

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	CRITICAL PRACTICE APPROACHES
<b>Unit ID:</b>	CHSUG3001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(At least 30 credit points from ANY subject-area at 2000-2999 level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	090515

## Description of the Unit:

The main aim of the unit is to develop your understanding of what skills are involved in practising critically. To achieve this, we will explore three aspects, namely, values and their impact on professional practice, ambiguities and uncertainties in practice and a critique of dominant assumptions upon which societies and welfare practises have been constructed. The unit will take a critically reflective approach to further develop and consolidate students generic knowledge and skills. Using a scaffolded case study approach, we explore a number of issues relating to the rights of the child, welfare policy, mental health, youth justice, family violence and aged care. Through analysing, evaluating and applying the case scenarios to these issues, students will develop expertise to practice as a critical practitioner.

**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 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

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Explore community and human service practice frameworks from a critical perspective.
- K2.** Develop an in-depth understanding of micro, mezzo and macro domains of practice, and how these inform critical practice.
- K3.** Critically review and analyse the complexities, ambiguities and uncertainties of contemporary social issues, and the challenges they pose to community human service practice
- K4.** Develop an understanding of critical reflection theories and critique professional and personal values that underpin community human service practice

#### Skills:

- S1.** Research and critique peer reviewed literature on various fields of practice, such as child protection, mental health, women's rights.
- S2.** Demonstrate the development of critical skills for practice through written and oral assessments.
- S3.** Demonstrate an ability to research and critique community human service practice frameworks.
- S4.** Demonstrate critical reflection and reflexivity skills.

#### Application of knowledge and skills:

- A1.** Demonstrate critical reflection and reflexivity and identify how these skills relate to critical perspectives of contemporary social issues.
- A2.** Explore and analyse a range of critical perspectives and how they relate to community and human services practice.
- A3.** Analyse values, ideologies and broader discourses that underpin policies and practice frameworks in community and human service practice.

#### Unit Content:

Topics may include:

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Part 1: Introducing the course: What is Critical Practice in Human Service Context?

Topic 2: reflection and reflexivity (Being a critical practitioner)

Topic 3: Values in Human Service work

Topic 4: Practising Complexity in Human Service Work

Part 2: Peeling an Onion: Critical Issues in practice using a case study

Topic 5: Income, Social Security and Family Payments

Topic 6: Safeguarding children

Topic 7: Youth and Criminal Justice

Topic 8: Family violence

Topic 9: Mental Health

Topic 10: Older People

Topic 11: Bringing it together: Integrative Approach to Practice

### Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K3, K4, S3, S4, A1, A2, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S1, A2	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S2	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4, A3	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K4, S4, A1	Reflect critically on personal and professional values that inform your approach to critical practice	Reflective Essay	20-30
K3, S2, S1, A3	Analyse and critique a social issue relevant to community human service practice through an engaging presentation using a variety of multimedia.	Group Presentation	25-40%
K1, K2, S2, S3, S4, A1, A2	Using a case study develop your own critical practice approach.	Critical Practice Essay	35-50

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment

5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MiCS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)