



COURSE OUTLINE

SWK401 Critical Social Policy Analysis

Course Coordinator: Kerry Greene (kgreene@usc.edu.au) **School:** School of Law and Society

2022 | Semester 1

USC Sunshine Coast
USC Fraser Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Social work and human services practice is shaped by social policy as it impacts the welfare of a nation's citizens. Comprising mechanisms for distributing society's resources, social policy is underpinned by values, driven by political objectives and maintained by discursive practices. This course will provide a critical theoretical framework for evaluating historical and recent trends in social policy and its impact on people. You will be asked to critically analyse at least one specific social policy within its historical, political and welfare context and apply it to their professional practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – One hour on-line weekly workshop preparation tasks	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorials	2hrs	Week 1	11 times

1.3. Course Topics

Note: Subject to change at Course Coordinator's discretion

Introduction to Critical Social Policy Analysis

Exploring Carol Bacchi's framework

What is Discourse

What is Ideology

Exploring What is Silenced and the Effect of That Silencing on Vulnerable Population Groups

How to Transcend Policy Constraints

Writing Recommendations for Policy Advocacy Submissions

How to Advocate to Policy Makers in Person

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>1 Explain how social policy influences inequality, the structure of Australian society and the well-being of citizens.</p>	Knowledgeable	<p>1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decisions 3 - Culturally responsive and inclusive practice 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.4 - Apply critical and reflective thinking to practice</p>

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On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
2 Identify central issues in social policy development and analysis.	Ethical	1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 1.2 - Manage ethical dilemmas and issues arising in practice 2 - Professionalism 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 4.1 - Understand higher level systemic influences on people with respect to area of practice 5 - Applying knowledge to practice 5.1 - Assess and analyse needs to inform practice 5.4 - Apply critical and reflective thinking to practice
3 Apply a critical framework to analyse at least one area of social policy.	Creative and critical thinker	1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.4 - Apply critical and reflective thinking to practice
4 Communicate research through written and verbal modes.	Empowered	5 - Applying knowledge to practice 5.1 - Assess and analyse needs to inform practice 6 - Communication and interpersonal skills 6.1 - Communicate with a diverse range of people

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

16 courses and SCS235 and SWK301 or enrolled in Program AR707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students are expected to alert the course coordinator to their particular social policy being examined and gain feedback by Week 1. In Week 4 students will share research undertaken for the first assessment item and gain feedback from a small peer group in the workshop.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	10%	11 tutorials	Throughout teaching period (refer to Format)	In Class
All	2	Written Piece	Individual	30%	1500 words	Week 6	Online Submission
All	3	Oral	Individual	30%	10 - 15 minutes	Throughout teaching period (refer to Format)	In Class
All	4	Written Piece	Individual	30%	1500 words	Week 13	Online Submission

All - Assessment Task 1: Tutorial Attendance and Participation

GOAL:	AASW external accreditation requires mandatory attendance for skills based tutorials. Students must attend weekly tutorials and actively participate in all tutorial activities.					
PRODUCT:	Activity Participation					
FORMAT:	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in tutorial activities assessed based upon attendance and participation across 11 tutorials.					
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Attendance and engagement in activities. 1</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Attendance and engagement in activities. 1	
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1	Attendance and engagement in activities. 1					

All - Assessment Task 2: Discourse Analysis Report

GOAL:	To develop critical and discourse analysis skills in relation to a relevant social policy.												
PRODUCT:	Written Piece												
FORMAT:	<p>Policy decisions at various levels impact on the life chances, experiences and abilities of individuals, families, groups, and whole communities. As a social worker, your practice will be contextualised within a social policy framework as it shapes the nature of services you provide to individuals, families, groups, and communities. Using an aspect of professional practice from your own experience either on field placement, or from your own human services-related paid work, you are required to write a discourse analysis report that will:</p> <ol style="list-style-type: none">1. Critically analyse a relevant policy as it impacts on service users and on social work practices using the template provided, and which employs an approach to critical discourse analysis based on Carol Bacchi's framework;2. Analyse the underlying policy agenda from a critical perspective, outlining what assumptions are evident about the nature of social relations or populations within society;3. Outline how social policies have impacted on the social service agency policies and practices impacting service users;4. Analyse how social workers could practice ethically and transcend the political agendas of government or potentially oppressive social policies. <p>It is suggested that you select a social policy initiative relevant to your current social service work context, or your field education placement agency, however, this is not essential. Choose an area of social policy that interests you, or an area about which you have some prior knowledge. Several social policies will be placed on Canvas and you may also choose to analyse one of these, if you wish.</p>												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrate critical awareness of a relevant social policy; its policy discourses and agendas and inherent assumptions; and its impacts on service users and work practices at an organisational level.</td><td>1</td></tr><tr><td>2</td><td>Articulate how social work ethics can be drawn upon and demonstrated in practice that could transcend the political agendas of governments or potentially oppressive social policies.</td><td>2</td></tr><tr><td>3</td><td>Write with clarity (expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, and appropriately supported by relevant published literature.</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstrate critical awareness of a relevant social policy; its policy discourses and agendas and inherent assumptions; and its impacts on service users and work practices at an organisational level.	1	2	Articulate how social work ethics can be drawn upon and demonstrated in practice that could transcend the political agendas of governments or potentially oppressive social policies.	2	3	Write with clarity (expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, and appropriately supported by relevant published literature.	4
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All - Assessment Task 3: Simulated Social Policy Advocacy Tutorial Presentation

GOAL:	To develop policy advocacy presentation skills.
PRODUCT:	Oral
FORMAT:	<p>A fundamental part of the social work role is to analyse and clearly articulate the effects of social policies on various populations with whom social workers practice. Social workers take part in the development of, and advocating for, changes to social policy, utilising their critical analysis skills and an understanding of the direct links between personal experience and structural impediments on the life chances of those populations. Draw from your discourse analysis report (Task 2) and distil relevant information for a 10-15 minute presentation (during Weeks 7 or 8 or 9) that meets the assessment criteria. You are not required to submit a power point presentation if you use one in your presentation.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate compassion and empathy for, and an ability to work professionally with your chosen population group. 1
	2	Through the application of a structural analysis of the policy initiative discuss its impact on service users. 2
	3	Advocate for at least one change that could be made to the social policy that aligns with social work ethics and if implemented by government could potentially transcend oppressive conditions impacting on service users. 3
	4	Demonstrate high quality oral presentation skills, engaging the audience with compelling non-scripted information and respond effectively to questions from the audience. 4

All - Assessment Task 4: Submission to Policy Review

GOAL:	To develop written skills in policy reform advocacy.	
PRODUCT:	Written Piece	
FORMAT:	This task is a submission to a policy review process about the same social policy discussed in the previous assessment pieces. You will write a submission making a case for TWO specific recommendations about how the social policy should be reformed, modified or expanded. A detailed document providing guidelines about the specifics required will be provided to students at the commencement of the course.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate comprehension of a critical approach to social policy analysis, by analysing a relevant social policy document as it impacts on service users and on your work practices. 3
	2	Use relevant evidence, make coherent and persuasive arguments about how the social policy should be reformed and articulate TWO practical, succinct and relevant recommendations about how the policy can be reformed based on arguments made. 1
	3	Write with clarity (expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, and appropriately supported by relevant published literature. 4

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au