

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Social Work Practice in Diverse Contexts

Unit ID: BSWUG3003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 090501

Description of the Unit:

This course will examine the impacts of colonisation, racism and oppression on diverse communities, including First Nations People and cross-cultural groups. Critical discourse analysis will be applied to explore the socioeconomic, cultural and language practices implicit in white privilege; and the beliefs, assumptions and institutions that support it. At the same time, the course will also explore Indigenous ways of knowing and how these are systemically marginalised in dominant discourses but – nonetheless – resiliently persist as potential forms and sites of resistance. A key aim of the course is to challenge students to think through ‘dominant’ assumptions and beliefs that potentially contribute to the oppression of diverse and/or minority populations; identify ethical issues related to working with diverse populations and identify building blocks for cross-cultural practice frameworks that address the rights and meet the needs of service-users from diverse backgrounds.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component:

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:
Knowledge:

- K1.** Appraise and critique colonisation, white privilege and historical and current practices of systemic marginalisation, exclusion and oppression of First Nations people and cross-cultural groups;
- K2.** Explore and understand practises that are sites of resistance among First Nations people and crosscultural groups including immigrants and refugees;
- K3.** Review and analyse Indigenous ways of knowing and anti-oppressive practises;
- K4.** Apply critical discourse analysis to critique dominant discourses that inform discrimination and oppression of First Nations people and immigrants/refugees;
- K5.** Identify and apply appropriate practice frameworks that acknowledge different ways of knowing and how they impact on clients and services users from First Nations and cross-cultural contexts
- K6.** Develop skills to work with interpreters and consult with Elders and cultural experts wherever appropriate.
- K7.** Evaluate how human services and welfare professionals including Social Workers might consciously or unconsciously discriminate against clients of different backgrounds or identities or with diverse needs

Skills:

- S1.** Determine the underlying values and assumptions held by organisations and professions, in order to critique and contest beliefs and practices which might serve to limit services to clients of different backgrounds or identities;
- S2.** Formulate strategies for that are informed by anti-oppressive practice frameworks and/or Indigenous ways of knowing;
- S3.** Utilise culturally sensitive practices, including use of appropriate terminology;
- S4.** Work respectfully and sensitively in cross-cultural environments and;
- S5.** Engage effectively with interpreting and translating services.

Application of knowledge and skills:

- A1.** Develop knowledge of historical and current racialized, colonized and oppressive practises that impact on First Nations people and cross-cultural groups, including refugees/immigrants;
- A2.** Critique the role of Social Workers in policing and controlling First Nations People and immigrant and refugee groups within the post-colonialist context and;
- A3.** Formulate and develop appropriate practice frameworks when working with First Nations people and cross-cultural groups.

Unit Content:
Theoretical Frameworks: Unpacking White Privilege

1. Critiques of colonisation, white privilege and systemic marginalisation

2. Historical and current practises of discrimination against First Nations People and cross-cultural groups, including immigrants and refugees.
3. Social Workers: Understanding Professional Identity: A framework for understanding values and privilege.

Forms and Sites of Resistance

1. The resiliency and cultural continuity of Indigenous worldviews and ways of knowing
2. Anti-oppressive practises, including anti-racist movements
3. Dialogical Struggle as a form (and a site) of resistance
4. Language and Power: Applying Critical Discourse Analysis to identify dominance and marginalisation in discourses (case study analysis)

Practice Frameworks: Towards Models for Working with Diversity

1. Identifying building blocks for Indigenous Practice Frameworks – some examples
2. Working with cross-cultural groups – towards a practice framework
3. The risk of cultural collusion when working with cross-cultural and First Nations people
4. Working with interpreters and Elders and experts: some practical considerations
5. Developing awareness of self, values and how they impact on practice.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S1, S3, A1, A2	Learning exercises will evaluate critically key concepts covered in the course using a range of written and/or oral activities.	Learning Portfolio	20-35%
K2, S1, S2, A1, A2	This task requires students to identify the impacts of colonisation, racism and oppression and explore the forms of resistance which have emerged in the context of First Nations people or cross-cultural groups.	Presentation	25-40%
K3, K5, K6, K7, S2, S4, S5, A3	Critically reflect on a case study and articulate an appropriate practice framework that is informed by theories	Essay	35-45%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)