

SWK251 Working with First Nations Peoples and Multicultural Communities

School: School of Law and Society

2025 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**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 practice standards, values and principles. Students will develop relevant knowledge to critique current ways of working with Aboriginal and Torres Strait Islander communities and multicultural communities. Students will develop specific strategies to engage with them and provide culturally responsive services.

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 | 10 times |
| ONLINE | | | |
| Learning materials – online content | 1hr | Week 1 | 13 times |
| Tutorial/Workshop 1 – 2 hour online tutorials | 2hrs | Week 1 | 10 times |

1.3. Course Topics

This course will cover key concepts and themes related to Indigenous knowledges and the ways of knowing, being and doing, historical contexts of colonisation, Indigenous rights, theoretical frameworks in Indigenous Social Work, social and emotional wellbeing, Working with First Nations communities, debates, contradictions and ways forward, Sustainable Development Goals and Indigenous peoples, multiculturalism, acculturation, and settlement, theoretical frameworks in cross-cultural work, collaborative assessment processes, intersectionality in cross-cultural work, Sustainable Development Goals and multicultural communities.

(Mature content across all course topics)

1.4. Mature Content

Drug Use, Violence, Coarse Language, Adult themes

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 historical contexts and apply that understanding to critically analyse contemporary social and political issues impacting on Aboriginal and Torres Strait Islander peoples, and privilege their voices | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication | 1, 2, 3, 4, 5, 9 |
| 2 Apply an intersectional lens to understand and articulate complexities around culture and diversity for engaging respectfully with culturally diverse people | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication | 1, 2, 4, 5, 9 |
| 3 Identify and clearly articulate professional values and ethical practice principles for working alongside Aboriginal and Torres Strait Islander peoples and with multicultural communities with cultural responsiveness | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration | 1, 2, 4, 6, 7, 9 |
| 4 Demonstrate and apply critical understanding of theories and research for working alongside Aboriginal and Torres Strait Islander and with multicultural communities | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving Organisation Applying technologies | 2, 3, 4, 5, 6, 9 |
| 5 Be an active learner demonstrating research, engagement, collaboration, teamwork and good practice | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving Organisation Applying technologies | 1, 2, 4, 5, 7, 9 |

| 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 |
| 6 Demonstrate active contribution of critical perspectives on inter-agency work supporting contemporary developments in Indigenous and Multicultural Social Work area | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication Organisation | 1, 5, 7, 9 |
| 7 Work inclusively and respectfully with client to promote their involvement in decision-making | Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication Collaboration Problem solving Organisation | 1, 4, 7 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|--|--|
| AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS | |
| 1 | Practice Standard 1: AASW Code of Ethics |
| 2 | Practice Standard 2: Working alongside Aboriginal and Torres Strait Islander Peoples |
| 3 | Practice Standard 3: Human rights and social justice |
| 4 | Practice Standard 4: Culture, identity and intersectionality |
| 5 | Practice Standard 5: Critical thinking in practice |
| 6 | Practice Standard 6: Exercising professional judgement |
| 7 | Practice Standard 7: Professional identity |
| 9 | Practice Standard 9: Professional growth |

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 | 30% | 1000 words | Week 6 | Online Assignment Submission with plagiarism check |
| All | 2 | Oral and Written Piece | Individual and Group | 30% | A 20-minute Group presentation in class, and a 250-word written reflection work on group work processes | Week 9 | Online Assignment Submission with plagiarism check and in class |
| All | 3 | Case Study | Individual | 40% | 1500 words | Week 12 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Reflective Journal

| | | | |
|------------------------|---|---|----------------------------------|
| GOAL: | To critically reflect on positionality and standpoint to demonstrate you understand key course concepts | | |
| PRODUCT: | Journal | | |
| FORMAT: | The reflective journal will require you to critically reflect on own positionality and author's standpoint from required course readings to demonstrate your learning | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Relate and respond to a course reading to articulate its influence on own positionality showing critical reflective practice. | 1 2 3 4 5 |
| | 2 | Articulates what was learnt linking it to key course concepts and theories. | 1 2 3 4 5 |
| | 3 | Critically reflect on professional values and ethical practice principles to demonstrate developing knowledge of cultural responsiveness | 1 2 3 4 5 |
| | 4 | Articulate professional growth evidencing learning experience for reflective practice. | 5 6 7 |
| | 5 | Structure, logic, expression and referencing; uses academic language expressions and reflective writing style; uses course readings; APA 7 referencing standard; plagiarism checks. | 5 |
| GENERIC SKILLS: | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy | | |

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

| | | | | | | | |
|-----------------|--|---|---|---|---|---|---|
| GOAL: | To demonstrate critical understanding of course key concepts from historical and contemporary contexts to present their impact on Aboriginal and/or Torres Strait Islander peoples. | | | | | | |
| PRODUCT: | Oral and Written Piece | | | | | | |
| FORMAT: | Group presentation demonstrating critical understanding of course key concepts from historical and contemporary contexts with analysis of impact on Aboriginal and/or Torres Strait Islander peoples. The group will also submit a written reflection on group work. | | | | | | |
| CRITERIA: | No. | Learning Outcome assessed | | | | | |
| | 1 | Demonstrate a critical understanding of the historical contexts and contemporary issues with analysis of impact, and communicates its significance for professional practice | 1 | 3 | 4 | 5 | 6 |
| | 2 | Apply theories for critical analyses extending knowledge and insights for continued engagement with the topic. | 1 | 3 | 4 | 5 | 6 |
| | 3 | Demonstrate professional values and ethical principles for culturally responsive practice; give examples for best practice with reference to IAHA key capabilities framework. | 2 | 3 | 4 | 5 | |
| | 4 | Demonstrate high-quality presentation skills to communicate original ideas through research. | 5 | 6 | | | |
| | 5 | Demonstrates cohesive reflections on own group work processes showing professional identity. | 5 | | | | |
| GENERIC SKILLS: | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy | | | | | | |

All - Assessment Task 3: Case Study Analysis

| | | | | | | | |
|-----------------|---|---|--|--|--|--|---------------------------|
| GOAL: | To critically analyse a case study/film resource and apply your knowledge of course concepts and culturally responsive practice skills. | | | | | | |
| PRODUCT: | Case Study | | | | | | |
| FORMAT: | This case study/film resource analysis requires you to develop relevant inter-agency approach and multidisciplinary knowledge to critique current ways of working with Aboriginal and Torres Strait Islander and multicultural communities and develop specific strategies to provide culturally responsive services. | | | | | | |
| CRITERIA: | No. | | | | | | Learning Outcome assessed |
| | 1 | Applies course key concepts to critical analysis demonstrating knowledge and practice skills for working with Aboriginal and Torres Strait Islander communities and/or multicultural communities. | | | | | 1 2 3 4 5 6 7 |
| | 2 | Applies theories to critical analysis of historical contexts and contemporary issues presented in the case study/film resource and identifies specific links between multidisciplinary areas for inter-agency work. | | | | | 1 2 3 4 5 6 7 |
| | 3 | Integrates values and ethical practice principles for demonstrating critical understanding of policy and practice disconnections. | | | | | 1 2 3 4 5 |
| | 4 | Applies IAHA cultural responsiveness practice framework to the case study/film resource giving examples for key capabilities. | | | | | 1 2 3 4 5 |
| | 5 | Structure, logic, academic work; referencing; presents a cohesive critical analysis work; use of relevant research; APA 7 referencing standard; plagiarism checks. | | | | | 5 6 |
| GENERIC SKILLS: | Communication, Problem solving, Organisation, Applying technologies, Information literacy | | | | | | |

6.4. Assessment to competency mapping

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|---|------------------------|---|------------|-----------------------------|
| AUSTRALIAN SOCIAL WORK EDUCATION AND ACCREDITATION STANDARDS (ASWEAS) | | | | |
| All delivery modes | Case Study | Case Study Analysis | 1 | Taught, Practiced, Assessed |
| | | | 2 | Taught, Practiced, Assessed |
| | | | 3 | Taught, Assessed |
| | | | 4 | Taught, Assessed |
| | | | 5 | Taught, Practiced, Assessed |
| | | | 7 | Taught, Assessed |
| | | | 9 | Taught, Practiced, Assessed |
| | Journal | Reflective Journal | 1 | Taught, Practiced, Assessed |
| | | | 2 | Taught, Assessed |
| | | | 3 | Taught, Assessed |
| | | | 4 | Taught, Assessed |
| | | | 5 | Taught, Practiced, Assessed |
| | | | 7 | Taught |
| | | | 9 | Taught, Practiced, Assessed |
| | Oral and Written Piece | Oral Group Presentation and Written Group Processes | 1 | Taught, Practiced, Assessed |
| | | | 2 | Taught, Practiced, Assessed |
| | | | 3 | Taught, Practiced, Assessed |
| | | | 5 | Taught, Practiced, Assessed |
| | | | 7 | Taught |
| | | | 9 | Taught, Practiced, Assessed |

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

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

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