

Course Outline

Code: SWK702

Title: Collective Critical Practice: Developmental Approaches

School: Social Sciences
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Dr Athena (Tina) Lathouras - tlathouras@usc.edu.au
Course Moderator: Dr Marcus Bussey – mbussey@usc.edu.au

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

Collective critical approaches to community development are increasingly important in our globalised world that is characterised by populism, capitalism, patriarchy, cultural imperialism, environmental exploitation and climate change. Additionally, the concepts in this field are contested, representing diverse meanings and where practice is funded by government are fraught with conflicting political agendas. To prepare you for these realities, this course will explore theoretical and practice dimensions of a critical-relational method to community building.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Demonstrate understanding of community development practice theory as a means to work collectively with groups.	2, 3, 4	Knowledgeable. Empowered.
Apply a critical framework to analyse power and inequality and its impacts on communities.	2, 3, 4	Ethical.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Apply a critical-relational framework to demonstrate collective practice.	2, 3, 4	Engaged. Knowledgeable.
Communicate research through written and verbal modes.	1, 2, 3, 4	Knowledgeable. Empowered.

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 Enrolment restrictions

Must be enrolled in a postgraduate program

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

SWK302

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – 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 of their particular example of CD practice and gain feedback by Week 2. In Week 4 students will share research undertaken for the first assessment item and gain feedback from a small peer group in the tutorial.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral, and Written Piece	Individual	20%	700 words max. / 20 mins. max.	Either Week 5, 6 or 7	In Class
2	Written Piece	Individual	40%	2000 words	Break Week	Online Assignment Submission
3	Written Piece	Group	25%	1500 words	Week 13	Online Assignment Submission

4	Written Piece	Individual	15%	750 words	Week 13	Online Assignment Submission
			100%			

Assessment Task 1: A Research Presentation on a CD Initiative

Goal:	To learn how to research a CD initiative from anywhere in the world and pose questions to class colleagues that facilitates discussion and contributes to their learning.
Product:	Oral and Written Piece
Format:	<p>In 2018 the World Community Development Conference (WCDC) made a Declaration on CD for Rights, Recognition and Re-distribution. See on BB. Take one element of the Declaration and link it to a community development initiative you have researched, one that is doing work that will advance the aims of the Declaration.</p> <ol style="list-style-type: none"> 1. Prepare for your presentation where you will facilitate a discussion and foster the co-learning environment amongst your colleagues. Develop discussion questions to stimulate your colleagues' engagement with the material you present. 2. In tutorials, the 20 minute presentation will include: a 10 minute overview of the CD initiative with the link to the Declaration, followed by a 10 minute facilitated class discussion. Lead the class discussion by posing questions to stimulate engagement and knowledge-transfer amongst the group about the topic.
Criteria:	<ul style="list-style-type: none"> • Demonstrated ability to analyse the community development practice initiative that could be seen as working towards an element of the WCDC 2018 Declaration. • Demonstrated ability to effectively present the research via a Power Point or Prezi, and pose questions that enables some class discussion so other students may learn about the CD initiative and reflect on an element of the WCDC 2018 Declaration. • A well-written Power Point or Prezi (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature.

Assessment Task 2: An Appreciative and Critical Analysis of CD Practice

Goal:	To learn critical analysis skills in relation to community development practice
Product:	Written Piece
Format:	<p>Imagine you have been invited by a fellow CD practitioner to assist them in a review of their current work, so they may reflect and plan. They have provided you with a write up of their practice, which is in the form of a case study story. A range of case studies will be provided on Bb and you may choose one. Draw on theoretical concepts from the course materials (including at least 15 set readings) and undertake a critical (which means a theory-informed) analysis of their community development practice based on these questions below:</p> <ul style="list-style-type: none"> • What motivated the development practitioner to engage in the particular issues s/he worked on? • What structural barriers were present in the case, and which informed the practitioner's analysis of power/disadvantage/oppression? • What aspects of the community development method (Micro Method and Mezzo Method practice theory) were employed by the practitioner? • What outcomes were achieved, and to what extent could either the processes employed or the outcomes achieved be considered effective 'developmental' practice based on an understanding of the developmental continuum as outlined by Kelly & Toon? • What theoretically-informed recommendations would you suggest to your fellow colleagues based on the review of their practice?

Criteria:	<ol style="list-style-type: none"> 1. A comprehensive engagement with the course materials (including set readings) to Week 7, demonstrating an understanding of the principles and values of community development as they apply to the case study. 2. A critical understanding of power and inequalities in our socio-political-cultural structures and community development's commitment to address these. 3. A clear articulation of community development method, that is, the practice theory explored in SWK702, and the practice skills evident in the case study. 4. An analysis of the practice and recommendations made about the extent to which processes employed and the outcomes achieved could be considered effective 'developmental' practice based on Kelly & Toon's theory. 5. A well-written piece (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature.
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Assessment Task 3: A Plan for a 'Developmental' Community Work Process

Goal:	To learn to work with others in a small group and collectively develop a plan for a "developmental" community work process.
Product:	Written Piece
Format:	<p>This Process Plan provides you with an opportunity to think about your own community development practice in relation to a private concern or hope you have for your community (that is, a place-based community or an identity-based community), and which also is a concern/hope you share with class colleagues. You will report on your shared analysis about the issues and your shared <i>plan</i> to engage in some action (processes) about that analysis.</p> <ol style="list-style-type: none"> 1. Think about a personal concern or hope that you have about your community or the state of world in general. This matter needs to be something you personally want to do something about. This can be a 'community-building' type of process, which aims to build social capital with others and generate some new resource for your community; or it might involve some type of campaign process that is a collective process to 'stand against' some kind of injustice. Your job is to dialogue with class colleagues to explore how the community development method could be applied to that personal concern or hope and bring about some kind of positive change. Form groups of 3 with others who share your concern and apply the dialogical method to attempt to gain a Shared Agenda; a Basis upon which to work together; and a Commitment to Action in relation to the Process Plan. 2. Jointly write up your plan for a 'Developmental' Community Work process with reflections based on content explored throughout the entire course, which includes: <i>Micro-Method (and Dialogue) and Mezzo-Method</i>. It is to include a verbatim example (approx. 200 words) of how you have together engaged in the three movements of dialogue, that is, the approach to forming developmental relationships in <i>Micro-Method</i>.
Criteria:	<ol style="list-style-type: none"> 1. An engagement with course materials (including the set readings), and particularly referring to <i>Micro-Method</i> and <i>Mezzo-Method</i>, demonstrating an understanding of the method and analysis of community development 2. A critical understanding of power and inequalities in our socio-political-cultural structures and the practice of community development to address these 3. A clear articulation of community development method, including verbatim dialogue, showing that the practice / processes are drawing from theory explored in SWK702. 4. An analysis of the aims of the practice and the extent to which the planned processes could be considered 'developmental' practice based on Kelly & Toon's theory

	5. A well-written piece (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued analysis, appropriately supported by relevant published literature
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Assessment Task 4: A Reflection based on Developmental Theory about the Group Processes to undertake Task 3

Goal:	To learn to reflect on the effectiveness of processes for a “developmental” community work process.
Product:	Written Piece
Format:	Reflect on the entire process of forming the group and the process of dialogue to attempt to gain a shared agenda, a basis upon which to work together, and commitments to action. How effective was the process based on the developmental theory learned in SWK702? If you could do things differently next time, how would you go about the process? What role did you play in enabling the process? What aspects of <i>Implicate-Method</i> , that is, your emerging framework of practice, informed your individual behaviour and analysis?
Criteria:	<ul style="list-style-type: none"> • An analysis of the group processes and the extent to which they could be considered ‘developmental’ practice. • An articulation of Implicate Method, that is, how values and principles that form your emerging framework of practice played a role in your behaviour and analysis. • A well-written piece (clarity of expression, correct grammar, spelling and punctuation), logically structured, coherently argued reflection).

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour per week Tutorial: 2 hours per week

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

Please note that 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

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

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 as a student 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. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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

Eligibility for Supplementary Assessment

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

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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