USC

COURSE OUTLINE

SWK407 Context Responsive Social Work Practice

Course Coordinator: Dyann Ross (dross@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.
Online	ONLINE	You can do this course without coming onto campus.

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
BLENDED LEARNING			
Learning materials – Learning resources provided online	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial/workshop - 2 hours face to face	2hrs	Week 1	10 times
Seminar – Face to face or zoom workshop	2hrs	Week 2	3 times
ONLINE			
Learning materials – Learning resources provided online	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial/workshop - 2 hours Zoom	2hrs	Week 1	10 times
Seminar – All cohort zoom workshop	2hrs	Week 2	3 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 what participation involves for their Task 1 assessment in tutorial before week 4 and 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	Activity Participation	Individual	10%	11 tutorials	Throughout teaching period (refer to Format)	In Class
All	2	Case Study	Individual	40%	2200 individual paper	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	50%	10 minute presentation using Powerpoint	Refer to Format	In Class

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:	**No.** **Learning Outcome assessed**
	1 Attendance and engagement in activities 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:	Submit: week 9-10 as negotiated.
	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.
	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.
	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.
	Formative assessment - The workshops between Weeks 7 to 10 will provide an opportunity for you to present your initial ideas and obtain feedback from your tutor and peers for this assessment task

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	1 5
	2	Identify important practice relevant questions the practitioner could ask and demonstrate the capacity to enquire into these drawing on relevant knowledge and sources	2
	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	5
	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.	3
	5	Effective professional communication of your analysis using written and visual modes	4
	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	4
	7	Expose your practice ideas to scrutiny and feedback, and demonstrate your capacity to deepen and extend your analysis of practice through such processes	5
	8	Demonstrate an emerging professional level of written expression including grammar, punctuation, spelling and referencing	4

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:	Submit: Weeks 11 - 13 as determined. This is an individual assessment. 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 of 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. 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? 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.

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
	2	Demonstrated capacity to identify and explore relevant contexts of a practice situation in ways that inform context responsive and ethical practice	②
	3	Select, identify and apply relevant practice questions, concepts and processes to complex practice situations in an integrated way	③
	4	Draw on and cite relevant and diverse sources of knowledge to explore and respond to diverse aspects of a practice situation	①
	5	Make a presentation which is clear, engaging, accurate and within time limits	② ③

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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Dyann Ross,Martin Brueckner,Wallea Eaglehawk,Marilyn Palmer	2019	Eco-Activism and Social Work	n/a	Indigenous and Environmental Social Work
Recommended	Bindi Bennett	2021	Aboriginal Fields of Practice	n/a	Red Globe Press
Recommended	Vivienne Bozalek, Bob Pease	2021	Post-anthropocentric Social Work: Critical Posthuman & New Materialist Perspectives	n/a	Routledge

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 or using the SafeZone app. For general enquires contact the SafeUSC team by phone 07 5456 3864 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 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