

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	SOCIAL WORK PRACTICE IN DIVERSE CONTEXTS
Course ID:	MSWPG7115
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(MSWPG7109)
ASCED:	090501

Description of the Course:

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:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this course? No

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	<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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

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

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 cross-cultural 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.

Course Content:

Topics may include:

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 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#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K6, K7, S4, S5, A3	AT1, AT3
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	K4, S2, A3	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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 to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K3, K4, K5, S1, S2, S3	AT1, AT2, AT3
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	S3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2	AT1, AT2, AT3

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-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%

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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)