

SWK303 Complexity and Social Work: Group-Based Approaches

School: School of Law and Society

2021 Semester 2

UniSC Sunshine Coast
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.

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

In this course, students explore and develop their anti-oppressive ethics, knowledge and skills in group-based practice in complex scenario-based and real life case studies. To enhance an appreciation of the interplay between the structural, cultural and nuanced interactive nature of power in professional social work practice, students will engage with immersive technologies and other creative media as appropriate.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Lecture – 1 hour Live Online Lecture - for timetabling	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus Tutorial - 2 Hours	2hrs	Week 2	12 times

1.3. Course Topics

Students will -

- Explore the nature of anti-oppressive group work strategies in social work;
- In particular, they will explore the nature of therapeutic, educational, activist research and identity based social action groups as well as group-based strategies undertaken by teams within human service organisations and the community context;
- Develop an understanding of the complexity of personal, socio-historical, political, environmental, administrative and legislative dimensions of social issues & the value of group-based approaches in addressing these issues;
- Develop anti-oppressive skills and strategies for group-based practice, including group facilitation skills, critical thinking & power-equalising processes and working with conflict and complexity;
- Develop an anti-oppressive ethical use of self through critical reflection, including an exploration of their personal values, positionality and power in practice scenarios.

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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Identify and describe different types of collective action for social change and their theoretical underpinnings, processes and practices as they relate to diverse population groups and complex human services environments.	Knowledgeable Creative and critical thinker
2 Apply knowledge of the historical, environmental, administrative and legislative context to collective action processes utilised in human service settings.	Knowledgeable Engaged
3 Identify and evaluate foundational processes and considerations for collective action and demonstrate a collective action exercise based on critical practice principles.	Knowledgeable Engaged
4 Generate principles for future professional practice through critical reflection of use of self in collective action processes.	Ethical Engaged
5 Apply anti-oppressive and ethical practice frameworks to diverse collective action processes.	Ethical Engaged

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

(SWK172, SCS272 or SCS172) or (SCS180 or SCS280)

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

Assessment 1 will be developed in tutorials and students can obtain feedback on drafts of their diagrams.

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	Individual	30%	2000 words equivalent	Week 6	Online Assignment Submission with plagiarism check
All	2	Plan	Individual or Group	35%	2500 words	Week 10	Online Assignment Submission with plagiarism check
All	3	Oral	Individual or Group	35%	30 mins (max)	Refer to Format	In Class

All - Assessment Task 1: Develop a diagram of a model of group-based anti-oppressive practice

GOAL:	To create a diagram of a model of group-based anti-oppressive practice.		
PRODUCT:	Artefact - Creative		
AUTHORSHIP STATEMENT:			
FORMAT:	You will distil relevant material from the course references to create a diagram that depicts your own model of group-based anti-oppressive practice. Some examples will be given in tutorials and students can collaborate on developing their ideas but must do their own diagram. Concepts and processes need to be explained and located in the course literature through appropriate referencing. An on-line mapping tool will be provided as one way of preparing the diagram.		
CRITERIA:	No.		Learning Outcome assessed
	1	You will be assessed on your ability to:	1 2 3 4 5
	2	Create a sophisticated model of group-based anti-oppressive practice	2
	3	Integrate the course knowledge in this model	1 2 3
	4	Define and explain concepts, inter-relationships and processes depicted	3 4
	5	Identify possible limitations of the model	4
	6	Write with clarity (accurate expression, grammar, spelling and punctuation), where the model is logically structured; coherently explained, within the word count and using relevant published literature and the Harvard referencing system.	1 2 4 5
GENERIC SKILLS:	Organisation, Applying technologies, Information literacy		

All - Assessment Task 2: Proposal for an anti-oppressive response to provided case study

GOAL:	Proposal for an anti-oppressive response to a scenario within the Yarloop case study.		
PRODUCT:	Plan		
AUTHORSHIP STATEMENT:			
FORMAT:	You will distil relevant material from the course materials to develop a proposal and for an anti-oppressive group-based response to a scenario within the Yarloop case study. Students will be provided with a planning tool that involves answering the following questions – What is the ecojustice issue? Why is it an ecojustice issue? Who are the parties involved in the situation? What are their views and authority? What are the ecojustice goals? How will you respond to the ecojustice issue? Where and when?		
CRITERIA:	No.		Learning Outcome assessed
	1	Create a sophisticated proposal, drawing on your model for group-based anti-oppressive practice	1 2 3
	2	To integrate the course knowledge in this proposal	3
	3	Identify and provide strategies for addressing power and other complexities	4
	4	Explain how the proposal will address the ecojustice issue	4
	5	To write with clarity (accurate expression, grammar, spelling and punctuation), where the proposal is logically structured, coherently explained, within the word count & appropriately supported by relevant literature using Harvard referencing system	3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy		

All - Assessment Task 3: Justification and defense of proposal for an anti-oppressive response to provided case study

GOAL:	Justification and defense of proposal for an anti-oppressive response to provided case study.		
PRODUCT:	Oral		
AUTHORSHIP STATEMENT:			
FORMAT:	You will reflect on your model and proposal to prepare for an oral justification of your ideas and strategies. You can prepare notes to refer to and will attend a meeting with your tutor and a representative from the Yarloop community. There will be opportunities to have contact with the representative prior to this meeting. The questions you will need to respond to will be provided and you need to show you can utilise course materials to explain and justify the proposal. You also need to show that you can receive feedback and show ways to improve your proposal. The orals will occur in two latter weeks of semester.		
CRITERIA:	No.		Learning Outcome assessed
	1	You will be assessed on your ability to:	1 2 3 4
	2	Articulate your rationale for the proposal working to serve the low power group/s in the situation	5
	3	Respond to relevant questions from the tutor and a representative from the Yarloop community	4
	4	Demonstrate a willingness to learn from the defense process	5
	5	Identify two ways you could improve your ability to articulate your rationale.	5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

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 BlackBoard 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: 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. 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

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