

Course Outline (Higher Education)

:	School of Arts
Course Title:	HISTORICAL AND CONTEMPORARY ISSUES IN SOCIAL WELFARE
Course ID:	GCSCS6002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090599

Description of the Course:

This course enables students to develop a critical understanding of the historical and philosophical debates that underpin contemporary social and community services work in Australia and other cross-national contexts. It covers the history of social welfare and long-standing debates on topics such as social responsibility vs social contract; social justice vs charity and the roles and obligations of professionals as defined by International Human Rights Charters, Indigenous Rights, Children's Rights, and the Victims' Charter Act. Social problems such as poverty, homelessness, displacement and statelessness; gender-based violence, disability and family violence are examined. Students also consider the social, political, legal, historical, cultural and organisational contexts/systems impacting individuals and communities. They also examine complexities related to human behaviour, development and life cycle stages and the impacts of family violence on individuals and communities. A key focus of the course is the application of principles of self-determination and cultural safety in professional practice as informed by an understanding of First Nations cultures and the injustices experienced by Aboriginal and Torres Strait Islander people due to colonisation. Students also consider how colonisation has impacted service delivery and are challenged to reflect on effective and culturally safe ways of working with individuals or communities who have previously experienced trauma.

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

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:
Knowledge:

- K1.** Understanding of the social, political, legal, historical, cultural and organisational contexts/systems impacts on people and communities; human behaviour and development; and life cycle stages in a family violence context.
- K2.** Apply critical and reflective thinking to practice, to examine the power dynamics between client-practitioner and victim survivor-perpetrator.
- K3.** Recognise and manage personal values, prejudices, discrimination and bias, and understanding of how they can affect inclusive service provision.
- K4.** Recognise the impact of social welfare policies on professional/personal values in practice.

Skills:

- S1.** Identify and debate issues of social and economic inequality in family violence service provision in Australian and crossnational contexts using advanced, independent research skills.
- S2.** Ability to apply principles of self-determination and cultural safety in professional practice.
- S3.** Ability to analyse and apply critical aspects of the regulatory environment and service system to practice, including accurate record keeping, data management and information sharing obligations, in consideration of confidentiality, informed consent and accountability.
- S4.** Provision of a coordinated response and advocating with, or on behalf of, victim-survivors to secure their rights and access to resources.

Application of knowledge and skills:

- A1.** Recognise and evaluate how historical debates in social welfare and family violence impact on contemporary social policies in the Australian and cross-national contexts.
- A2.** Apply theories of social welfare to contemporary social policies related to family violence in the community human services context.
- A3.** Recognise and evaluate how standpoints on family violence shape professional practice.

Course Content:

Topics may include:

- Social, political, legal, historical, cultural and organisational contexts/systems.
- Human behaviour and development and life cycle stages.
- International Charters of Human Rights, Indigenous Rights and Children's Rights and Victims' Charter Act.
- Aboriginal culture, self-determination and cultural safety.
- Working with victim-survivors to work towards recovery and healing, using a trauma-informed approach.

Values:

- V1.** Identify values that shape social welfare and family violence standpoints and the impact they have on contemporary social policies.
- V2.** Demonstrate critical self-awareness and reflection of personal and professional values and their impact on professional practice in family violence.

Graduate Attributes

The Federation University 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		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, K2, K3 S1, S2 A1, A2	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.	N/A	N/A
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.	K3, K4 S2, S3, S4, A3	AT1 AT2
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.	K3, S1, S3 A2	AT1 AT2 AT3
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.	K3 S1, S3 A2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S3, S4, A1, V1	Participate in collective learning through a groupwork research exercise that traces historical and current responses to a specific social problem such as poverty, homelessness or disability and identifies shifts in the theoretical framework applied to this issue.	Simulation exercise with written report	30-45%
K2, K3, S2, S3, A2, A3, V1	Develop a coherent analytical paper exploring a contemporary social issue related to family violence either in the Australian or a cross-national context.	Critical issue analysis paper	30-45%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S3, V2	Active engagement in all aspects of the course (attend at least 80% face-to-face classes or engage in at least 80% on-line discussion forums; complete all assigned course readings and note-taking; discuss readings in a clear and reasoned manner; make informed contributions to learning activities).	Participation and contribution	10-25%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)