UniSC

COURSE OUTLINE

SWK302 Community Development and Social Action

School: School of Law and Society

2025 | 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, unless your program has specified a mandatory onsite requirement.

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

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1. What is this course about?

1.1. Description

Community development practice approaches are increasingly important in our globalised world that is characterised by populism, capitalism, patriarchy, cultural imperialism, environmental exploitation and climate change. Additionally, the concepts found within this field are contested, representing diverse meanings and, where funded by government, are fraught with conflicting political agendas. To prepare you for these realities, this course will explore theoretical and practice dimensions of a critical-relational method to community building.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – One hour weekly online preparation tasks	1hr	Week 1	11 times
Tutorial/Workshop 1 – 2 hour tutorials	2hrs	Week 1	11 times
ONLINE			
Learning materials – One hour weekly online workshop preparation tasks	1hr	Week 1	11 times
Tutorial/Workshop 1 – Tutorials will be conducted via Zoom at a scheduled time.	2hrs	Week 1	11 times

1.3. Course Topics

Intro to Community Development; Implicate Method – Developing a Framework of Practice; Micro Method – Forming Developmental Relationships through Dialogue; Mezzo Method and Forming Participatory Action Groups; Social Action and Protest Movements; CD and the Environment; CD and the Arts; The Spiral Model of Community Education; Collective Narrative Practice; CD and Poverty/Class; CD and Being in Solidarity with First Nations Peoples; The Elicitive Model of Group Facilitation.

2. What level is this course?

> 300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Exercise professional judgement when applying community development theory as a means to work collectively with groups.	Empowered Ethical Communication Collaboration	4, 5, 6
2 Demonstrate a critical understanding of human rights and social justice as it pertains to inequality in our socio-political structures.	Ethical Sustainability-focussed	3, 4, 5, 6
3 Work inclusively and respectfully in terms of culture, identity and intersectionality through purposeful steps that structure community development processes.	Empowered Sustainability-focussed Communication Collaboration	1, 4, 5, 6
4 Be an active learner, open to new knowledge, and actively engages with peers in classroom learning opportunities.	Empowered Ethical Engaged Communication Collaboration	9
5 Be able to work effectively with others in a group environment and contribute to the group process.	Ethical Engaged Communication Collaboration	7

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
1	Practice Standard 1: AASW Code of Ethics
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

Not applicable

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

Students form presentation groups in Week 2 and during the next two weeks share research undertaken for the first assessment piece. They receive feedback from members of the peer group prior to the first assessment task being presented.

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	Activity Participation	Individual	10%	11 tutorials	Refer to Format	In Class
All	2	Oral and Written Piece	Group	45%	350 words per person in the group; 5 minute oral reflection per group	Week 5	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	45%	1000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Active Participation in Workshops

GOAL:	To take an active role in learning, about the application of community development skills and to learn from peers.	
PRODUCT:	Activity Participation	
FORMAT:	At the tutorials engage in class activities demonstrating your ability to: articulate your ideas clearly; spark discussion and comments from others; build on the ideas and contributions of others by posing questions to the group and responding to constructive feedback.	
CRITERIA:	**No.**	**Learning Outcome assessed**
	1 Demonstrated ability to articulate your ideas clearly; spark discussion and comments from others; and to build on the ideas and contributions of others by posing questions to the group and responding to constructive feedback.	④
GENERIC SKILLS:	Collaboration	

All - Assessment Task 2: Reflecting on the work of a critical thinker/activist and groupwork process.

GOAL:	To learn how to research and critically reflect on the work of a critical thinker/activist and apply that thinking to a contemporary social justice issue.
PRODUCT:	Oral and Written Piece
FORMAT:	1. In small groups each student chooses a different critical thinker / activist from the text provided and reflects on their work/contribution to society. 2. Using PowerPoint, together, develop slides that includes a summary of each critical thinkers' ideas and compares and contrasts their approaches. 3. Think of a social justice issue impacting on contemporary society and explore how the critical thinkers' approaches could be used by practitioners to respond to the issue. 4. Undertake an oral reflective discussion on the group work process employed to do the task, and submit as part of the PowerPoint slides. There is no presentation in class.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrated ability to compare and contrast the thinkers' contributions to society.	②
	2	Demonstrated ability to research a social justice issue and apply critical thinking as a just response.	② ③ ④
	3	Demonstrated groupwork collaboration drawing from community development principles.	① ④
	4	A well expressed, logically structured and argued reflection based on concepts taught in the course.	① ② ④
	5	Demonstrated awareness of effective interpersonal skills, including group work, public speaking and the use of community development discourses.	① ③ ④ ⑤

GENERIC SKILLS:	Communication, Collaboration, Problem solving

All - Assessment Task 3: A Plan for a 'Developmental' Community Work Process

GOAL:	To learn to develop a plan for a developmental community work process.
PRODUCT:	Written Piece
FORMAT:	This Process Plan provides you with an opportunity to think about your own community development practice in relation to a private concern or hope you have for your community that is, a place-based community or an identity-based community. You will: 1. Think about a personal concern, or hope that you have about your community (geography or community of interest). 2. Do a structural analysis and write up your plan for a 'Developmental' Community Work process.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	An engagement with course materials (including the set readings), and particularly referring to Implicate-Method, Micro-Method and Mezzo-method, demonstrating an understanding of the method and analysis of community development.	① ③ ④
	2	A critical understanding of inequalities in our socio-political-cultural structures and the practice of community development to address these.	① ② ③
	3	A clear articulation and application of community development method (Micro Method and Mezzo Method practice theory) including verbatim dialogue, showing that the practice/processes are drawing from theory explored in SWK302.	① ② ③
	4	A well-written (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature.	①
GENERIC SKILLS:			

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	Activity Participation	Active Participation in Workshops	5	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Oral and Written Piece	Reflecting on the work of a critical thinker/activist and groupwork process.	4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Written Piece	A Plan for a 'Developmental' Community Work Process	1	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			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

Information regarding prescribed texts or other associated resources will be made available on the Canvas site prior to commencement of study.

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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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