

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	HISTORICAL AND CONTEMPORARY ISSUES IN SOCIAL WELFARE
<b>Unit ID:</b>	GCSCS6002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	090599

## Description of the Unit:

This unit 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 unit 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)

## 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	■	■	■	■	■	■
Intermediate	■	■	■	✓	■	■
Advanced	■	■	■	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Demonstrate 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.** Apply principles of self-determination and cultural safety in professional practice.
- S3.** 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.** Provide a coordinated response and advocate 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.

**Unit 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.

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

**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](#)