UniSC

COURSE OUTLINE

SWK708 Engaging and working with Aboriginal and Torres Strait Islander Peoples

School: School of Law and Society

2025 | Semester 1

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

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

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 and ethical principles 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	10 times

1.3. Course Topics

A range of key concepts and topics will be covered such as Indigenous knowledges and perspectives, and the ways of knowing, being and doing, historical contexts of colonisation, Indigenous rights, resilience and self-determination, theoretical frameworks in Indigenous Social Work, contemporary social and political issues, social and emotional wellbeing, developing culturally responsive practice framework, decolonisation, Cultural Interface and intercultural space, advocacy, research, and ethical practice with communities.

- (Mature content across all topics)

1.4. Mature Content

Drug Use, Sex/Sexual references, Violence, Coarse Language, 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 understand historical contexts of colonisation and apply that understanding to critically analyse contemporary social and political issues impacting on Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Collaboration	2, 3, 5, 9
2 Demonstrate respect for the knowledge and lived experience of Aboriginal and Torres Strait Islander peoples, and privilege their voices by applying course concepts in critical reflections and analyses	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration	1, 2, 5, 9
3 Articulate own positionality, professional values and ethical practice principles for working alongside Aboriginal and Torres Strait Islander peoples with cultural responsiveness demonstrating appropriate cultural and communication protocols	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication Collaboration Organisation	1, 2, 5, 9
4 Apply critical understanding of specific theories used in Indigenous Social Work to guide approaches to practice	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration	2, 3, 5, 9
5 Apply an intersectional lens in professional approach to complexities around the experiences of Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Communication	2, 4, 5, 9
6 Demonstrate active contribution of critical perspectives on inter-agency work supporting contemporary developments in Indigenous Social Work area	Knowledgeable Creative and critical thinker Empowered Ethical Engaged	2, 4, 5, 9

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
7 Demonstrate active learning through research, engagement, collaboration, teamwork and apply good practice for working alongside Aboriginal and Torres Strait Islander peoples	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed Communication Collaboration Problem solving Organisation Applying technologies	1, 5, 7, 9

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
1	Practice Standard 1: AASW Code of Ethics
2	Practice Standard 2: Working alongside Aboriginal and Torres Strait Islander Peoples
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
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

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%	10 tutorials during teaching period	Throughout teaching period (refer to Format)	In Class
All	2	Journal	Individual	25%	Two required course readings; 1200 words	Week 6	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 9	Online Assignment Submission with plagiarism check
All	4	Case Study	Individual	35%	Case study analysis of 2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Tutorial attendance and active participation

GOAL:	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.
PRODUCT:	Activity Participation
FORMAT:	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 10 tutorials.

CRITERIA:	No.		Learning Outcome assessed
	1	Attendance in weekly tutorials	① ② ③ ④
	2	Demonstrate 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

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 2: Reflective Journal

GOAL:	To critically reflect on positionality and standpoint to demonstrate you understand key course concepts.
PRODUCT:	Journal
FORMAT:	The reflective journal will require you to critically reflect on own positionality and author's standpoint from required course readings to demonstrate your learning.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Relate and respond to course readings articulating its influence on own positionality showing critical reflective practice.	① ② ③ ④ ⑤ ⑥ ⑦
	2	Identify and articulate what was learnt linking it to key course concepts and theories.	① ② ③ ④ ⑤ ⑥ ⑦
	3	Critically reflect on social work professional values and ethical practice principles to demonstrate knowledge of cultural responsiveness.	① ② ③ ④ ⑤ ⑥
	4	Use clear structure, logic, expression and referencing, academic language expression, reflective writing style, appropriate course readings, APA 7 referencing standard, and carry out plagiarism checks.	⑥ ⑦
	5	Articulate professional growth evidencing learning experience for reflective practice.	① ② ③ ④ ⑤ ⑥ ⑦
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

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

GOAL:	To demonstrate critical understanding of historical contexts and contemporary issues to analyse their impact on Aboriginal and/or Torres Strait Islander peoples.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 program.
PRODUCT:	Oral and Written Piece
FORMAT:	Group presentation demonstrating critical understanding of historical contexts and contemporary issues with analysis of impact on Aboriginal and/or Torres Strait Islander peoples. The group will also submit a written review of another group's presentation.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate a critical understanding of the historical contexts and contemporary issues with analysis of impact, communicating its significance for professional practice.	① ② ③ ④ ⑤ ⑥ ⑦
	2	Apply theories to critical analyses extending knowledge and insights for continued engagement with the topic.	① ② ③ ④ ⑤ ⑥ ⑦
	3	Demonstrate professional values and ethical principles for culturally responsive practice, articulating best practice with reference to IAHA capabilities framework.	① ② ③ ④ ⑤ ⑥ ⑦
	4	Demonstrate high-quality presentation skills to communicate original ideas through research, articulating professional identity.	⑤ ⑥ ⑦
	5	Use clear structure, logic, expression and referencing, academic language expression, appropriate course readings, APA 7 referencing standard, and carry out plagiarism checks.	⑦
	6	6. Review peer group presentation with a written piece using the first five criteria.	① ② ③ ④ ⑤ ⑥ ⑦
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

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

GOAL:	To critically analyse a case study/film resource and apply your knowledge of course concepts, theories, and culturally responsive practice skills.
PRODUCT:	Case Study
FORMAT:	This case study/film resource analysis requires you to develop relevant inter-agency approach and multidisciplinary knowledge to critique current ways of working with Aboriginal and Torres Strait Islander and develop specific strategies to provide culturally responsive services.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Apply critical understanding of course concepts to critical analyses of historical contexts and contemporary issues presented in the case study/film resource.	1 2 3 4 5 6 7
	2	Apply theories to extend knowledge and practice skills providing links between multidisciplinary areas for inter-agency work.	1 2 3 4 5 6 7
	3	Integrate social work professional values and ethical practice principles to demonstrate critical understanding of policy and practice disconnections.	2 3 4 5 6
	4	Demonstrate and apply a 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	1 2 3 4 5 6
	5	Use clear structure, logic, academic language, referencing, course readings and additional literature; present a cohesive critical analysis work with use of relevant research using APA 7 referencing standard and carry out plagiarism checks.	7

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	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Case Study	Case Study Analysis and Application of Cultural Responsiveness	1	Taught, Practiced, Assessed
			2	Taught, Assessed
			3	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			7	Taught, Assessed
			9	Taught, Practiced, Assessed
	Journal	Reflective Journal	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			5	Taught
			9	Taught, Practiced, Assessed
	Oral and Written Piece	Oral Group Presentation, Review another Presentation	1	Taught, Practiced, Assessed
			2	Taught, Practiced, Assessed
			3	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

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). 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:
(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 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 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 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