

SWK286

# Disability: Culture, Community and Change

School: School of Law and Society

2025 | Semester 2

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](http://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

Attitudes to, and understanding of people with disabilities have changed over time. This course looks at the provision of services and support for people with disabilities. It examines the cultural and philosophical approaches to understanding, and providing for the care. Normalisation; human rights; economic; mutual obligation models; instrumentalities for people with disabilities, and ethical considerations in quality are also explored. The application of these to decisions about professional interventions, strategies and service standards are examined.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
<b>Learning materials</b> – 1 hour online weekly content required for workshops and assessment preparation	1hr	Week 1	11 times
<b>Tutorial/Workshop 1</b> – Face-to-Face tutorial based on learning material provided.	2hrs	Week 1	11 times
ONLINE			
<b>Learning materials</b> – 1 hour online content necessary for workshops and assessment completion	1hr	Week 1	11 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>Tutorial/Workshop 1</b> – Scheduled online tutorial	2hrs	Week 1	11 times

### 1.3. Course Topics

- What is Disability?
- Models of Disability
- Society and Culture
- Legislation
- Human Rights
- NDIS
- Disability and Family Carers
- Lived Experience
- Needs and Support Services

## 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 Have an understanding and explanation of the historical and philosophical foundations of the concepts and approaches to disability	Creative and critical thinker Ethical	1, 3
2 An ability to use progressive theories to critique modernist understandings of, interventions applied and their impact on people living with disability.	Creative and critical thinker Ethical	1, 2, 3, 4, 5, 6
3 An understanding of the integration of critical theory in understanding and responding to current issues in complex and uncertain contexts addressing disablement and ableism	Creative and critical thinker Ethical	1, 3, 5, 6
4 Analyse and assess the relationship between individual and collective responses to disability and their implication for practice and service users	Sustainability-focussed	1, 2, 3, 4, 5, 6
5 Critically analyse and evaluate disablement approaches within legislative frameworks and policies assessing their impact on individuals with disability	Creative and critical thinker	3
6 Apply interdisciplinary knowledge, skills and values relating to the study of disability	Empowered	3, 5, 6, 7
7 Work effectively in a team environment	Communication Problem solving Organisation	7, 9
8 Apply knowledge of legislation, policy and evidence-based practices to formulate service delivery approaches to support people with disability	Ethical	1, 5

#### \* 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

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### 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 of comprehension of course materials will be provided in 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	Artefact - Creative, and Oral	Individual	25%	8-10 minute recorded Powerpoint presentation	Week 5	Online Submission
All	2	Oral	Group	30%	Each group will present for approximately 10 minutes	Week 8	In Class
All	3	Artefact - Professional	Individual	45%	2000 words	Week 13	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Photovoice Advocacy

<b>GOAL:</b>	Explore your local community and take photos which may be symbolic or illustrative of a topic or social issue related to disabilities and critically reflect on the content.		
<b>PRODUCT:</b>	Artefact - Creative, and Oral		
<b>FORMAT:</b>	Voiceover power point presentation with a minimum of 5 photos.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Content should be relevant, detailed and critical, recognising conflicting theories and explanations	1 2 4
	2	Demonstrate an understanding of the implications theoretical formulations have on people with disability, the basis of service provision and social policy and legal frameworks	1 2 3 4 5 6
	3	Demonstrate originality and independence of thought.	2 4
	4	Be reflective of own future professional practice	3 4 6
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

### All - Assessment Task 2: Group Presentation

<b>GOAL:</b>	Group presentation on critical issues related to disabilities		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	In class small group presentation during tutorials. Format details will be provided on the course site. This activity provides an opportunity for you to both develop and verify your understanding of the ideas and concepts encountered in the course.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	The ability to critically analyse the barriers which prevent people with disabilities from fully participating in society	1 4 7
	2	Ability to articulate the main (key) players, whose work/activities promoted the awareness of these issues. What contribution did the person(s) make to rethinking/critiquing understanding of disability in society?	1 3 4
	3	The ability to articulate your own understanding and stance on the issue	1 2 3 4
	4	Clear evidence of careful reading in the planning, preparation and writing and presenting	4
	5	Ability to present orally and contribute to knowledge from your own perspective to the group regarding critical issues in the area of disability	6
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

### All - Assessment Task 3: NDIS support plan

<b>GOAL:</b>	Development of a professional NDIS support plan		
<b>PRODUCT:</b>	Artefact - Professional		
<b>FORMAT:</b>	Development of a professional NDIS support plan based on a case study. Details provided on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Identify relevant legislation and policies relating to Persons with Disabilities	2 3
	2	Evaluate the impact and application of such legislation and policy.	3 4 6
	3	Articulate an understanding of your developing professional self with regards to legislation and disability.	5 6
	4	Critical analysis of services provided to support people with disabilities.	4 6 8
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, 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	Artefact - Creative, and Oral	Photovoice Advocacy	1	Assessed
			3	Assessed
			5	Assessed
			7	Assessed
			9	Assessed
	Artefact - Professional	NDIS support plan	3	Assessed
			5	Assessed
			6	Assessed
			7	Assessed
			9	Assessed
	Oral	Group Presentation	1	Assessed
			2	Assessed
			3	Assessed
			4	Assessed
			7	Assessed
			9	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.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

## 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

Not applicable

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)