

SWK706 International and Global Social Work

School: School of Law and Society

2025 | Semester 2

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.

1. What is this course about?

1.1. Description

Many issues that the world currently faces are related to international and global dimensions. It is thus necessary that social workers understand international and global aetiology or aspects. Hence, this course equips students with relevant knowledge and skills of international and global social work. It prepares them to critically comprehend and analyse international and global issues, organisations, and conventions and policies; and in doing all these, it most importantly engages students to propose social work interventions to address international and global issues.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – 13*1hr Online learning	1hr	Week 1	13 times
Tutorial/Workshop 1 – 13*2hr online workshop	2hrs	Week 1	10 times

1.3. Course Topics

- Concepts and theories in international social work
- Global contexts of social work and global social work organisations
- Fields of international social work
- Regional perspectives in international social work
- Issues and interventions in international social work

1.4. Mature Content

Violence, Adult themes

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 Critically assess and explain theories and concepts underpinning the idea of international social work.	Knowledgeable	3, 4, 5, 9
2 Critically investigate the contemporary fields of international social work and apply international social work knowledge and skills innovatively to produce social work intervention in those fields.	Knowledgeable Creative and critical thinker Empowered	3, 4, 5, 6
3 Identify international social work organisations and other relevant institutions involved in the international social work fields and critically evaluate their contributions	Knowledgeable Creative and critical thinker	3, 4, 5, 6
4 Ability to engage with others and critically and culturally explore about international social work issues and interventions	Knowledgeable Creative and critical thinker Empowered Communication	5, 6, 9
5 Critically research and present both orally and in writing about international social work issues and interventions	Knowledgeable Creative and critical thinker Empowered Communication Problem solving	1, 5, 6, 9
6 Apply an intersectionality lens in your approach to culture and diversity and recognise the complexities of diversity and culture in relations to service provision across international service organisations	Knowledgeable Creative and critical thinker Empowered	1, 3, 4
7 Recognise the power and authority that impacts international social service organisations and impacts service provision and service users	Knowledgeable Creative and critical thinker Empowered	3, 4, 5, 6
8 Ability to work effectively with others in a group environment and engage professionally with peers	Knowledgeable Creative and critical thinker Empowered	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

CODE	COMPETENCY
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

Enrolled in any PGRD Program

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

Tutorial activities, discussions and Assessment Task 1 will be used to provide early feedback on the understanding of course content.

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	Written Piece	Individual	30%	1000 + 500 words	Refer to Format	Online Discussion Board
All	2	Artefact - Creative, and Oral	Group	30%	A 15-minute in-class group presentation followed by Q&A for a maximum of 5 minutes and a 250-word peer-review.	Week 10	Online Assignment Submission with plagiarism check and in class
All	3	Written Piece	Individual	30%	A 2000-word written piece excluding reference list.	Week 12	Online Assignment Submission with plagiarism check
All	4	Activity Participation	Individual	10%	10 Tutorials	Refer to Format	In Class

All - Assessment Task 1: Newspaper Article Review

GOAL:	This task aims to engage students to demonstrate their developing understanding of international social work concepts.		
PRODUCT:	Written Piece		
FORMAT:	In this assessment, students will undertake a critical review of a media article to demonstrate their beginning understanding of course concepts. Choose an article from a globally acclaimed newspaper (e.g. The Guardian, The New York Times, The Hindu, The Independent) where the author provides a perspective on a global social situation. Review their perspective and post your review (1000 words) on the Discussion Forum in Week 5. Your review should include critical reflections on the author's standpoint, how the article focus aligns with international social work concepts, the impact of the situation on global populations, and social work positionality on the situation from the Australian context. Students will review a peer's work and post an individual response (500 words) on the Discussion Forum in Week 6, giving constructive feedback.		
CRITERIA:	No.		Learning Outcome assessed
	1	Ability to identify a global social situation and comprehensively reflect on the author's perspective.	1 2 3 4 6 7
	2	Ability to critically reflect on representation (audience, implicit power relations, impact on global populations).	1 2 3 4 6 7
	3	Ability to justify how the chosen article focus aligns with international social work and articulate social work positionality on the issue from Australian context.	1 2 3 4 6 7
	4	Ability to review a peer's post and respond to it with constructive feedback.	1 2 3 4 6 7 8
	5	Ability to demonstrate research and academic writing skills.	1 2 4 6 7
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 2: Group Presentation and Peer-review

GOAL:	This task aims to engage students in a critical exploration of international issues in a chosen region/country through group presentation and undertake a review of peer-presentation.		
PRODUCT:	Artefact - Creative, and Oral		
FORMAT:	This is a group presentation task, involving peer-review. Drawing from course materials, academic literature, and other authentic sources, students will choose and research an international socio-political issue from a specific region/country and relate to that issue from an Australian context. Note that the topic students choose for this task will also be the topic they use for Task 3 individual social work response. Students will develop and deliver a comprehensive 15-minute (maximum) group/team-presentation in class. In an interactive style using the whiteboard, they will pose stimulus questions to the audience to gather spontaneous responses (5 minutes). They will also review another group's in-class presentation and submit a 250-word written peer-review on Canvas.		
CRITERIA:	No.		Learning Outcome assessed
	1	Ability to demonstrate critical comprehension of the international socio-political issue in the chosen region/country.	1 2 3 4 5 6 7 8
	2	Ability to critically explain 'why' does the chosen issue exist in the country and 'how' this issue is prominent from an international social work perspective in Australian context.	1 2 3 4 5 6 7 8
	3	Ability to critically analyse the issue aligned with international social work concepts, theories, and practice fields and perspectives.	1 2 4 5 6 7
	4	Ability to develop and deliver a professional presentation demonstrating research and communication skills, working with peers in a group setting.	4 5 8
	5	Ability to peer-review another group's presentation, submitting a written review on Canvas.	4 5 8
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

All - Assessment Task 3: Individual Response with Intervention Plan

GOAL:	This task aims to engage students to develop a case study, addressing the international issue in a particular region/country and offer social work intervention/s plan.		
PRODUCT:	Written Piece		
FORMAT:	In their Task 2 group presentation, students researched an international socio-political issue and offered critical analyses aligned with international social work. Using the same topic as was used for Task 2, students in this individual critical response paper will develop a case study pertaining to that issue/s. In their response, students will offer appropriate social work intervention/s plan with relevance to social work context in Australia with considerations of professional ethical principles, cultural safety and cultural responsiveness.		
CRITERIA:	No.		Learning Outcome assessed
	1	Ability to develop a case study pertaining to the socio-political issues presented as a group in Task 2, providing case context appropriate for international social work perspectives.	1 2 3 4 6 7
	2	Ability to use an intersectional lens to critically analyse the issue/s presented in the case study and draw specific links to SDGs Targets and Indicators.	1 2 3 6 7
	3	Ability to comprehensively identify stakeholder relationships, analyse complexities of roles, power dynamics, policies, and integrate multiple international social work theories.	1 2 6 7
	4	Ability to develop social work response with appropriate interventions relevant to social work context in Australia with cultural safety and cultural responsiveness.	1 2 3 6 7
	5	Ability to demonstrate comprehensive structure, organisation, research, and academic writing skills.	1 2 3 4 5 6 7
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 4: Tutorial Attendance and Active Participation

GOAL:	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 are assessed based upon weekly attendance and active participation across all tutorials. Students are expected to engage and collaborate with peers and teacher/s showing professionalism for effectively and positively contributing to class interactions and discussions. They will respectfully interact, generate and facilitate class activities.		
CRITERIA:	No.		Learning Outcome assessed
	1	Work effectively with others in a team environment.	4
	2	Be an active learner, open to new and emerging knowledge, research, and evidence informing your practice.	4
	3	Contribute your critical perspectives in interactions with peers in a positive, respectful, collaborative and constructive manner to support learning experience and receive feedback.	1 4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, 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	Activity Participation	Tutorial Attendance and Active Participation	6	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Artefact - Creative, and Oral	Group Presentation and Peer-review	3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Written Piece	Newspaper Article Review	3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
		Individual Response with Intervention Plan	3	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	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

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	David Cox, Manohar Pawar	2012	International Social Work	2nd ed.	SAGE
Recommended	Lynne M. Healy, Rosemary J. Link	2012	Handbook of International Social Work	n/a	Oxford University Press, USA

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.

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.

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