

SWK407

# Context Responsive Social Work Practice

School: School of Law and Society

2024 | Semester 1

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.

Please go to [usc.edu.au](https://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

This course invites you to understand and reflect on social work practice, and the implications these have for critically reflective and context responsive social work practice. You will build on, extend and apply previous knowledge to social work theory and practice processes, ethics, and legal and organisational dimensions of practice. You will investigate, critically reflect on, and articulate practice responses to complex scenarios. The course will develop your understanding and generic skills as a social work practitioner around practice in diverse and complex contexts.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
<b>Learning materials</b> – Learning resources provided online	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – On campus tutorial/workshop	2hrs	Week 1	13 times
ONLINE			
<b>Learning materials</b> – Learning resources provided online	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Online tutorial/workshop	2hrs	Week 1	13 times

### 1.3. Course Topics

Anti-oppressive practice as context and culturally responsive practice

Anti-oppressive values & ethics, standpoints with integrity

Complexity - key concepts

Skills, strategies & processes

Socio-political & legal contexts of practice

Organisational contexts of practice

Eco-activism & other forms of resistance

Social work as loving, justice work - micro level complexities

Anti-oppressive leadership & the lone hero issue

Communities of practice & collaboration in difficult situations

Social work practice exemplars

Self care, supervision and learning 'in situ' with others

Drawing threads of course together

[Mature content across all topics]

## 2. What level is this course?

400 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 Develop a comprehensive understanding of theoretical developments regarding social work practice in complex contexts	Knowledgeable Creative and critical thinker	4.2, 4.4
2 Identify and critically analyse complex and context specific aspects of practice scenarios from various perspectives (legal ethical, organisational), drawing on relevant theories, models, concepts and evidence.	Ethical	4.4, 5, 5.3, 5.4
3 Develop context responsive responses to complex client situations which reflect core social work values and processes	Creative and critical thinker Ethical	1, 1.1, 4.4
4 Develop a critical, reflective and collaborative process for on-going context responsive practice	Sustainability-focussed	5.2, 5.4, 6.3, 8.3
5 Identify and critically engage with complexity located in your own practice experience	Knowledgeable Engaged	5.3, 5.4

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
1	Values and ethics
1.1	Practise in accordance with the AASW Code of Ethics
4.2	Understand and articulate social work and other relevant theories and concepts
4.4	Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice
5	Applying knowledge to practice
5.2	Work collaboratively
5.3	Use a range of social work methods and techniques appropriate to the area of practice
5.4	Apply critical and reflective thinking to practice
6.3	Work with others in a team environment
8.3	Where appropriate, to contribute to the professional development of others

## 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

SWK201 or SWK301 or SWK300 and enrolled in Program AR303, AR362, AR363 or AR372

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Completion of at least one placement or prior field experience

## 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 will have feedback on an early Journal entry related to Task 2

### 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	Throughout teaching period (refer to Format)	In Class
All	2	Journal	Individual	40%	7 Journal entries of 400 words as indicated on Canvas over the duration of the semester.	Refer to Format	Online Test (Quiz)
All	3	Artefact - Creative, and Oral	Individual	50%	15 minute presentation using Powerpoint or equivalent - eg. poster, online map, a demonstration of practice, a facilitated discussion and as otherwise negotiated.	Refer to Format	In Class

#### All - Assessment Task 1: Tutorial Attendance and Participation

GOAL:	Participation at tutorials is strongly advised as this will support your weekly Journal reflections required for Task 2 and preparation for presentations for Task 3. AASW external accreditation requires mandatory attendance for skills based tutorials. Students must attend weekly tutorials and actively participate in all tutorial activities.					
PRODUCT:	Activity Participation					
FORMAT:	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in tutorial activities is assessed based upon attendance and participation across 11 tutorials.					
CRITERIA:	No.					Learning Outcome assessed
	1	Attendance and engagement in activities				12345

#### All - Assessment Task 2: Critical Reflections on Key Concepts

<b>GOAL:</b>	To demonstrate a developed capacity to define, discuss and critically reflect on key concepts covered in the course, as identified in learning materials each week. The over-arching goal will be to articulate an anti-oppressive ethical positionality.
<b>PRODUCT:</b>	Journal
<b>FORMAT:</b>	The Journal entries will comprise critically reflective comments on the implications for anti-oppressive practice of the key concepts explored. Each entry is to be referenced using the course text and at least one other reference from the course materials.

CRITERIA:	No.	Learning Outcome assessed
	1 Define, discuss and reflect on the anti-oppressive practice implications of the provided key concepts.	1 3 4
	2 Appropriately use course text and a minimum of one other reference from the course materials for each Journal entry.	4
	3 7 well written Journal entries (clarity of expression, accurate in text and end of text referencing, logically structured, coherent description and analysis) within the word count, appropriately referenced using Harvard or APA system of referencing.	1 4

#### All - Assessment Task 3: Present an Example of Loving, Anti-oppressive Practice

GOAL:	To create and present an example of loving, anti-oppressive practice which is responsive to macro, meso and micro contexts. The overall aim is to identify and justify how ethics of love, nonviolence and eco-justice and related ideas and practices inform your ethical positioning as a practitioner.		
PRODUCT:	Artefact - Creative, and Oral		
FORMAT:	Present: Weeks 10 & 11 as determined.  This is an individual assessment. You may negotiate how you will present your example. It could be a ten minute powerpoint, a poster, an online map, or a demonstration of a practice scenario.		
CRITERIA:	No.		Learning Outcome assessed
	1	Development of a loving, anti-oppressive approach which demonstrates your capacity to identify significant contextual challenges and complexities faced by social workers.	2
	2	Demonstrate capacity to identify and explore relevant concepts from the course that inform context responsive and anti-oppressive ethical practice.	2
	3	Draw on and cite relevant course materials, in particular the course text and other recommended sources of knowledge to justify your loving, anti-oppressive example.	1 3 4
	4	Prepare a presentation that demonstrates your loving, anti-oppressive ethical positionality, within time limits, and to a high level of academic skills, including referencing using Harvard or APA.	3 4

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Dyann Ross	2020	The Revolutionary Social Worker: The Love Ethic Model	n/a	Revolutionaries

### 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

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. 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)