



Course Outline (Higher Education)

School:	School of Arts
Course Title:	COMMUNITY PRACTICE APPROACHES
Course ID:	CHSUG2003
Credit Points:	15.00
Prerequisite(s):	(Two Introductory (1000-1999) level courses)
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC2823)
ASCED:	090515

Description of the Course :

This course introduces students to key theoretical frameworks in community practice approaches to development, social change and community activism. It explores theories, including critical approaches to community development. In particular it will emphasise the impact of neo-liberalism on development. It provides students with an in-depth understanding of the context in which community activism takes place. It explores community based approaches to social change using examples that include young people, indigenous peoples and women. The course allows students to develop their professional identity at the intersection of communities and macro community practice, including community activism.

Grade Scheme: Graded (HD, D, C, etc.)

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:**Knowledge:**

- K1.** Explore key theoretical frameworks, including critiques of colonisation, neo-liberal frameworks of community development
- K2.** Appraise the contexts in which community practice and activism operates, including individual, social, economic, environmental and spiritual.
- K3.** Examine processes of social change by analysing the roles and skills that practitioners require to advocate for change.
- K4.** Explore how social location and power relations inform community practice approaches.

Skills:

- S1.** Critically engage with literature around community practice, activism and social change.
- S2.** Articulate a well-researched understanding of a significant case study.
- S3.** Recognise the social significance of community activism.
- S4.** Reflect on a developing professional identity.

Application of knowledge and skills:

- A1.** Construct and communicate clear analysis of the work and methods of community case study.
- A2.** Apply research findings to connect the work of significant community activists to local contexts.

Course Content:

Topics may include:

- Topics may include:
 1. Foundations of Community Development
 2. A critical vision of Community Development
 3. The process of Community Development
 4. The global, local and colonialism
 5. Community development: social, economic and political -- Social development -- Economic development -- Political development --
 6. Community development: cultural, environmental, spiritual, personal and survival - Cultural development - - Environmental development -- Spiritual development -- Personal development
 7. Principles of Community Development
 8. Roles and skills of community development
 9. Roles and skills 2: representational and technical -- Representational roles and skills -- Technical roles and skills -- Two special cases: needs assessment and evaluation -- Demystifying skills
 10. The organisational context: Managerialism
 11. Practice issues and practice frameworks

Values:

- V1.** Appreciate the capacity of community practice to lead social change
- V2.** Apply models of community practice on a situational basis
- V3.** Engage with anti-oppressive practice and social justice issues.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, S2, S4	A, B, A	AT1, AT2, AT3	A, B, B
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	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.	K2, K3, K4, S1, S3, A2	A, B, A, A, A, B	AT1	A
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.	A1	A	Not applicable	Not applicable
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.	K2, K3, K4, S1, S3, A2	A, B, A, A, A, B	AT1, AT3	A, A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, S2, S3	Explore and write a case study about an issue (e.g. disability rights, womens rights, land rights, ecological rights) and link it broadly to community activism	Case Study	35-45%
K1, S1, S3, A1, A2	Compare and contrast the key community development/critical social theories to understand the case study from Assessment 1	Essay	25-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, K4, S3, S4, A2	Develop a critically reflective argument that identifies your personal and professional values as a practitioner, activist and advocate for social change	Reflective Written Piece	20-30%

Adopted Reference Style:

APA