

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	CONTEMPORARY SOCIAL WORK THEORIES AND PRACTICE
Course ID:	BSWUG4001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090501

Description of the Course:

Students of this course will be introduced to the social implications of violence, abuse and oppression as social processes at the individual, interpersonal, organisational, institutional and state-level. Students will examine concepts and understandings of violence, abuse and oppression in various contexts, including family violence, disability and mental health. Students will demonstrate an understanding of group-based experiences of violence, including social work's role in inter-generational trauma experienced by Aboriginal and Torres Strait Islander People and Communities. Using a complex case-study, students will apply theoretical perspectives of violence and abuse to critically examine and explore the causes of violence and implications of practice approaches across various settings at the individual, group and community level. Students will critically analyse dominant practice frameworks, such as trauma-informed and/or influenced approaches in varied social work contexts, such as child protection, family violence and mental health. Students will explore social responses and individual and community resistance to violence and abuse and oppression. Using a power and oppression lens, students will further examine how structural factors, such as class, social-economic status, gender, race and ethnicity impact individual and community experiences of, and responses to, violence, abuse and oppression.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

Knowledge:

- K1.** Distinguish between various concepts and understandings of violence, oppression and abuse across different social work contexts.
- K2.** Identify types of violence at the state, institutional, organisational and interpersonal level and implications for individuals, groups and communities.
- K3.** Examine group-based experiences of violence, including social work's role in intergenerational trauma experienced by Aboriginal and Torres Strait Islander people and communities.
- K4.** Critically evaluate theoretical perspectives of violence, abuse and oppression and practice frameworks, including trauma-informed and influenced approaches.
- K5.** Critically analyse legislative and policy responses to violence and abuse and their application in the context of the Australian Association of Social Work Code of Ethics.
- K6.** Contribute to ongoing development of a practice framework that takes into account social work values of social justice and human rights.

Skills:

- S1.** Identify and apply different conceptualisations of violence, abuse and oppression across a range of social work contexts, including family violence and mental health.
- S2.** Integrate knowledge about violence, abuse and oppression experienced by Aboriginal and Torres Strait Islander people and communities, including social work's role in intergenerational trauma, with practice approaches.
- S3.** Consider and apply appropriate theoretical/practice frameworks to assess cases involving violence, abuse and oppression in a variety of contexts, including family violence and mental health.
- S4.** Critically analyse practice approaches and develop practice interventions that incorporate social work values of social justice and human rights.

Application of knowledge and skills:

- A1.** Distinguish between different definitions, conceptualisations and types of violence, abuse and oppression and apply these to a range of social work contexts.
- A2.** Select and explain and critically analyse appropriate theoretical /practice frameworks and apply them to simulated settings.
- A3.** Apply social work values and ethics, culturally-responsive and evidence-based practice to casestudies involving violence, abuse and oppression.
- A4.** Assess a case involving violence, abuse and oppression and plan appropriate social work interventions.

Course Content:

Topics may include:

Introducing Violence, Abuse and Trauma

- Introducing definitions and understandings of violence, abuse and oppression
- Conceptualisations of various forms of violence which includes contexts:

- Family violence, Disability and Mental health
 -Types of violence state sponsored, institutional, organisational and interpersonal
 - Group based experiences of violence, including community, cross-cultural and First Nations people and communities)

Theoretical Perspectives on Violence, Abuse and Trauma:

- Structural Theory Feminist theory: gender in violence literature in the context of cisgender heterosexual women and men, poverty and inequality, race and ethnicity in the context of family violence,
- LGBTIQ Family Violence Theories of Interpersonal Violence and Social Action Psycho-social perspectives
- Trauma Theory and theoretical origins Indigenous perspectives and Social Work role in intergenerational trauma

Trauma-informed practice and its influence in social work practice

- Evaluating evidence for practice intervention

Social worker Practitioner:

Complex case study which includes presenting issues around family violence and mental health in a groupbased context. The case-study will critically analyse the legislative, policy and practice frameworks contextualising responses to violence and abuse. It will also explore the implications for social work practice by analysing organisational and professional procedures and ethical dilemmas in the context of the AASW Code of Ethics.

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 be 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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact 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. 	K1, K2, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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 	K6, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3
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 	K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3
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 	K2, S1, A1	AT1, AT2, AT3
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. 	K3, K5, K6, S2, S4, A3	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K6, S1, S2, A1, A2	Reflect upon key knowledge from course materials and readings at regular intervals.	Learning Portfolio	15-30%
K1, K2, K3, K4, K5, K6, S1, S2, S3, A1, A2, A3, A4	Compare and contrast two theoretical/practice frameworks that could be used in an assessment of a case involving violence, abuse and oppression.	Essay	25-40%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S4, A1, A2, A3, A4	Critique the use of trauma-informed approaches in a case involving violence, abuse and oppression and develop an alternative practice intervention.	Report	40-50%

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)