

Course Outline (Higher Education)

School:	School of Arts
Course Title:	CONTEMPORARY SOCIAL WORK THEORIES AND PRACTICE
Course ID:	MSWPG7201
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)

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.** Ability to distinguish between different definitions, conceptualisations and types of violence, abuse and oppression and apply these to a range of social work contexts.
- A2.** Ability to select and explain and critically analyse appropriate theoretical /practice frameworks and apply them to simulated settings.
- A3.** Ability to apply social work values and ethics, culturally-responsive and evidence-based practice to case-studies involving violence, abuse and oppression.
- A4.** Ability to 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 group-based 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.

Values:

- V1.** Recognise and understand violence, abuse and oppression as social processes with social implications.
- V2.** Recognise historical and structural factors that contribute to violence, abuse, oppression and trauma
- V3.** Recognise the complexity of social work practice, and the importance of evidence-based and multi-level (micro,meso,macro) approaches to practice.
- V4.** Uphold and empower individuals, groups and communities to engage in practices to further self-determination, human rights and social justice.

Graduate Attributes

The Federation University FedUni 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, K4, K5, K6, S1, S2, S3, S4, A1, A2, A3, A4	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.	K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, A1, A2, A3, A4	AT2, AT3
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, K5, K6, S2, S4, A3	AT1, AT2, AT3
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.	K1, K2, S1, S2, S3, S4, A1, A2, A3, A4	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.	K6, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%
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 information

Fed Cite - [referencing tool](#)

