<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part One: Social Work Information Guide</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>1.1 Vision and Mission Statement</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>1.2 Courses</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>2. Preparing for Study</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>2.1 Adult Learning</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>2.2 Professional Behaviour Guidelines</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>3.1 Assessment of Academic Units</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>3.2 Academic Writing</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>3.3 Referencing</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>3.4 Ensuring Academic Integrity: Plagiarism Detection Software (Turnitin)</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>4.1 How are papers graded?</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>4.2 Feedback</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>4.3 Marking Staff</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>4.4 Word Limits</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>5. Assessment Submissions and Penalties</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>5.1 Late Submission</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>5.2 Remarking</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>5.3 Special Consideration</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6. Practical and Administration Issues</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.1 Communicating with Staff</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.2 Who to Contact for Enquiries</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.3 Study Load</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.4 Attendance</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.5 Application for Credit</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.6 Supervised Professional Practice: Compulsory Requirements</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>6.7 Resources to Support your Learning</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>7. Grievances</td>
<td>Error! Bookmark not defined.</td>
</tr>
<tr>
<td>A Final Word</td>
<td>Error! Bookmark not defined.</td>
</tr>
</tbody>
</table>
Part One: Social Work Information Guide
Introduction

Monash is a leading Australian university, which recently achieved a Times Higher Education World University Ranking of 74, representing an improvement of almost 10 places since 2014, and an improvement of 44 places since 2011. Monash is a member of the Group of Eight (Go8) research-intensive universities, and is committed to world-class research. Monash is an international university with campuses in Australia, Malaysia and South Africa and centres in Italy, India and China. It is also home to growing numbers of international students comprising more than one-third of its total student cohort of approximately 67,000 students, and has a particular focus on the Asia-Pacific. Monash seeks to graduate students who use their critical and creative skills to be responsive and effective global citizens. The Monash Graduate Attributes are consistent with the university’s strategic aspirations and they underpin Monash’s coursework. Monash University prepares its graduates to be:

Responsible and effective global citizens who;

- Engage in an internationalised world
- Exhibit cross-cultural competence
- Demonstrate ethical values

Critical and creative scholars who;

- Produce innovative solutions to problems
- Apply research skills to a range of challenges
- Communicate perceptively and effectively

1. Social Work at Monash University

1.1 Vision and Mission Statement

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.*
1.2 Courses

**Master of Social Work**

This course prepares students for entry-level social work practice. It provides a pathway for students to achieve eligibility to the Australian Association of Social Workers (AASW), and is offered in both on-campus and distance mode.

The Master of Social Work is a two-year full-time degree, offered to students who have completed a Bachelor degree in a discipline other than social work. An Australian Association of Social Workers (AASW) accredited professional training course qualifies students for work as social workers in Australia.

The course is designed to ensure students acquire the higher-level knowledge and skills for professional practice as social work practitioners as well as for research and policy development in social work. The course encompasses the requisite AASW knowledge of the four core learning areas: mental health, child well-being and protection, Aboriginal and Torres Strait Islanders, and cross-cultural practice.

For more information on the learning outcomes for this course see the [Monash University Handbook](#).

2. Preparing for Study

2.1 Adult Learning

Social work students need to be prepared to work in the complex reality of Australian society. The way we educate students embodies this complexity and the social work values of:

- **Social justice**
- **Respect for persons**
- **Professional integrity**

These values underpin the curriculum and the ethos of our teaching practices. It positions students as adult learners, encourages as much self-directed learning as possible and respects the life experience, knowledge and value base which each student brings to the course.

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

- The maturation process involves 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 more specifically related to the person’s key social roles, such as current or future employment.

• 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 a life-long pursuit and obligation. Learning how to learn is a key step in the student’s preparation for this task.

2.2 Professional Behaviour Guidelines

Holding our students to standards of professionalism from the very start of their educational experiences reflects the respect we have for each other and the work we do. Our insistence on a high standard of conduct acknowledges the enormous privilege it is to work with people in need and conveys our recognition that harm can result from poor, inequitable and uncritical practices of human service professionals.

In line with the principles of adult learning, we consider our students as emerging professionals. As such, we require students to behave according to the standards of the professions they hope to join. Maturity, emotional intelligence, resilience, hopefulness and dedication are the core characteristics we expect students to bring to their study and evolving practices. This includes their interactions with future clients, fellow students, staff and supervisors during their time at Monash University.

There are two documents which shape and guide our aspirations for, and assessment of, student behaviour over the duration of the course. They are: the AASW Code of Ethics and the Monash University Professional Behaviour Intervention Procedures.

The AASW Code of Ethics 2010 (the Code)

The Code informs and guides the practice of social workers in Australia. A similar code governs other Human Service professions such as Community Development Workers and welfare workers.

Common to all professional codes in the helping professions is the intent to guide the conduct and behaviour of workers who must be attuned to needs of the client base, and be fit for delivery of services to some of the most vulnerable in our society. Workers, collectively and individually, are required to act in ethically accountable ways in the pursuit of their profession's aims. The same is required of students in the pursuit of their formal qualifications for such practice. The Department of Social Work requires interaction
with and between staff and students to be imbued with the same qualities expected of professional workers. We regularly call on the Code/s to reinforce and shape expected behaviour.

Students will review and address the Code many times in the course of their degree and so it is imperative that students ensure they are familiar with the requirements. Copies of the Code of Ethics for Social Work can be downloaded here.

Copies of the Code of Ethics for Community and other Welfare Workers (ACWA) can be downloaded here.

**Professional Behaviour Intervention Procedures**

The Department of Social Work uses a number of policies to guide and monitor professional conduct. These outline the process for identifying and supporting staff and students in circumstances where student behaviour and attitudes are cause for concern or may lead them to be considered unfit for practice. This includes, but is not limited to; threatening staff or making false allegations against staff; aggressive, intimidating and disrespectful behaviour; engaging in gossip or maligning staff and fellow students; excluding group/team members; cheating; falsifying records such as class rolls; racial, religious or sexual vilification; any other behaviour considered unbecoming of an emerging professional.

Should a student’s behaviour breach expected boundaries and ethical practice, students should expect to have this drawn to their attention and the professional behaviour procedures invoked. These procedures relate to and cover assessment of behaviours and conduct in all written and verbal communications, including that on Moodle sites or any other social media that students choose to utilise in their Monash student capacity. It also covers interactions with placement supervisors, other Monash staff and visitors, and their fellow students.

Students are encouraged to familiarise themselves with the Code of Ethics and Professional Behaviour Intervention Procedure documents to solidify their understanding of expectations and acceptable and unacceptable behaviours.

### 3. Studying in the Department of Social Work

#### 3.1 Assessment of Academic Units

Assessment is a critical part of learning and serves a number of purposes:

- To test understanding and integration of knowledge and skills which have been acquired and developed in class-work and field education practice placements.
• To promote the intellectual and practice development of social work students, in particular to assess their capacity for critical analysis.

• 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.

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, case reports, critical reflections, online participation, and oral or team based presentations. It is important that students familiarise themselves with the Unit Guide for each unit in which they are enrolled to understand the assessment procedures and unit-specific expectations. Please note that not all units are the same. For example, submission requirements may be different for each unit, including submission formats and cut-off times. Some require both a hard copy and submission on Moodle, and others only one. It is best to read each unit guide thoroughly to ensure you understand the requirements.

3.2 Academic Writing

Academic writing is a skill, not a character trait! It is something that is developed over time, with diligence and practice. There is every help for students to master the conventions necessary for good academic writing. You are only limited by your motivation! Within the Department of Social Work, we have a Student Academic Support Unit team of academic support lecturers to assist you in developing your academic writing skills (see below for details). Many of you will also find the learning skills portal of the library invaluable. Others might consider books, library guides and even resources from other faculties. One resource worth reviewing is the Q Manual. A student guide for producing quality work on time (5th ed), Monash University, written by N. Kimberley and G Crosling in 2012. This is an excellent resource for students, developed by staff from Business and Economics at Monash University. It is a comprehensive resource focusing on study and writing skills. Although it specifically targets business students, you may find aspects of it very useful to you and worth reading. Of particular value are Chapter 4: ‘Academic Writing Skills’ and ‘Instruction Words’ p. 100.
3.3 Referencing

This is another critical aspect of academic writing. It is a significant part of your education and academic life and will occupy many hours of study time if you do not get a handle on the conventions early. Even if you have not been required to reference in the past, it is essential in the Australian academic setting. Referencing your work correctly will guard against plagiarism – which is the equivalent of cheating on an exam and involves copying the work or ideas of others and claiming them as your own. Plagiarism is taken very seriously at the university and can have lasting implications for your enrolment and record in tertiary education.

Instructions on referencing specific to social work at Monash University can be found in the study guides for social work.

Social work generally uses the Harvard style of referencing. This is an author (date) style of referencing where the author’s name and then the date of the publication are cited in the text where needed. The library tutorials, guides and workbooks provide detailed instructions on referencing but there are a few items that are particularly noteworthy regarding writing and referencing:

- Your assessment coversheets have a tick box declaration that indicates you have submitted work that is your own. This means you agree you have referenced correctly and not used this work for other assessments. Thus, if your paper is found to have non-referenced sources in it, this is considered plagiarism and it is very difficult to successfully argue it was a mistake.

- Always make sure you put direct quotes (exact words) in inverted commas/quotation marks “ “. For these you will always need to include a page number. Keep direct quotes to an absolute minimum. Large chunks of quotes from others only show you can locate and copy information. Try to always put your understanding of another text in your own words.

- Do not copy and paste text into your paper and change a few words in the sentence. Even if you reference the source, this is not quality academic writing demonstrating your understanding of what you have read.

3.4 Ensuring Academic Integrity: Plagiarism Detection Software (Turnitin)

The Faculty of Medicine, Nursing & Health Sciences provides students with resources to help you reference and cite correctly, and to help minimise the occurrence of unintentional plagiarism in assessments and other submitted work.

One of the resources available to you is Turnitin. It allows you to submit a piece of work, which is analysed and returned to you in an originality report. The report will show you parts
of your work which have been identified as matching other sources on Turnitin's databases and which may not have been cited correctly.

A text match does not necessarily constitute plagiarism if, for example:

- The text is part of a heading
- The text is actually a quote that has been adequately acknowledged - with quotation marks and a citation including the author names, year of publication and a page number
- The text is a citation or a reference in your reference list

Turnitin identifies similarities in submitted work to existing sources (journal articles, websites, other students' work etc.) and generates an originality report and a text matching score. The report will highlight any areas where material has been 'cut and pasted' from existing sources and has not been acknowledged (i.e. quoted and acknowledged correctly) – or, put simply, presenting other people's ideas as your own.

If Turnitin identifies a paragraph or series of sentences that are text matched to another source, then this is classified as plagiarism, and the text matched section should either be rewritten in your own words or cited correctly. Please see the [Harvard referencing guide](#) to ensure you understand correct referencing. The report will also show you an overall numerical score. For example, if your report shows a score of 20%, this means that 20% of your paper consists of unacknowledged material from existing sources (i.e. these are not your ideas or words).

Some practical issues to bear in mind to make best use of Turnitin and reduce known problems:

- All papers must be submitted in Word (.doc or .docx) format.
- Please ensure that direct quotes are presented in double quotation marks ("..."), not single quotation marks, as Turnitin will not read those in single quote marks as actual quotes.
- Please DO NOT attach a Monash Assignment cover sheet to work submitted online (this coversheet will inflate your originality score by about 20%).
- Please ensure that your reference list is on a new page and is headed ‘References’.

Remember that when you first submit your paper to Turnitin, an originality report will typically be generated quite quickly, but if you need to resubmit, the turnaround time is typically more than 24 hours. Please ensure that you factor this into your study/time management plan for this unit.
Many, if not most, units will also require you to check your work through Turnitin. Again, your unit guides will outline the requirements of this aspect of submission for each unit. As a general rule, it is compulsory to submit work that has been checked by Turnitin. More information on plagiarism and Turnitin can be found here.

4. Assessment

Unit work is assessed on a graded basis. Letter grades only are given when each piece of assessment is returned to students with feedback. Numerical marks for each unit are advised with the release of marks by the Faculty after the Board of Examiners' meeting at the end of each semester. This means that during semester you will receive your grade/s, but not a numerical mark. At the end of the semester, you will receive a numerical mark out of 100 for each unit.

4.1 How are papers graded?

Grading Scale

Each paper is marked against the marking criterion, which is always clearly set out in the unit guide. It is important for students to be clear about how the paper is to be assessed. You must answer the questions set. Effort, the number of references or time it takes to complete an assessment do not always impact on your marks – just how you respond to the questions in comparison to your colleagues.

The Monash grading scale with descriptions for each grade are set out overleaf. As you will note, HD is the highest grade and connotes work that is exceptional and of the highest calibre, well presented, referenced and without typing, grammar or spelling errors. A Pass however is still satisfactory and addresses most of the required criteria.

Finally, you may also notice that grammar and referencing is generally only worth 10% of your overall task as noted in the marking criteria. However, if there are significant deficits in the writing and referencing, rendering the content vague or hard to understand, then the writing mastery will have an impact beyond the 10%. It is best not to assume poor writing, English or grammar can only impact 10% of your grade. Your arguments and points need to be clear.
4.2 Feedback

The aim of feedback is to assist students to improve their work and give them a sense of their level of knowledge of the course content. Feedback on written assessment can come in a number of forms – this may be verbal feedback about the overall cohort to the class and or individual written feedback on each task. More detail on feedback and marking can be found on the Medicine Nursing and Health Science webpages.

4.3 Marking Staff

Sessional academics and professionals outside the university sometimes undertake marking of papers in the university. If you have queries regarding your paper, your first point of call must be the lecturer or unit coordinator. Please do not contact the marker directly, even if you have their contact details.

4.4 Word Limits

Each assessment has a word limit and it is important to keep to it. You are permitted to go over or under your designated work limit by 10%. Work written after this point will not be assessed.

For example:
If you assessment was set at 2000 words, the examiner will read up to 2200 and not thereafter. Sometimes this can have a significant impact on your grade so it is important to
adhere to the word limit. The word count does not include for example, the reference list, title, tables or figures, in-text citations or appendices. Further information can be found in Word Count Policy and the Word Count Guidelines

5. Assessment Submissions and Penalties

5.1 Late Submission

There are some instances where you may submit an assessment late. Moodle flags to the minute when papers are submitted. Most coordinators will allow a few minutes leeway, but your assessments must be submitted on time or penalties will apply.

The FMNHS Late Assessment Submission Policy sets out the process of applying penalties for late submissions when permission via special consideration for an extension has not been granted.

In short, 10% of your grade will be deducted for every day late (or part day). If a paper is not received / submitted within 7 days of the due date (including weekends and public holidays), the paper will be read and you will receive feedback. However, the paper will not be graded (i.e. you will receive a zero grade).

Ensure you have your assessment uploaded in time

In addition, you must ensure your assessment is submitted fully on Moodle. Penalties will apply when your assessment stays as a draft/not submitted. It is not feasible for staff to follow up with individual students to make sure they submit correctly. Make sure you double check, as exceptions are rarely covered.

5.2 Remarking

There are some narrow circumstances where a remark of a paper may be granted. These are clearly set out in the FMNHS Release of Results Policy. In short there must be a written request that outlines the specific ways in which you identify the examiner has not accounted for your performance and with reference to the marking criteria or rubric.

Key points to observe in the policy include:

- There is a two-week period from date of return in which to query a grade; this must be done in writing.
• It is a requirement that you speak with the unit coordinator regarding your grade to clarify feedback and ensure you understand why your paper was graded in this way, before requesting a remark. Students must not approach the Course Coordinator without first discussing their concerns with the Unit Coordinator.
• Before approaching the Unit Coordinator, students are strongly advised to re-read the marking criteria and the grading scale in light of the feedback provided. Using the marking criteria, ask yourself if your response genuinely reaches the threshold of the grade (e.g. if you believe your paper was 'outstanding and exceptional' rather than strong or above average).
• After speaking to the Unit Coordinator, if you are still not satisfied, you may request a remark but must put your request in writing. A remark is not always granted and students must use evidence to warrant a review.

See the FMNHS Release of Results Policy for further information and in particular, the criteria governing the end grade which may result in a lower score than that originally provided.

5.3 Special Consideration

Special consideration is a process relevant to those students who are unable to complete assigned work or attend an exam as a result of illness, injury or other unforeseen circumstances. Special consideration does not provide any concession in terms of grading of the assigned task. The task will still be graded in the same way, but you may be granted extra time to complete the task under certain conditions.

The Monash University Special Consideration Policy sets out the process for applying for special consideration.

Important points to note are:
• You need to apply before the due date where possible, but no more than two days after submission date.
• The application for special consideration is administered by Student Services NOT the Department of Social Work. The granting of special consideration is a policy-regulated application, meaning you either meet or do not meet the criteria. In almost all cases, certification and supporting documents will be required to support your application, which must be made in writing.
• Students should be aware that automated penalties are applied to late submissions without an approved extension. As such, it is important to plan ahead wherever possible.
• Computer failure or technology malfunction are not considered valid reasons for extensions under the policy. Students are expected to back up their work.

6. Practical and Administration Issues

6.1 Communicating with Staff

Email is the most efficient form of communicating with staff, as all have research and other commitments that regularly take them away from the university and their offices. Even when on campus, staff may not have the capacity to tend to student enquiries. Email accounts are regularly accessed by staff even when absent, and staff will generally answer your queries as soon as possible. Academics aim to attend to any student inquiries within 3 working days of receipt.

Alternative methods of contact:

By phone:
You can often leave a message and your call will be returned as soon as it is practical.

In person:
All staff nominate times when they will be available for consultation in their offices. It is best to make an appointment to see a staff member. However, you may also be able to drop in at the nominated times. Staff preferences and consultation times can be found on the doors of each staff member or in your unit guides.

By Moodle:
The there are some instances where you might use Moodle to contact a staff member. Staff members involved in teaching also administer the Moodle site for their particular unit, and will see messages that are posted on the site. Each member of staff will have different protocols regarding contact via Moodle, however, there are some points for students to keep in mind with all Moodle messaging.

Communication tips for students:

• If your lecturer or other member of staff has sent a message via Moodle or other means, it is compulsory to read and respond to it.

• Students are expected to check their Moodle site regularly (at least twice per week per unit). This is often monitored by staff who can see who has or has not logged on to Moodle.
• Discussion forums on Moodle are typically open forums. That means that all students and staff enrolled in the unit will see your forum messages. Moodle discussion forums are not the acceptable place for communicating with the lecturer/coordinator on issues of a personal nature, a specific concern to you, or if you have a complaint you wish to raise.

• Keep in mind that staff see all Moodle messages; it is best not to say anything on Moodle that you are not happy to say in person.

• Similarly, please refrain from using language or posting items that are likely to offend others. We have a culturally diverse student population and because students do not get a choice on what they ‘receive’, it is important to keep messaging directly relevant and broadly appealing. If in doubt, ask your Unit Coordinator if it is appropriate before posting. Again, professional standards will be applied to student messages. If you are interacting on a student forum (a student established Facebook page for example), please don’t assume that we don’t see them. Some students will provide links to sites, can screen shot or may speak to staff about what is being said. The bottom line is be professional at all times. If you have a concern raise it directly with staff.

• Please don’t be offended if staff do not accept linked in invitations and other invitations to join – it is important to keep learner/educator boundaries until you have competed your degree.

• Finally, if you are expecting your lecturer/coordinator to reply to your discussion forum message on Moodle, it is a good idea to say so. It is sometimes difficult to determine if the message was meant for staff or for the cohort in general.

An example is below:

Hi Uschi,
I was wondering if you could confirm for us the due date for our preferences. The DE recording was difficult to hear this week and I’m not sure if I got it right – is it the 23rd or 24th? Thanks in advance
Brad

OR
Hi All,
Can anyone tell me the due date for our preferences? The DE recording was difficult to hear this week and I'm not sure if I got it right? Thanks in advance
Brad

The first example would be for those students wanting a response from the lecturer. If you are after a response from anyone, then option two is appropriate.

6.2 Seeking Help – Guide for Students
As is normal practice, when students have administrative questions about the course, including enrolment issues and course mapping, their first point of contact is ask.monash where their question will be conveyed to SPAHC student services.
In the event of questions about individual units, the first point of contact is the unit coordinator.

If student inquiries cannot be resolved via these methods of inquiry, student services staff and unit coordinators can contact the year level coordinator.
See student help-seeking map.

<table>
<thead>
<tr>
<th>Query</th>
<th>Contact Person</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions or concerns about your enrolment</td>
<td>ask.monash</td>
<td><a href="https://connect.monash.edu/askmonash/s/">https://connect.monash.edu/askmonash/s/</a></td>
</tr>
<tr>
<td>Questions or concerns about a unit of study</td>
<td>Unit coordinator</td>
<td>Depends on the unit</td>
</tr>
<tr>
<td>Academic, writing difficulties</td>
<td>SASU or Learning Skills Advisors</td>
<td><a href="https://www.monash.edu/library/skills/contacts/fac-medicine">https://www.monash.edu/library/skills/contacts/fac-medicine</a></td>
</tr>
<tr>
<td>Concerns during field placement</td>
<td>University liaison person</td>
<td>University liaison person</td>
</tr>
<tr>
<td>Ongoing disability, medical or mental health condition that is affecting your study</td>
<td>Disability support services</td>
<td><a href="https://www.monash.edu/disability">https://www.monash.edu/disability</a></td>
</tr>
<tr>
<td>Personal/Emotional problems</td>
<td>Monash Counselling services</td>
<td><a href="https://www.monash.edu/health/counselling">https://www.monash.edu/health/counselling</a></td>
</tr>
<tr>
<td>Concerns about international study</td>
<td>Wendy McKenzie: International student welfare</td>
<td><a href="mailto:Wendy.McKenzie@monash.edu">Wendy.McKenzie@monash.edu</a></td>
</tr>
<tr>
<td>Connecting to peers and the social work student community</td>
<td>Peer mentoring program and /or Student Social Work Association Monash</td>
<td><a href="https://www.facebook.com/sswamonash/">https://www.facebook.com/sswamonash/</a></td>
</tr>
<tr>
<td>Personal safety and harassment</td>
<td>Safer Community Unit</td>
<td>9905 1599</td>
</tr>
</tbody>
</table>
If your query relates to course progression or overall degree issues, you should direct your enquiries to your Course Coordinators. These are listed in Table 1.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Coordinators</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Social Work and double degrees</td>
<td>Dr Uschi Bay</td>
<td><a href="mailto:uschi.bay@monash.edu">uschi.bay@monash.edu</a></td>
</tr>
<tr>
<td>Bachelor of Human Services</td>
<td>Dr Melissa Petrakis</td>
<td><a href="mailto:melissa.petrakis@monash.edu">melissa.petrakis@monash.edu</a></td>
</tr>
<tr>
<td>Masters of Social Work On-Campus</td>
<td>Dr Bernadette Saunders</td>
<td><a href="mailto:bernadette.saunders@monash.edu">bernadette.saunders@monash.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masters of Social Work Year Levels</th>
<th>Course Coordinators</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Dr Deb Western</td>
<td><a href="mailto:deb.western@monash.edu">deb.western@monash.edu</a></td>
</tr>
<tr>
<td>Year 2</td>
<td>Dr Catherine Flynn</td>
<td><a href="mailto:catherine.flynn@monash.edu">catherine.flynn@monash.edu</a></td>
</tr>
</tbody>
</table>

If your query relates to issues regarding a particular unit of study, you should direct your enquiry to the Unit Coordinator. This staff member should be clearly marked on your individual unit guides.

All staff contact details are available via this link to the Department of Social Work webpage.

6.3 Study Load

Each unit of study has a different level or ‘load’ depending on the credit points applicable to that unit. As a general rule you would be required to complete 144 hours of work for a 6 point unit per semester. If you are doing less than this, you are probably not doing enough. This course is not one you can skim through and it requires at least the minimum time commitment.

6.4 Attendance

On Campus Attendance

Our programs aim to provide challenging and informative learning experiences for students and attend to a range of adult learning styles. Attendance and participation in large and small group activities is vital to learning. The programs also aim to instil in students a strong professional identity, with accountability, personal responsibility and integrity as key features.
The Department of Social Work, therefore, has an on-campus attendance policy which will be implemented as follows:

Whilst 100% attendance is expected, absences of up to 20% of classes in each unit may be excused. The conditions under which such absences will be approved may vary from unit to unit, and will be clearly outlined in the unit guide or by the Unit Coordinator. Documentation, such as medical certificates, may be requested.

If 80% of classes are not attended without the approval of the Unit Coordinator, the student could lose 10% of the 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.

Please refer to unit guides for the specific expectations in each unit. If you are having issues in anyway, bring these to the immediate attention of the Unit Coordinator rather than avoiding class. We are here to assist!

**Off Campus Attendance**

Some units include a workshop component for off-campus students. Attendance at these workshops is compulsory. This is a requirement of the AASW and our accreditation is conditional on us meeting these standards.

Students are responsible for all costs incurred in attending workshops. 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’s responsibility to ensure that they check their student email and/or the department website for workshop information. These workshops focus on face-to-face teaching and practical work and provide 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 of workshops is necessary to satisfactorily meet unit requirements.

### 6.5 Application for Credit

**Academic Units**

The Department of Social Work defines credit for a unit as recognition that the student, through previous university study, has attained a level of knowledge which is at least equivalent to a student completing the unit at Monash University. You can apply for credit via the [credit application form](#). Credit for previous study can be granted in specific conditions:

- **Credit** can only be granted on the basis of other completed academic units of study. Recognition of prior learning or drawing on work experience is not considered when
applying for credit for any academic units (other than Supervised Professional Practice).

- The study must have been completed within the last 10 years.
- The study completed 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 unit must be of the same credit point weighting.
- The complete application must be submitted within two weeks of course commencement.
- The Department will not provide partial credit for a unit.

6.6 Supervised Professional Practice: Compulsory Requirements

There are a number of forms, checks and approvals that are compulsory before going on placement in the field. They are statutory requirements and non-negotiable. Students should consider the timing and costs of these checks in their planning.

Police Check and Working with Children Check
Both security checks must be obtained early in the year of the supervised professional practice unit being undertaken. Further information and instructions are located on the Moodle for your supervised professional practice unit.

Immunisations
The Faculty stipulates that immunisations are a compulsory requirement for all students undertaking supervised professional practice placements. The Faculty guidelines are located on the Faculty website and information is available on the supervised professional practice unit Moodle site.

6.7 Resources to Support your Learning
Both the Department and the university have numerous support services that are designed to help you excel in your studies regardless of your entry level to the course. These include services from the library, from Department of Social Work staff and your fellow students. From our experience, those who utilise as much of these supports as they tend to not only do better, but do better faster. We call this taking the short cut to success! Here are some services you should consider using.
Student Academic Support Unit (SASU)
Simon Davidson, Dr Averil Grieve and Dr Bella Ross are available in the Department of Social Work for academic language support. They provide weekly workshops on a range of written and spoken language topics that are directly related to your social work studies (e.g. CV writing for placement, working in groups, giving oral presentations, writing a literature review and preparing for placement). They have also put together resources on a ‘Communicating in Social Work’ Moodle site and provide one-on-one consultations for any academic language and communication issues. Simon and Bella focus on providing assistance with written assessments in the Master of Social Work and Bachelor of Social Work programmes.

You can contact Simon at simon.davidson@monash.edu and Bella at bella.ross@monash.edu.
Averil provides support in spoken communication for Master and Bachelor of Social Work students and written or spoken issues relating to placement. She can also visit students while they are on placement for any language, cultural or academic skills support needs.
You can contact Averil at averil.grieve@monash.edu.

Library Facilities and Learning Skills Unit
Students have a dedicated Subject Librarian and a Learning Skills Adviser. They are familiar with our requirements and frameworks and are able to assist students with a range of supports from finding references for assessments to navigating Endnote.
See the Department of Social Work webpage, from the library and check out these services below:

- Study skills workshops (referencing, reading, note taking, planning)
- Drop-in sessions for assessment help
- Individual consultations for study skills and task support
- Managing Moodle and web resources
- Any additional resources for distance education students from borrowing to reading lists

Library staff contact details
Subject Librarian: Cassandra.Freeman@monash.edu
Learning Skills Advisor: Fiona.Patterson@monash.edu
7. Grievances

Much of the manual has outlined the policies and parameters of course work and the standards of behaviour and work expected of students. Department of Social Work staff are also accountable for upholding these policies as they are intended to be fair to every student. These guidelines and policies are set out to help students navigate the expectations and requirements of their degree. Policies are not, however, foolproof, and may not cover all circumstances, new or emerging situations. There is a spirit of resilience and flexibility expected from staff and students in implementing these policies. If you feel you have a situation not well considered within the policies outlined here or more broadly within the university, you are encouraged to connect with your lecturer or Unit Coordinator. Many issues can be resolved through conversation. There are also various levels within the Department of Social Work that you may wish to consider (e.g. Course Coordinator, Head of Department, and HDR Coordinator).

That being said, there is also a set of formal procedures available to students should their issues not be resolved satisfactorily at the departmental level. Further information can be found here.

A Final Word

The Department of Social Work is a team that is passionate and excited about the education of tomorrow’s human service professionals. The procedures and policies set out in this manual are far from exhaustive, and there is a far deeper level of information on the Monash website. The intent of this manual, however, is to make the most relevant and highly utilised information readily available to students.

We trust your experience will be an engaging and joyful one. We look forward to seeing each of you go from strength to strength!

Go well!
Department of Social Work
Social Work Field Education Manual for 2018 will be published shortly.