

# SWK708 Engaging and working with Aboriginal and Torres Strait Islander Peoples

School: School of Law and Society

2024 Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

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 [usc.edu.au](http://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

Social workers are expected to engage and work with Aboriginal and Torres Strait Islander peoples with specific professional knowledge, skills and ethical practice principles. Students in this course will learn to critically analyse and reflect on various issues, systems and policies that impact on the lives of Aboriginal and Torres Strait Islander peoples. Students will reflect on personal and professional values for culturally responsive practice to engage and work with Aboriginal and Torres Strait Islander peoples.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – Face-to-face tutorials	2hrs	Week 1	11 times

### 1.3. Course Topics

- Introduction to course
- Historical contexts of colonisation
- Racism and anti-racism
- Human rights and social justice
- Contemporary challenges to health, and social and emotional wellbeing
- Theoretical and practice frameworks
- Ways of knowing, being and doing
- Valuing and embedding Indigenous knowledges in practice
- Developing practice framework for cultural responsiveness
- Ethical practice with communities
- Advocacy and research
- Debates, contradictions and ways forward
- Sustainable Development Goals and Indigenous peoples
- (Mature content across all topics)

## 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 Understand and critically analyse historical contexts and contemporary social and political issues that impact on Aboriginal and Torres Strait Islander people's lives	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
2 Research and demonstrate knowledge of Aboriginal and Torres Strait Islander people's worldviews, self-determination and Indigenous rights for ethical social work practice	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
3 Identify and critically reflect on personal and professional values, and professional ethical principles for social work practice to engage and work with Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2
4 Demonstrate critical knowledge of theories and practice frameworks for applying skills of culturally responsive social work practice with Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2
5 Research and communicate course concepts through effective collaboration, communication and interpersonal skills demonstrating professionalism of social work practice for engaging and working with Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	1, 1.1, 1.2, 2, 2.1, 2.2, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS</b>	
1	Values and ethics
1.1	Practise in accordance with the AASW Code of Ethics
1.2	Manage ethical dilemmas and issues arising in practice
2	Professionalism
2.1	Represent the social work profession with integrity and professionalism
2.2	Behave in a professional manner and be accountable for all actions and decisions
3	Culturally responsive and inclusive practice
3.1	Work inclusively and respectfully with cultural difference and diversity
3.2	Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures
4	Knowledge for practice
4.1	Understand higher level systemic influences on people with respect to area of practice

CODE	COMPETENCY
4.2	Understand and articulate social work and other relevant theories and concepts
4.3	Understand the role of research and evaluation in obtaining and generating new knowledge for practice
4.4	Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice
5	Applying knowledge to practice
5.1	Assess and analyse needs to inform 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	Communication and interpersonal skills
6.1	Communicate with a diverse range of people
6.2	Communicate the details and nature of the service offered to people
6.3	Work with others in a team environment
6.4	Use information technology to communicate and provide services
7	Information recording and sharing
7.1	Record and manage information appropriately
7.2	Keep and maintain information in accordance with ethical principles and relevant legislation

## 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

SCS701

### 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

Early feedback will be provided in weekly tutorial activities and discussions as relevant.

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 during teaching period	Throughout teaching period (refer to Format)	In Class
All	2	Journal	Individual	25%	Two required course readings; 1500 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual and Group	30%	A 20-minute group presentation in class and, a 250-word written review of another group presentation	Week 8	Online Assignment Submission with plagiarism check
All	4	Case Study	Individual	35%	Case study analysis of 2500 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Tutorial attendance and active participation

<b>GOAL:</b>	AASW external accreditation requires mandatory attendance for active learning in class. Students are required to attend weekly tutorials and take an active role in learning by participating in discussions and activities.									
<b>PRODUCT:</b>	Activity Participation									
<b>FORMAT:</b>	Attendance and Active Participation. Tutorial attendance will be recorded to meet external AASW accreditation requirements. Students' active participation in tutorial activities will be assessed based upon attendance and participation across 11 tutorials.									
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Attendance in weekly tutorials</td> <td>1 2 3 4 5</td> </tr> <tr> <td>2</td> <td>Demonstrated active participation in tutorial activities: Clear articulation of ideas and reflections; prompt contributions from peers; respectful and collaborative approach to support class discussions; enthusiasm for constructive feedback</td> <td>1 2 3 4 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Attendance in weekly tutorials	1 2 3 4 5	2	Demonstrated active participation in tutorial activities: Clear articulation of ideas and reflections; prompt contributions from peers; respectful and collaborative approach to support class discussions; enthusiasm for constructive feedback	1 2 3 4 5	
No.	Learning Outcome assessed									
1	Attendance in weekly tutorials	1 2 3 4 5								
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All - Assessment Task 2: Reflective Journal

<b>GOAL:</b>	To critically reflect on selected course required readings demonstrating a deep understanding of key concepts presented in the readings relating to authors' voice, sharing own positionality, values, ethical principles to highlight own learnings from the readings and their application for social work practice.
<b>PRODUCT:</b>	Journal
<b>FORMAT:</b>	Students will choose two specific required course readings and critically reflect on what they learnt from the key themes, authorial voice and theoretical discussion presented in the readings. They will share their positionality and worldview in relation to the two readings to clarify how what they learnt will influence their self-growth for professional social work practice. In that light, students will draw on personal and professional values and ethical social work practice principles with reference to AASW guidelines, to make specific links to IAHA (2019) cultural responsiveness in practice framework. They will relate to the learnings from the two readings and reflect on any shifts and/or changes in their beliefs, attitudes and values for working with Aboriginal and Torres Strait Islander peoples with cultural responsiveness in social work practice.

CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate ability to identify and articulate own positionality and worldview while relating and responding to authors' voice presented in the two selected required course readings. <span style="float: right;">1 2 3</span>
	2	Demonstrate ability to critically reflect on own individual learnings from the two readings responding to theories and application for cultural responsiveness in social work practice linking to AASW guidelines. <span style="float: right;">1 2 4</span>
	3	Demonstrate ability to reflect on personal and professional values and ethical principles for professional social work practice applying and exemplifying key capabilities of IAHA cultural responsiveness framework linking to AASW guidelines. <span style="float: right;">2 3 4</span>
	4	Demonstrate ability to write a well organised, logically structured, cohesive reflective journal with appropriate language and cultural protocol, use of course readings, APA 7 referencing style and plagiarism checks. <span style="float: right;">2 3 4 5</span>

### All - Assessment Task 3: Oral Group Presentation, Review another Presentation

<b>GOAL:</b>	To engage as a group and examine key issues from historical and contemporary contexts to critically assess and analyse their impact on Aboriginal and/or Torres Strait Islander peoples in contemporary times. This assessment task requires students to demonstrate critical analyses applied in social work practice with reference to AASW guidelines, verbal presentation and written communication skills, and collaboration for effective teamwork in accordance with the inherent academic requirements of Social Work degree program.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>FORMAT:</b>	There are two parts to this assessment task: (1) in-class group presentation; (2) written review of another group's presentation. Students will form small groups in Week 1, sign into their groups on Canvas and work as a team for presenting their topic, and also for writing review of another group presentation as a team. Each group will choose a course topic from four given topics. These topics cover a range of historical contexts and contemporary issues reflecting the weekly course content until and including Week 8. All group presentations will take place in class during Week 8. All students are required to be present. Each presentation is for 20 minutes. The same week, working as a team, each group will submit on Canvas a 250-word written review of another group's presentation. Refer to assessment information, resources and marking rubric on Canvas for further details.	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Demonstrate ability to critically examine and analyse historical contexts for analysing contemporary social and political issues and impact on Aboriginal and/or Torres Strait Islander peoples linking to AASW guidelines <span style="float: right;">1 2</span>
	2	Demonstrate critical understanding of what it means for social work professionals in contemporary times for working with Aboriginal and Torres Strait Islander peoples to develop cultural responsiveness in practice with reference to AASW guidelines <span style="float: right;">2 3 4</span>
	3	Demonstrate ability to orally present an academic assessment task with relevant research, use of course readings, logically structured content with appropriate language and cultural protocol, teamwork and communication skills as per AASW guidelines <span style="float: right;">1 2 3 5</span>
	4	Demonstrate ability to review another group's presentation as a team for constructive feedback on topic depth, analysis and reflections, and communication <span style="float: right;">1 2 3 4 5</span>

## All - Assessment Task 4: Case Study Analysis and Application of Cultural Responsiveness

<b>GOAL:</b>	The goal of this assessment is to apply your critical analysis skills to a case study for demonstrating your understanding of issues affecting Aboriginal and Torres Strait Islander peoples and the application of cultural responsiveness framework in professional social work practice.	
<b>PRODUCT:</b>	Case Study	
<b>FORMAT:</b>	For this critical analysis, you are required to work on a given case study from professional social work practice context. You will identify issues presented in the case study and analyse the role of systems, structures, policies and procedures impacting on the issues and the characters of the case study. You will demonstrate your critical analyses corresponding with any other relevant multidisciplinary professional contexts for relating and responding to the intersecting issues to critique current ways of engaging and working with Aboriginal and Torres Strait Islander peoples. You will also develop specific strategies to engage with and ensure the provision of culturally safe, sensitive, inclusive and responsive practices for engaging with Aboriginal and Torres Strait Islander peoples with reference to AASW guidelines. You will identify, relate to and synthesise relevant theories covered throughout the Course. You will integrate personal and professional values and ethical principles with reference to AASW guidelines along with key capabilities of IAHA cultural responsiveness practice framework (2019). You are required to apply all key capabilities to the case study and provide examples for cultural responsiveness in social work practice.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Critically analyse the case study from social work practice context to demonstrate understanding of key issues linked to systems, structures, policies and procedures impacting on the characters of the case study
	2	Apply relevant theories to critically discuss key issues of the case study including systemic inequalities, discourses, disconnections between policies and practices from multidisciplinary and social work contexts with reference to AASW guidelines
	3	Integrate personal and professional values and ethical principles of social work practice drawing upon AASW guidelines for engaging and working with Aboriginal and Torres Strait Islander peoples
	4	Demonstrate and apply clear understanding of the key capabilities of IAHA cultural responsiveness practice framework and give examples for applying them in social work professional practice with Aboriginal and Torres Strait Islander peoples
	5	Present well organised, logically structured, cohesive critical analysis work with appropriate language protocol expression, use of course readings and other academic literature, field resources, and APA 7 referencing style with plagiarism checks

## 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
Recommended	Bindi Bennett, Sue Green	2019	Our Voices	2nd	Red Globe Press
Recommended	Linda Briskman	2014	Social Work with Indigenous Communities	2	The Federation Press

### 8.2. Specific requirements

Students need a PC and access to Internet to complete this course ([https://usc.custhelp.com/app/answers/detail/a\\_id/1371](https://usc.custhelp.com/app/answers/detail/a_id/1371)). Class attendance and participation is a requirement.

## 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. 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)