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SOCW4012

Social Work Practice in Mental Health and Trauma

Term One // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Abner Poon	w.poon@unsw.edu.au	Monday, 11am to 1pm	Room 169, Morven Brown Building	93850685

Tutors

Name	Email	Availability	Location	Phone
Aurelia Roper-Tyler	a.roper-tyler@unsw.edu.au			
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School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Social Work*

In this course, you will explore trauma and mental health issues from biological, psychological and social perspectives. You will develop the skills to identify and respond to the mental health and trauma experiences of social work clients. We will discuss contemporary approaches to both mental health problems and trauma while encouraging a critical analysis of the approaches covered. You will develop abilities in responding to mental health and trauma issues across a range of intervention methods and contexts. As such, emphasis is given not only to those practice approaches that respond to individuals including biological and psychological therapies, group work and family therapy, but also approaches that engage communities and social networks in responding to trauma and mental health issues.

Course Learning Outcomes

1. Identify contemporary approaches to understanding mental health problems, interventions and recovery.
2. Critically evaluate psychiatric diagnostic frameworks including the physiological, psychological and behavioural manifestations of common mental health problems.
3. Articulate how individuals, carers, families, networks and communities are affected by traumatic events and mental health problems.
4. Explain the range of contemporary policy responses and intervention modalities used with mental health problems and traumatic events, and which promote resilience and recovery.
5. Describe the manner in which social work intervention for mental health problems and trauma operates within multi-disciplinary service contexts within local, national and international policy frameworks.

Teaching Strategies

In accordance with UNSW Learning and Teaching Guidelines, this course aims to engage you in an active learning environment. The lecture input is elaborated upon in seminars where you learn through small group exercises, discussion of case examples, role plays and videos. To facilitate your examination of mental health problems and traumatic events, you will work in small groups throughout the course enabling skills practice, debriefing, peer support and reflection on course material.

Assessment

The specific requirements of each assessment task and their associated assessment criteria, expected performance standards and marking rubrics are uploaded on Moodle.

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay	30%	09/03/2020 06:00 PM	1
Portfolio	20%	20/04/2020 06:00 PM	3,4
Case study	50%	28/04/2020 06:00 PM	2,3,4,5

Assessment Details

Assessment 1: Essay

Start date: Not Applicable

Length: 1500

Details: Students will submit a research essay (max. 1500 words) on a topic relevant to the course material. Students will receive written feedback and a numerical grade within 10 working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Portfolio

Start date: Not Applicable

Length: 750

Details: Students will complete forum discussions during the course and submit a portfolio (max 750 words) at the end of the course. Students will receive written feedback and a numerical grade within 10 working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Case study

Start date: Not Applicable

Length: 2000

Details: Students will select a case study relevant to trauma and/or mental health problems. They will discuss the case focusing on a mental illness or traumatic experience, the context of possible responses, and the choice of interventions. Students will submit a written report (max 2000 words). Students will receive written feedback and a numerical grade within 10 working days of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards. This is the final assessment for this course.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes' include lectures and tutorials). Mandatory attendance of classes for this course is part of the accreditation requirements for the BSW (Hons) program.

In this course you are expected to attend at least 80% of classes. This means that you must attend 80% of tutorials and 80% of lectures. If you attend less than 80% of classes, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment may receive a mark of zero. You are responsible for keeping track of your attendance and contacting your course convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully. For the purpose of attendance monitoring, the final assessment for this course is Case Study worth 50% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 17 February - 21 February	Tutorial	Modern psychiatric care and self-care for workers Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	Introduction to SOCW4012, Overview of mental health in Australia, Classification of mental disorders, Etiological of mental disorders, Overview of treatments, and Self-care for workers
	Reading	INTRODUCTION TO MENTAL HEALTH Chapter 1 of Mental Health in Australia Chapter 3 of <i>Social Work Practice in Mental Health</i> SELF-CARE Bercier, M. L., & Maynard, B. R. (2015). Interventions for Secondary Traumatic Stress With Mental Health Workers: A Systematic Review. <i>Research on Social Work Practice</i> , 25(1),

		81-89. doi: 10.1177/1049731513517142 Chapter 6 'The trauma therapist and their emotions' of Wastell, C. (2005). <i>Understanding Trauma and Emotion: Dealing with Trauma Using an Emotion-focused Approach</i> . Crows Nest, N.S.W: Allen & Unwin.
Week 2: 24 February - 28 February	Tutorial	Trauma informed care and practice Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	Introduction to trauma and resilience, PTSD, Diagnostic concept of trauma, Trauma informed care and practice, Overlap of trauma and mental disorders, and Overview of interventions for individuals and groups
	Reading	TRAUMA Chapter 1 of Harms, L. (2015). <i>Understanding Trauma and Resilience</i> . New York, NY: Palgrave. James, K., & MacKinnon, L. (2012). Integrating a trauma lens into a family therapy framework: Ten principles for family therapists. <i>Australian and New Zealand Journal of Family Therapy</i> , 33(3), 189-209. Knight, C. (2015). Trauma-Informed Social Work Practice: Practice Considerations and Challenges. <i>Clinical Social Work Journal</i> , 43(1), 25-37. doi:10.1007/s10615-014-0481-6
Week 3: 2 March - 6 March	Tutorial	Mental health of people from diverse cultural communities Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	No lecture. Replaced by online activities.
	Reading	DIVERSE CULTURAL COMMUNITIES Minas, H., Kakuma, R., Too, L. S., Vayani, H., Orapeleng, S., Prasad-Ildes, R., . . . Oehm, D. (2013). Mental health research and evaluation in multicultural Australia: developing a culture of inclusion. <i>International journal of mental health systems</i> , 7, 23. doi:2310.1186/1752-4458-7-23 Poon, A. W. C., & Lee, J.-S. (2019). Carers of

		<p>People with Mental Illness from Culturally and Linguistically Diverse Communities. <i>Australian Social Work</i>, 72(3), 312-324. doi:10.1080/0312407X.2019.1604300</p> <p>Reifels, L., Bassilios, B., Nicholas, A., Fletcher, J., King, K., Ewen, S., & Pirkis, J. (2015). Improving access to primary mental healthcare for Indigenous Australians. <i>Australian and New Zealand Journal of Psychiatry</i>, 49(2), 118-128. doi: 10.1177/0004867414562046</p>
	Online Activity	<p>Mental health issues faced by indigenous populations</p> <p>Mental health issues faced by culturally and linguistically diverse communities</p>
Week 4: 9 March - 13 March	Tutorial	<p>Social work practice in mental health: biopsychosocial assessment, risk assessment, formulation, multidisciplinary team and case management</p> <p>Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.</p>
	Lecture	Social work practice in mental health: biopsychosocial assessment, risk assessment, formulation, multidisciplinary team and case management
	Reading	<p>ASSESSMENT</p> <p>Chapter 6 of Social Work Practice in Mental Health</p> <p>Chapter 12 of Mental Health in Australia</p> <p>CASE MANAGEMENT</p> <p>Page 290-293 and 428-442 of Mental Health in Australia</p> <p>Chapter 7 of <i>Social Work Practice in Mental Health</i></p>
Week 5: 16 March - 20 March	Tutorial	<p>Psychosocial interventions for anxiety and mood disorders</p> <p>Students are expected to complete their readings before attending the tutorial. Students who do not</p>

		read prior to classes may find that they are unable to follow class activities well.
	Lecture	No lecture. Replaced by online activities.
	Reading	ANXIETY AND MOOD DISORDERS Chapter 23 of Mental Health in Australia Page 110-119 of Social Work Practice in Mental Health
	Online Activity	Suicide prevention Anxiety and mood disorders
Week 6: 23 March - 27 March	Tutorial	Psychotic disorders and psychosocial rehabilitation interventions Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	Psychotic disorders and psychosocial rehabilitation interventions
	Reading	PSYCHOTIC DISORDERS Chapter 28 of Mental Health in Australia Page 120-135 of Social Work Practice in Mental Health
Week 7: 30 March - 3 April	Tutorial	Family interventions: Family-inclusive practice, Wellness recovery tool Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	Lived experience of people with mental illness and their families, Impact of caregiving, Concept of recovery, and Family interventions
	Reading	LIVED EXPERIENCE Chapter 2 of Social Work Practice in Mental Health FAMILY-INCLUSIVE PRACTICE Page 481 to 485 of Mental Health in Australia Poon, A. W. C., Harvey, C., Fuzzard, S., & O'Hanlon, B. (2019). Implementing a family-

		inclusive practice model in youth mental health services in Australia. <i>Early Intervention in Psychiatry</i> , 13(3), 461-468. doi:10.1111/eip.12505
Week 8: 6 April - 10 April	Tutorial	Family interventions: Family Psychoeducation Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well. This week readings are from Week 7.
	Lecture	No lecture due to public holiday.
	Online Activity	Dementia Psychiatric services in Australia
	Reading	DEMENTIA Chapter 22 of Mental Health in Australia Mills, M. (2017) Dementia and Guardianship: Challenges in Social Work Practice, <i>Australian Social Work</i> , 70(1), 30-41. DOI:10.1080/0312407X.2016.1168463
Week 9: 13 April - 17 April	Tutorial	Drugs and alcohol related disorders Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	Drugs and alcohol related disorders, Motivational interviewing
	Reading	DRUGS AND ALCOHOL Chapter 25 of Mental Health in Australia
Week 10: 20 April - 24 April	Tutorial	Trauma on communities and community resilience Students are expected to complete their readings before attending the tutorial. Students who do not read prior to classes may find that they are unable to follow class activities well.
	Lecture	Understanding the psycho-physiology of trauma on communities and Community resilience to trauma
	Reading	PSYCHO-PHYSIOLOGY OF TRAUMA ON COMMUNITIES Chapter 9 of Harms, L. (2015). <i>Understanding Trauma and Resilience</i> . New York, NY: Palgrave. Breckenridge, J., & James, K. (2012). Therapeutic Responses to Communities Affected by Disasters:

		<p>The Contribution of Family Therapy. <i>Australian & New Zealand Journal of Family Therapy</i>, 33(3), 242-256. doi:10.1017/aft.2012.29</p> <p>Walsh, F. (2007). Traumatic Loss and Major Disasters: Strengthening Family and Community Resilience. <i>Family Process</i>, 46(2), 207-227.</p>
Week 11: 27 April - 28 April	Lecture	No lecture.

Resources

Prescribed Resources

Meadows, G., Farhall, J., Fossey, E., Grigg, M., McDermott, F., & Singh, B. (2012). *Mental health in Australia : Collaborative community practice* (3rd ed.). South Melbourne, Victoria: Oxford University Press.

Bland, R., Renouf, N., & Tullgren, A. (2015). *Social Work Practice in Mental Health: An Introduction* (2 ed.). NSW, Australia: Allen and Unwin.

Recommended Resources

Harms, L. (2015). *Understanding Trauma and Resilience*. New York, NY: Palgrave.

Course Evaluation and Development

Student feedback will be gathered in class and using UNSW evaluation surveys at the end of the term on three areas: course overall, lectures and tutorials. This feedback will be used to shape each of these areas of the course to improve student learning experience in future.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

British, American Scarecrow 2017 by Mohammed Sami (born 1984).

This picture is taken by Abner Poon at Yorkshire Museum.

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