



COURSE OUTLINE

SWK407

Context Responsive Social Work Practice

Course Coordinator: Philip Crane (pcrane@usc.edu.au) **School:** School of Law and Society

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

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

This course asks you to understand and reflect on various sources of complexity in social work practice, and the implications these have for critically reflective and context responsive social work practice. The course will build on, extend and apply previous attention in the program to social work theory and practice processes, social work ethics, and the legal and organisational dimensions of practice. You will be required to investigate, critically reflect on, and articulate practice responses to complex practice scenarios. The emphasis of this course will be on further developing your understandings and generic skills as a social work practitioner around practice in diverse and complex contexts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – 1 hour online lecture content not for timetabling	1hr	Week 1	13 times
Tutorial/Workshop – On campus tutorial/workshop - 2 hours	2hrs	Week 2	12 times

1.3. Course Topics

Contexts of practice

Exploring and responding to complexity

Context responsive practice processes

Concepts and theories for context responsive practice

Communities of practice

Ethical considerations

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
1 Develop a comprehensive understanding of theoretical developments regarding social work practice in complex contexts	Knowledgeable Creative and critical thinker	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
2 Identify and critically analyse complex and context specific aspects of practice scenarios from various perspectives (legal ethical, organisational), drawing on relevant theories, models, concepts and evidence.	Ethical	4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.3 - Use a range of social work methods and techniques appropriate to the area of practice 5.4 - Apply critical and reflective thinking to practice
3 Develop context responsive responses to complex client situations which reflect core social work values and processes	Creative and critical thinker Ethical	1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice
4 Develop a critical, reflective and collaborative process for on-going context responsive practice	Sustainability-focussed	5.2 - Work collaboratively 5.4 - Apply critical and reflective thinking to practice 6.3 - Work with others in a team environment 8.3 - Where appropriate, to contribute to the professional development of others
5 Identify and critically engage with complexity located in your own practice experience	Knowledgeable Engaged	5.3 - Use a range of social work methods and techniques appropriate to the area of practice 5.4 - Apply critical and reflective thinking to practice

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

SWK201 or SWK301 or SWK300 and enrolled in Program AR303, AR362, AR363 or AR372

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Completion of at least one placement or prior field experience

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 will have the opportunity to share, discuss and get feedback on their Task 1 assessment in the workshops prior to submission in week 6.

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	Report	Individual	30%	1800 word individual paper	Week 6	Online Assignment Submission
All	2	Case Study	Individual	40%	2200 individual paper	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	30%	10 minute presentation using Powerpoint	Refer to Format	In Class

All - Assessment Task 1: Case Study Report

GOAL:	To demonstrate your capacity to articulate how you could explore complex practice situations in ways which contribute to ethical and context responsive practice.
PRODUCT:	Report
FORMAT:	<p>This is an individual assessment. You are to write a report detailing how you would investigate various aspects of a given practice scenario in a context responsive way if you were the practitioner. In this report you will indicate what aspects of the practice context you consider important to consider, including aspects which pose complexity and ethical challenge, what questions you should ask, and what processes and knowledge sources you could utilise to enquire into these questions. This assessment will be supported by an inquiry template, and various materials, including online presentations, readings, activities and discussion opportunities.</p> <p>The product of this assessment is your own reflective and evidence based process for exploring key considerations for ethical and context responsive social work practice in the chosen case.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Identify key aspects of the practice context for the practitioner to consider including why these are significant. This should include identification of any significant ethical considerations that are significant for you as a social work practitioner
	2	Identify important practice relevant questions you the practitioner should ask as you consider how you should practice in respect of complex aspects of the scenario
	3	Demonstrate your capacity to articulate a range of relevant strategies for enquiring into the various contexts for practice drawing on a range of relevant knowledges and sources
	4	Demonstrate your capacity to reflect on a practice situation in ways which promote ethical and context responsive practice
	5	Demonstrate your capacity to summarise and visually display the framework for enquiry you have developed
	6	Demonstrate an emerging professional level of written expression including grammar, punctuation, spelling and referencing
	7	Assessment criteria are mapped to the course learning outcomes. 1 2 3 4 5

All - Assessment Task 2: Complex Case Study Analysis

GOAL:	To critically apply relevant practice concepts and processes to a complex case study.
PRODUCT:	Case Study
FORMAT:	<p>Submit: week 9-10 as negotiated.</p> <p>This is an individual assessment, undertaken through a process which requires collaborative engagement in a group of 3-5 students, who operate as a 'community of practice'... This task requires you to consider a given problem based learning (PBL) scenario, select a practitioner location within the scenario from a number of possibilities, identify various aspects of the practice context which are relevant, and articulate the enquiries and practice processes a social worker could use to respond to these.</p> <p>The product of this assessment is your own reflective and evidence based written and visual analysis of key considerations for context responsive social work practice in complex contexts.</p> <p>You will be expected to develop your own analysis but enhance this through dialogue with others in a student group who occupy various practice roles.</p> <p>Formative assessment - The workshops between Weeks 7 to 10 will provide an opportunity for you to present your initial idea and obtain feedback from your tutor and peers for this assessment task</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Identify and visually display key aspects of the practice context for the practitioner to consider including why these are significant
	2	Identify important practice relevant questions the practitioner could ask and demonstrate the capacity to enquire into these drawing on relevant knowledge and sources
	3	Identify and justify at least one significant feature of the context which creates complexity the practitioner should be aware of and drawing on course and professionally relevant literature indicate how they could respond to this
	4	Identify processes for responding to the above contexts in ethically mindful ways drawing on relevant contextual inquiry, relevant practice research studies, good quality grey literature, the Code of Ethics.
	5	Effective professional communication of your analysis using written and visual modes
	6	Demonstrate and provide evidence of your openness to, and capacity for, collaborative reflection with student peers through a willingness to develop your analysis of practice through dialogue with other students in course processes
	7	Expose your practice ideas to scrutiny and feedback, and demonstrate your capacity to deepen and extend your analysis of practice through such processes
	8	Demonstrate an emerging professional level of written expression including grammar, punctuation, spelling and referencing

All - Assessment Task 3: Presentation and analysis of own scenario from practice

GOAL:	To critically reflect on a scenario and articulate a context responsive approach to practice .
PRODUCT:	Case Study
FORMAT:	<p>Submit: Weeks 11 - 13 as determined.</p> <p>This is an individual assessment.</p> <p>You will write a hypothetical scenario drawing on and combining elements of your practice experience to date and which illustrates a context for practice typified by complexity. The scenario should be a composite of several experiences and must be written in such a way that it protects privacy. You are to present your scenario and analysis c aspects of the scenario which you see as both complex and central for the practitioner. Presented as a PowerPoint to the class during weeks 11 to 13 as negotiated with your tutor in class.</p> <p>Some questions that may help with your initial reflections include: Why did I develop this particular scenario? What makes this scenario complex for you as a practitioner? What range of issues does this raise for you as a practitioner? What processes may assist you unpack and respond to this scenario? What evidence, concepts/theories assist you in considering complexity in this scenario? How has your thinking developed through the course and been applied into how you have analysed this case?</p> <p>The description of this practice situation should be as concrete and specific as possible, involve a range of contexts of practice (e.g. institutional, client, organisational, practice approach considerations). You must be mindful of ethical considerations and draft a scenario which is reports an actual practice experience or breaches confidentiality, informed consent or privacy requirements.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Development of a scenario which demonstrates your capacity to identify significant contextual challenges and complexities faced by practitioners
	2	Demonstrated capacity to identify and explore relevant contexts of a practice situation in ways that inform context responsive and ethical practice
	3	Select, identify and apply relevant practice questions, concepts and processes to complex practice situations in an integrated way
	4	Draw on and cite relevant and diverse sources of knowledge to explore and respond to diverse aspects of a practice situation
	5	Make a presentation which is clear, engaging, accurate and within time limits

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 Blackboard 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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. 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.

10.5. 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.

10.6. 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.

10.7. 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: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. 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