

Course Outline (Higher Education)

School:	School of Arts
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:	0905101

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)

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.** 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.

Values:

- V1.** Appreciate the contribution of cultural diversity to social justice so that existing social structures which have the potential to stifle difference can be challenged.
- V2.** Promote a commitment to cultural rights as part of effective Social Work practice; and,
- V3.** Affirm the importance of Social Workers engaging in continuous critical reflection to avoid imposing and replicating restrictive conditions on others

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#)

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		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, S1, S2,	AT1, AT2
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.	K5, S2, A3	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.	K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2	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.	K6, K7, S4, S5, A3	AT1, 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.	K4, S2, A3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)