails will be confirmed and correspondence will be returned to students confirming the action.

Please note that students can intermit for a total of three years. Intermission time is calculated in the time allowed for completion of the course. After a period of twelve months, intermitted students will be required to study for at least one semester before requesting further intermission. Students may be asked to provide documentation to support their request for intermission.

18.2 Unsatisfactory Progress

A student's progress is deemed to be unsatisfactory if he/she has passed less than 50% of their enrolment, has failed a compulsory core unit twice, or has failed to meet conditions specified by the Faculty Academic Progress Committee.

<http://www.adm.monash.edu.au/execserv/progress/index.html>

If, at mid-year, a student appears to be at risk of breaching these rules, he/she will be sent an “**early warning letter**”. These letters are designed to assist a student who may be experiencing difficulties, rather than as a punitive measure.

Students will be provided with relevant information designed to assist those who may be experiencing difficulties that affect academic performance, eg discussing difficulties with a course/faculty adviser, applying for “Special Consideration”, seeking assistance from the Language and Learning Centre, Health Service, or Counselling Service.

Students who fail 50% of those subjects enrolled in for the year will be required to appear before the Faculty Academic Progress Committee.

18.3 Grievances

In general, it is desirable that grievance procedures should be kept as informal as possible and based on principles of mediation and conciliation. Complaints should be considered close to the source of the problem. Students should first discuss any concern with the staff involved, and, if this is not satisfactory, with the course coordinator; then if this is still unresolved, with the Head of Department. Only if these approaches are unproductive should other mechanisms come into play. Even then, informal procedures are likely to be more effective than formal hearings. Further information can be sought from the faculty website,

<http://www.med.monash.edu.au/current/grievance-procedures.html>

The University’s Student Ombudsman can be contacted at
<http://www.ombudsman.monash.edu.au>

19. HONOURS

19.1 Aim of the Social Work (Honours) program

The award of a degree at Honours level in the Undergraduate Social Work program at Monash recognises students who demonstrate academic excellence and provides opportunities for those students who wish to pursue higher-level postgraduate studies. The Honours program aims to extend the student’s understanding of the theoretical, methodological and ethical issues that underpin research. It develops the skills and knowledge students need to develop a research project and write a research report. Eligible students are invited to participate in the Honours program when they have completed all Year 3 Social Work course requirements.

19.2 Eligibility

Students will be considered for entry into the Honours program based on the marks obtained in Year 3 Social Work.

19.3 Course Structure

Students will be offered places in the Honours program following the final departmental exam board (late November) for the third year of social work studies. They will be provided with introductory information.

There are limited places available however, and places available are subject to staff availability and resources. The availability of supervisors may also affect the student’s research topic choice. Students need to be aware that, in order to undertake the Honours program, they will have to overload in fourth year.

Students who gain a place in the Honours program will be required to do the following:

1. Complete a brief literature review over the summer period.
2. Enrol in all BSW IV subjects, submit set work save for the units Critical & Creative Social Work and Social Policy and Social Justice, for which students will be exempt from assessment, but must meet the attendance requirements of the course mode that they are enrolled in. Students are advised to check the requirements with the unit coordinator.
3. Maintain appropriate grades across their assessed work in the BSW IV. The level of grades achieved, when combined with the grades achieved, will determine the level of Honours awarded.
4. Enrol in the 6 point subject Honours Research Methods during Semester 1. This subject runs for 12 weeks. The assessment requirement is the completion of the research proposal (4,500 words) and preparation of ethics application. This subject is undertaken in Semester 1, BSW IV.
5. Enrol in the 6 point subject Honours Project Seminar in Semester 2. This subject runs for 8 weeks, prior to students going out on their final field placement for 14 weeks. The assessment requirement is the development of the research method, the analysis and interpretation of data (4,500 words). This subject is undertaken in Semester 2, BSW IV.
6. Enrol in the 12 point subject Social Works Honours Dissertation in BSW IV Semester 2; prepare under supervision the Honours dissertation (10,000-12,000 words). Students, though enrolled in unit for Semester 2, will be already working on their thesis and will have much of it complete by the start of Semester 2, BSW IV. Note that the Honours dissertation will include much of the material developed in the project seminar and research methods subjects.
7. Regularly communicate with their supervisor to monitor their progress.

The Honours program is available to On-Campus, Off Campus and Off-Shore students. Students may also enrol on a part-time basis.

More detailed information is available to On-Campus, Off Campus and Off-Shore students. Students may also enrol on a part-time basis.

More detailed information is available in the Honours guide or from the coordinator Dr Catherine Flynn.

20. PRIVACY PROVISIONS

The Department of Social Work adheres to Monash University privacy provisions, full details of which are available from the Monash website. Information collected by the University is for the purpose of administration and will not be divulged to outsiders except in aggregate form or, with regard to information about individual students, only with the permission of the student. Such principles would only be violated where the legal requirements over-ride privacy provisions.

Social Work students are required to do supervised professional practice placements as part of their education. For this purpose fieldwork educators are regarded as part of University staff and occupy honorary status as such. The Department of Social Work will convey to the supervised professional practice placement supervisor any relevant information about a student which is important in assisting the supervisor to provide an appropriate learning environment and/or to address any particular learning needs a student may have. This information will be handled in a transparent fashion and the student will be made aware of any information which the Department feels is important to convey to the supervisor.

The Department of Social Work does not display lists of student marks on its noticeboard. Students collect assignments from the General Office (or may be posted), under supervision. Comments from staff on student work are not written on outside pages and are therefore not open to scrutiny from other students.

Information about individual students, which may be displayed on noticeboards, includes pictures with student names, lists of members of tutorials, and lists of field placements allocated. If students have any concerns about the public display of their name in these or other ways, they should contact the BSW Coordinator. Arrangements will then be made to protect the student's privacy.

21. TRANSFERS BETWEEN ON-CAMPUS AND OFF CAMPUS MODE

The AASW has approved the transfer of students between On-Campus and Off-Campus learning modes. The Department facilitates this whenever possible. However transfers are approved only under the following circumstances:

- Places must be available in the mode to which the student wishes to transfer
- The transfer must be appropriate in the light of the student's learning needs. A particular consideration is that the OCL mode is a more challenging mode for most students. Transfers to OCL mode will not be approved if Departmental staff believe that it is not in the student's interest (in particular where the student has had particular barriers to deal with or has been struggling to meet the academic requirements of the course)
- Face-to-face teaching in every unit is an AASW requirement. In the OCL mode this is met via workshops run in February and June each year. Students transferring to OCL studies are required to attend the compulsory workshops in the units they are studying and the combined sessions.
- In order to handle administrative requirements (and in the case of OCL studies the ordering and printing OCL workbooks)
- for transfers in units taught in Semester 1 the application must be received by the Friday of the 3rd week in January
- for transfers in units taught in Semester 2 the application must be received by the Friday of the 3rd week in May.
- Any requests for transfer must be formally approved by both the On-Campus and OCL Course Coordinators.

22. SPECIAL PROVISIONS FOR BA/BSW STUDENTS

BA/BSW students are able to complete the two degrees in four years rather than the normal five. This has been done through a reduction in the Arts component. Students in the Arts degree component must complete an Arts major (48points) and an Arts minor (24 points). In the Arts units students must complete two units of studies of individual behaviour (psychology-related subjects), two units of studies of how society operates (sociology), and two units of studies in Australian Indigenous society. These prerequisites are required by the Australian Association of Social Workers.

An introductory SW subject is taught in first year (which is not taught in the 2-year accelerated degree). The other modification to social work studies in the double degree is that some social work units have been moved into the second year in order to make room for completion of the Arts major in the third year. The double degree commenced in 2002 and has been accredited by the Australian Association of Social Workers.

The shortened Arts component and the combination of the two degrees brings with it certain complexities. These are:

- The social work units are core and are all compulsory. Given there are a mix of Arts and Social Work units in the second and third years, students must select Arts units which do not clash with their social work units or combine On-Campus and OCL modes in a way which is feasible for them.
- There is only one unit, which is free for students to choose within this degree. It must not be a Social and Community Welfare (SCW) coded unit.
- The field placement in the third year makes On-Campus class attendance in Arts units difficult. There are a range of options to solve this, such as:
- The field placement might be reduced to part-time and completed over a longer period, thus allowing for class attendance
- Students might enrol in Off-Campus Arts units where these are available, eliminating the need for class attendance.

Students need to plan their program ahead and consult with the relevant coordinators early in their third year. Course maps are provided at the end of this guide.

23. BACHELOR OF HEALTH SCIENCE / BACHELOR OF SOCIAL WORK

The BHSc/BSW is a dual track degree intended to prepare graduates for careers in health and community development, health promotion and social work. The course provides students who are interested in a career in social work with an overview of health concepts and the health and social care system in which they will be practicing.

In the first year of the course, students undertake the first year of the BHSc program (which contains an Introductory SW subject), wherein they cover a broad range of introductory concepts about health and social care. In second year, students continue with their health science major sequence in health promotion and community capacity building and commence their introductory social work units. Third year represents a shift in emphasis, with students finishing off their health science major sequence and focusing more on social work, including their first social work field placement. The fourth year is exclusively social work units. All units are compulsory.

Students will also undertake an Inter-Professional Education (IPE) block each semester that will involve learning with students in other health science courses (eg Paramedics, Physiotherapy and Occupational Therapy) around structured academic content focused on collaboration and teamwork.

BACHELOR OF SOCIAL WORK COURSE CODE: 0004

Course Map for Four Years Part Time Study

<p>Year 1</p> <p>Semester 1</p> <p>SWK3220 Social Work in Society (6)</p> <p>SWK3240 Working with Individuals (6)</p> <p style="padding-left: 40px;">Casework</p> <p style="padding-left: 40px;">Fieldwork Skills</p>	<p>Semester 2</p> <p>SWK3260 Social policy & Social Justice I (6)</p> <p style="padding-left: 40px;">Law</p> <p style="padding-left: 40px;">Social Policy</p> <p>SWK3120 Working with Families & Groups (6)</p> <p style="padding-left: 40px;">Family Work</p> <p style="padding-left: 40px;">Groupwork</p> <p style="padding-left: 40px;"><i>Pre-req SWK3240</i></p>
<p>YEAR 2</p> <p>Semester 1</p> <p>SWK3250 Social Work Perspectives on Human Development (6)</p> <p>SWK3230 Social Work Research (6)</p>	<p>Semester 2</p> <p>SWK3180 Fieldwork Skills and Practicum I (12)</p> <p style="padding-left: 40px;"><i>Pre-req SWK3240, SWK3220, SWK3250</i></p>
<p>YEAR 3</p> <p>Semester 1</p> <p>SWK4410 Community Work (6)</p> <p style="padding-left: 40px;"><i>Pre-req SWK3120, SWK3180</i></p> <p>SWK4430 Cross Cultural Social Work (6)</p> <p style="padding-left: 40px;"><i>Pre-req SWK3180</i></p>	<p>Semester 2</p> <p>SWK4450 Social Policy & Social justice II (6)</p> <p style="padding-left: 40px;"><i>Pre-req SWK3260</i></p> <p>SWK4460 Critical Reflective Practice (6)</p> <p style="padding-left: 40px;"><i>Pre-req SWK 4410</i></p>
<p>YEAR 4</p> <p>Semester 1</p> <p>SWK4420 The Individual, Health and Society(6)</p> <p style="padding-left: 40px;"><i>Pre-req SWK3250</i></p> <p>SWK4440 Social Work Management (6)</p> <p style="padding-left: 40px;"><i>Pre-req SWK3260</i></p>	<p>Semester 2</p> <p>SWK4560 Fieldwork Skills & Practicum II (12)</p> <p style="padding-left: 40px;"><i>Pre-req SWK4430</i></p>

Note: Full Time Study – combine years 1 and 2 (during first year of study)
 combine years 3 and 4 (during final year of study)

BSW = 2 years full time or 4 years part time – total credit points required 96

BACHELOR OF ARTS / BACHELOR OF SOCIAL WORK COURSE MAP
COURSE CODE: 3426 (On Campus)

In the 1st year students undertake one introductory unit in Social Work (Introduction to Social Work) and they must also include studies of the individual (e.g. psychology or behavioural studies) and studies of society (e.g. sociology (recommended), history, politics etc). In the 2nd year students undertake 3rd year Social Work units and continue with the arts minors and majors. In 3rd year the focus is more on social work and includes the social work field placement. Students are however able to complete their arts major in this year. The 4th year is exclusively social work. At the completion of the course students will have undertaken all the same subjects which have been undertaken by the 2 year accelerated BSW students.

EXAMPLE PLAN ONLY

Year/Sem	Subject 1	Subject 2	Subject 3	Subject 4
YEAR 1 Sem 1	Study of the Individual PSY1011 Psychology 1A or ATS1261 Understanding Human Behaviour	Study of Society ATS1365 Introduction to Sociology I	ATS1251 Introduction to Australian Indigenous Studies	SWK1011 Introduction to Social Work
Sem 2	PSY1022 Psychology 1B or ATS1262 Introduction to Social Behaviour	ATS1366 Introduction to Sociology II	ATS1252 Issues in Aboriginal Education	Any Arts subject that does not require a prerequisite
YEAR 2 Sem 1	Arts major	Arts minor	SWK3220 Social Work in Society	SWK3250 Social Work Perspectives on Human Development
Sem 2	Arts major	Arts minor	Arts major	SWK3260 Social Policy and Social Justice 1
YEAR 3 Sem 1	Arts major	Arts major	SWK3230 Social Work Research	SWK3240 Working with Individuals
Sem 2	Arts major	SWK3120 Working with Families & Groups Pre-req SWK3240		SWK3180 Fieldwork Skills and Prac I (12) Pre-req SWK3240 SWK3250 SWK3220
YEAR 4 Sem 1	SWK4410 Community Work Pre-req SWK3120 SWK3180	SWK4430 Cross-cultural Social Work Pre-req SWK3180	SWK4420 The Individual Health & Society Pre-req SWK3250	SWK4440 Social Work Management Pre-req SWK3260
Sem 2	SWK4450 Social Policy & Social Justice II Pre-req 3260	SWK4460 Critical and Creative Social Work Pre-req SWK4410		SWK4560 Fieldwork Skills and Prac 2 (12) Pre-req SWK4430

All units are 6 points except for SWK3180 & SWK4560 (Placements 1 & 2) which are 12 points

Course Outline: Bachelor of Health Science / Bachelor of Social Work

Unit code	Unit name	Credit points
First year		
HSC1061	Data, evidence and critical thinking in health	6cp
HSC1101	Biological bases of health and disease 1	6cp
PSY1011	Psychology 1A	6cp
SWK1011	Introduction to social work	6cp
HSC1052	Health and social care systems and policy	6cp
HSC1082	Population health	6cp
HSC1102	Biological bases of health and disease 2	6cp
HSC1112	Global health: Opportunities and challenges	6cp
Second year		
HSC1051	Working with people	6cp
HSC2101	Health promotion: Global and local	6cp
HSC2121	Communicating health	6cp
HSC2071	Analysing patterns of health and disease	6cp
SWK3220	Social work in society	6cp
SWK3230	Social work research	6cp
HSC2022	Health, society and culture	6cp
HSC2092	Community partnerships and capacity building	6cp
Third year		
HSC3011	Contemporary health challenges	6cp
HSC2032	Health promotion: Program planning	6cp
SWK3120	Working with families and groups: Theory and practice	6cp
SWK3240	Working with individuals: Theory and practice	6cp
SWK3250	Social work perspectives on human development	6cp
SWK3260	Social policy and social justice 1	6cp
SWK3180	Fieldwork skills and practicum 1	12cp
Fourth year		
SWK4410	Community work: Theory and practice	6cp
SWK4420	Community health and mental health	6cp
SWK4430	Cross-cultural social work: Theory and practice	6cp
SWK4440	Social work management: Theory and practice	6cp
SWK4450	Social policy and social justice 2	6cp
SWK4460	Critical and creative social work: Theory and practice	6cp
SWK4560	Fieldwork skills and practicum 2	12cp

Electives

As all units in the BHSc/BSW are core units, you will not be able to choose any elective units.



MSW Qualifying course map.htm

Master of Social Work (Qualifying) – course code 3969
Part-time pathway over 4 years

Year	Semester One	Credit pts	Semester Two	Credit pts
1	SWM5102 Critical Social Work 1: Frameworks for Practice with Children and Families <i>(SWM5102 Workshops for off campus students 18-20 May, 2011)</i>	12	SWM5104 Critical Social Work 2: Frameworks for Practice in Health and Mental Health Pre-requisite: SWM5102 <i>(SWM5104 Workshops Sept 2011)</i>	12
2	SWM5100 Social Work: Leading Sustainable Change SWM5101 Human Rights, Law and Ethics Contexts for Social Work Practice	6 6	SWM5103 Supervised Professional Practice 1 Pre-requisites: SWM5102 SWM5100 SWM5101	12
3	SWM5105 Social Work Practice and Research SWM5106 Critical Social Work 3: Community Engagement Group Project <i>(Workshops 25-27 May 2011)</i> Pre-requisite: SWM5104	6 6	SWM5111 Leadership in Social Work and Human Services SWM5109 Critical Social Work 4: Social Policy, Social Change and Community Practice <i>(Workshops Sept 2011)</i> Pre-requisite: SWM5106	6 6
4	SWM5107 Social Work Specialist Elective Choose from : SWM5120 Criminology & Social Work SWM5220 Social Work and Aged Care SWM5160 Child Abuse SWM5241 Mental Health Practice SWM5260 Gender, climate change and social sustainability <i>(On-line only)</i>	12	SWM5108 Supervised Professional Practice 2 Pre-requisites: SWM5103 SWM5104 SWM5105	12
		48		48
			Total points	96

Master of Social Work (Qualifying) – course code 3969

Full time pathway over 2 years

Year	Semester One	Credit pts	Semester Two	Credit pts
1	<p>SWM5102 Critical Social Work 1: Frameworks for Practice with Children and Families</p> <p>(SWM5102 Workshops for off campus students 18-20 May, 2011)</p> <p>SWM5100 Social Work: Leading Sustainable Change</p> <p>SWM5101 Human Rights, Law and Ethics Contexts for Social Work Practice</p>	<p>12</p> <p>6</p> <p>6</p>	<p>SWM5104 Critical Social Work 2: Frameworks for Practice in Health and Mental Health</p> <p>Pre-requisite: SWM5102</p> <p>(SWM5104 Workshops Sept 2011)</p> <p>SWM5103 Supervised Professional Practice 1</p> <p>Pre-requisites: SWM5102 SWM5100 SWM5101</p>	<p>12</p> <p>12</p>
2	<p>SWM5105 Social Work Practice and Research</p> <p>SWM5106 Critical Social Work 3: Community Engagement Group Project</p> <p>Pre-requisite: SWM5104</p> <p>(Workshops 25-27 May 2011)</p> <p>SWM5107 Social Work Specialist Elective (On-line only) Choose from : SWM5120 Criminology & Social Work SWM5220 Social Work and Aged Care SWM5160 Child Abuse SWM5241 Mental Health Practice SWM5260 Gender, climate change and social sustainability (On-line only)</p>	<p>6</p> <p>6</p> <p>12</p>	<p>SWM5111 Leadership in Social Work and Human Services</p> <p>SWM5109 Critical Social Work 4: Social Policy, Social Change and Community Practice</p> <p>Pre-requisite: SWM5106</p> <p>(Workshops Sept 2011)</p> <p>SWM5108 Supervised Professional Practice 2</p> <p>Pre-requisites: SWM5103 SWM5104 SWM5105</p>	<p>6</p> <p>6</p> <p>12</p>
		48	Total points	48 96