

SWK251 Working with First Nations Peoples and Multicultural Communities

School: School of Law and Society

2024 Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Professionals in many fields are required to work with Aboriginal and Torres Strait Islander peoples, and multicultural communities demonstrating professional values and principles. Students will develop relevant knowledge to analyse historical contexts, and contemporary social and political issues impacting on the lives of Aboriginal and Torres Strait Islander peoples. Students will also develop knowledge to engage with multicultural communities. They will learn skills for culturally responsive practice to work with Aboriginal and Torres Strait Islander peoples and in cross-cultural contexts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – online content	1hr	Week 1	13 times
Tutorial/Workshop 1 – 2 hour on-campus tutorials	2hrs	Week 1	11 times
ONLINE			
Learning materials – online content	1hr	Week 1	13 times
Tutorial/Workshop 1 – 2 hour online tutorials	2hrs	Week 1	11 times

1.3. Course Topics

- Historical contexts of colonisation
- Human rights, Indigenous rights and self-determination
- Contemporary challenges to health, and social and emotional wellbeing
- Theoretical frameworks for social justice
- The ways of knowing, being and doing and Indigenous knowledges
- Developing culturally responsive practice framework
- Ethical practice with Indigenous communities: Debates, contradictions and ways forward
- Sustainable Development Goals and Indigenous peoples
- Multiculturalism, acculturation, and settlement
- Anti-racist and anti-oppressive theory and practice
- Intersectionality in cross-cultural social work
- Collaborative assessment processes with multicultural communities
- Sustainable Development Goals and working with multicultural communities
- (Mature content across all course topics)

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
1 Understand and critically analyse historical contexts, and contemporary social and political issues that impact on the lives of Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
2 Research and demonstrate knowledge of Aboriginal and Torres Strait Islander people's ways of knowing, being and doing, resilience and self-determination for culturally responsive practice	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
3 Identify and critically reflect on personal and professional values for ethical professional practice with multicultural communities and for working with Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
4 Examine and evaluate various theories and practice frameworks for application in cross-cultural contexts, including Aboriginal and Torres Strait Islander cultures, to analyse and overcome structural and systemic issues and barriers	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
5 Research, reflect and communicate course concepts through effective collaboration, communication and interpersonal skills demonstrating professionalism	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
1	Values and ethics
1.1	Practise in accordance with the AASW Code of Ethics
1.2	Manage ethical dilemmas and issues arising in practice
2	Professionalism
2.1	Represent the social work profession with integrity and professionalism
2.2	Behave in a professional manner and be accountable for all actions and decisions
3	Culturally responsive and inclusive practice
3.1	Work inclusively and respectfully with cultural difference and diversity
3.2	Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures
4	Knowledge for practice
4.1	Understand higher level systemic influences on people with respect to area of practice

CODE	COMPETENCY
4.2	Understand and articulate social work and other relevant theories and concepts
4.3	Understand the role of research and evaluation in obtaining and generating new knowledge for practice
4.4	Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice
5	Applying knowledge to practice
5.1	Assess and analyse needs to inform practice
5.2	Work collaboratively
5.3	Use a range of social work methods and techniques appropriate to the area of practice
5.4	Apply critical and reflective thinking to practice
6	Communication and interpersonal skills
6.1	Communicate with a diverse range of people
6.2	Communicate the details and nature of the service offered to people
6.3	Work with others in a team environment
6.4	Use information technology to communicate and provide services
7	Information recording and sharing
7.1	Record and manage information appropriately
7.2	Keep and maintain information in accordance with ethical principles and relevant legislation

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS251

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback is provided to students through discussions and activities in the tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Journal	Individual	25%	1000 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual and Group	35%	A 20-minute Group presentation in class, and a 250-word written reflection work on group work process	Week 8	Online Assignment Submission with plagiarism check and in class
All	3	Case Study	Individual	40%	2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Reflective Journal

GOAL:	To critically reflect on selected course readings demonstrating a deep understanding of key concepts presented in the readings relating to authors' voice, sharing own positionality, values, ethical principles to highlight specific learnings from the readings and their application for practice.		
PRODUCT:	Journal		
FORMAT:	Students will choose any two specific required course readings and critically reflect on what they have learnt from the key themes, authorial voice, standpoint and theoretical discussion presented in the readings. They will share their positionality and worldviews to clarify how these key elements will influence their developing professional practice framework. In that light, students will draw on personal and professional values and ethical practice principles to make specific links to cultural responsiveness. They will relate to the learnings from the two readings and reflect on any shifts and/or changes in their beliefs, attitudes and values for working with Aboriginal and Torres Strait Islander peoples and/or multicultural communities with cultural responsiveness.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate ability to identify and articulate own positionality while relating and responding to authors' standpoint presented in the two selected course readings.	1 2 3 4 5
	2	Demonstrate ability to critically reflect on own individual learnings from the two selected readings responding to theories and application for culturally responsive practice.	1 2 3 4
	3	Demonstrate ability to reflect on values and principles for ethical professional practice and give examples for practising key capabilities by using IAHA cultural responsiveness framework.	2 3 4
	4	Demonstrate ability to write a well organised, logically structured reflective journal with appropriate language expression, use of course readings, APA 7 referencing style and plagiarism checks.	5

All - Assessment Task 2: Oral Group Presentation and Written Group Processes

GOAL:	To engage as a group and examine course key concepts from historical and contemporary contexts for analysing their impact on Aboriginal and/or Torres Strait Islander peoples in contemporary times. This assessment task requires students to demonstrate verbal and written communication skills and collaboration for effective teamwork in accordance with the inherent academic requirements of Social Work degree program.		
PRODUCT:	Oral and Written Piece		
FORMAT:	There are two parts to this assessment task: (1) in-class group presentation and, (2) a written reflection on group/teamwork. Students will form small groups in Week 1, sign into their groups on Canvas and work as a team for presenting on their topic and writing the reflection as a team. Each group will choose a topic out of the four given topics. These topics cover a range of historical contexts and contemporary issues reflecting the weekly course content until and including Week 7. All group presentations will take place in class during Week 8. All students are required to be present. Each presentation is for 20 minutes. The same week, each group will submit on Canvas a 250-word written reflection (team-written) on their group/teamwork process. Refer to Assessment Instructions and Information on Canvas for further details.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate ability to critically examine historical contexts for analysing contemporary social and political issues and their impact on Aboriginal and/or Torres Strait Islander peoples.	1 2 4
	2	Demonstrate critical understanding of what it means for professionals in contemporary times for working with Aboriginal and/or Torres Strait Islander peoples emphasising values and ethical principles for practice.	1 2 3 4
	3	Demonstrate an understanding of culturally responsive professional practice for working with Aboriginal and Torres Strait Islander peoples applying key capabilities from IAHA Framework	2 3 4
	4	Demonstrate ability to orally present an academic assessment task with relevant research, logically structured content, teamwork and effective delivery skills.	5
	5	Demonstrate ability to reflect and present written work on group collaboration, teamwork, communication and interpersonal skills for application to professional practice.	5

All - Assessment Task 3: Case Study Analysis

GOAL:	The goal of this assessment is to apply your critical analysis skills to a case study for demonstrating your understanding of issues, systems and policies affecting individuals, families and communities from multicultural contexts and the application of values and ethical principles in professional practice.
PRODUCT:	Case Study
FORMAT:	For this critical analysis piece, you are required to work on a given case study. You will identify issues presented in the case study and analyse the role of systems, structures and policies impacting on the issues and barriers that the characters in the case study experience. You will demonstrate your critical analyses from relevant disciplinary professional contexts for responding to the intersecting issues, and to critique current ways of working with individuals, families and/or communities from multicultural identity backgrounds. You will also develop specific practice strategies to address those issues and barriers to ensure the provision of services focusing on human rights, social justice, values and professional ethics.

CRITERIA:	No.	Learning Outcome assessed
	1	Critically analyse the case study to demonstrate understanding of key issues linked to systems, structures and policies impacting on the characters of the case study. 1 2 3 4
	2	Apply relevant theories to discuss key issues of the case study with reference to systemic inequalities, dominant discourses, and disconnections between policies and practice. 1 2 3 4
	3	Integrate personal and professional values and ethical practice principles for working with multicultural communities showing strategies and examples for implementation. 2 3 4
	4	Present well organised, logically structured critical analysis report with appropriate language expression, academic literature, field resources, and APA 7 referencing style with plagiarism checks. 5

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

NIL

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

