

SWK302

Community Development and Social Action

School: School of Law and Society

2026 Trimester 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 unisc.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

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

5.5. Microcredential Information

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 video reflection with each group member contributing. | Week 5 | Online Assignment Submission with plagiarism check |
| All | 3 | Written Piece | Individual | 45% | Up to 1500 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 | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | |
| 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: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>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.</td> <td>4</td> </tr> </tbody> </table> | 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 | |
| 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 as a group, 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 | | | | | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | | | | | |
| FORMAT: | <ol style="list-style-type: none"> In small groups each student chooses a different critical thinker / activist from the text provided and reflects on their work/contribution to society. Using PowerPoint, together, develop slides that includes a summary of each critical thinkers' ideas and compares and contrasts their approaches. 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. Undertake a reflective discussion video on the group work process employed to do the task, and submit as part of the PowerPoint slides. Each group member needs to contribute to the video reflection. There is no presentation in class. | | | | | | | | | | | | | | | | | | | |
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| 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 using scholarly references 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 oral reflection based on concepts taught in the course. | 1 2 4 | | | | | | | | | | | | | | | | | | |
| 5 | Work effectively with others in a group environment. | 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 | | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | | |
| FORMAT: | <p>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:</p> <ol style="list-style-type: none"> 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. | | | | | | | | | | | | | | | | |
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| 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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)