Course Outline

Code: TPP108
Title: An Introduction to Working Within the Community

School: Tertiary Access
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Marguerite Westacott, Email: mwestaco@usc.edu.au  Phone:54565912
Course Moderator: Emma Kill

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
   Want to make a difference to others and contribute to creating healthy communities? The professional skills, foundational theories and social justice principles introduced and practiced in this course, apply to professionals whose core business is the welfare, wellbeing and management of people, within community and society. This includes professions such as counsellors, psychologists, social workers, allied health, human services, teachers and others. This course will introduce you to the appropriate personal and social skills and knowledge, to work ethically with diversity and difference; and understand how these apply to community and health-based social industry careers. What you learn and explore, will contribute to your overall success at university, your professional life, and beyond.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

2. What level is this course?
100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program

3. What is the unit value of this course?
Please be aware units from this course cannot be counted for credit towards an award-bearing program.
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
</tbody>
</table>
| Use reflective practice principles to identify and analyse intrapersonal, interpersonal, collaboration skills and group processes | Task 1 – Weekly Questions  
Task 2 – Critically Reflective Essay | Engaged  
Empowered |
| Prepare and present a resource or project plan that aims to raise awareness of a current social issue. | Task 3 – Raising Awareness Project | Creative and critical thinkers.  
Engaged  
Ethical |
| Identify social justice principles with reference to a current social issue. | Task 3 – Raising Awareness Project | Engaged  
Ethical |
| Communicate in a variety of formats to support reasoning, critical reflection and knowledge. | Task 1 Weekly Questions  
Task 2 Critically Reflective Essay  
Task 3 Raising Awareness Project | Creative and critical thinkers. |
| Locate and use key statistics and academic research that apply to a current social issue. | Task 3 Raising Awareness Project | Empowered  
Engaged |

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**

Students must be enrolled in TP000 or XE001

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**

Not Applicable

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**

You will submit the first part of your first task, in week 3 to receive feedback which will provide you with information on how you are progressing and guide you with the completion of this task.
### 6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weekly Questions</td>
<td>Individual</td>
<td>25%</td>
<td>800 words</td>
<td>Questions 1 &amp; 2 due Week 3 (Formative) All questions due Week 5 (Summative)</td>
<td>Pebble Pad</td>
</tr>
<tr>
<td>2</td>
<td>Critically Reflective Essay</td>
<td>Individual</td>
<td>40%</td>
<td>1000 words</td>
<td>Week 10</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>3</td>
<td>Raising Awareness Project</td>
<td>Individual or group</td>
<td>35%</td>
<td>Approx 1000 words</td>
<td>Week 13</td>
<td>Online Assignment Submission and In Class</td>
</tr>
</tbody>
</table>

**Assessment Task 1: Weekly Questions**

**Goal:** This assessment item demonstrates your engagement with the course material. It also reflects your ability to develop research, analytical and communication skills.

**Product:** Your submission will consist of answers to questions based on the learning materials and experiences of the first four weeks of the semester.

**Format:** This is an individual task created in a Word Document, and submitted via PebblePad. Your answers will incorporate ideas from the weekly learning materials or from your own research of credible sources that are related to the topics discussed in class. Length: 800 words

**Criteria:**
1. Ability to locate information.
2. Identify and discuss intrapersonal and interpersonal skills.
3. Academic writing conventions.
4. Critical reflection
5. Referencing.

**Assessment Task 2: Critically Reflective Essay**

**Goal:** In this task you will apply your skills of critical reflection to analyse group processes.

**Product:** You will produce a critical reflection that analyses the processes of a group task that you will engage in with your peers.

**Format:** This is an individual task created in a Word Document and submitted to Blackboard. You will engage in a group activity and then critically reflect on the group processes and product, supported with evidence from the course learning experiences, materials and independent research. Length: 1000 words

**Criteria:**
1. Basic explanation of the group activity.
2. Demonstration of critically reflective processes that involve research, analysis, evaluation and synthesis of current information.
3. Quality of reflection and observation supported by credible academic sources.
4. Academic style, referencing and clear quality of written expression.
**Assessment Task 3: – Raising Awareness Project**

**Goal:** This assessment task requires you to select a current social justice issue and create a project plan, or a creative response to raise awareness about the issue.

**Product:** Oral and Written Piece

**Format:** You will choose to create either a project plan or a creative response to a social issue of your choice. The product you create, will depend on your choice of approach to the objective of raising awareness of your social issue of interest, and will be negotiated and discussed in class. It will include a written rationale of your choice of approach and social issue. This is an individual, pair or group task, presented in class in Week 12 and 13 of the semester. Your plan, or creative response will be presented in class in the last two weeks of the semester. You will be required to submit a rationale of your choice of approach and social issue to Black Board. Length: 700 - 1000 words approx. See Blackboard for submission details.

**Criteria:**
1. Rationale on choice of issue and approach.
2. Presentation of project
3. Research and knowledge of social justice issue.
4. Originality
5. Clear quality of expression

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**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.

<table>
<thead>
<tr>
<th>Location: Specific Campus(es) or online</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sippy Downs (Sem 1 and 2)</td>
<td>Lecture: 1 x 1-hour per week over 13 weeks</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 1 x 2-hour per week over 13 weeks</td>
</tr>
<tr>
<td>USC Gympie (Sem 1 and 2)</td>
<td>Lecture: 1 x 1-hour per week over 13 weeks</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 1 x 2-hour per week over 13 weeks</td>
</tr>
<tr>
<td>Fraser Coast (Sem 1 only)</td>
<td>Lecture: 1 x 1-hour per week over 13 weeks</td>
</tr>
<tr>
<td></td>
<td>Tutorial: 1 x 2-hour per week over 13 weeks</td>
</tr>
</tbody>
</table>

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**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)**

There is no prescribed text for TPP108. You will however be expected to engage regularly on Blackboard for relative reading materials and resources

**8.2 Specific requirements**

Not Applicable
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

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 South Bank - 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