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SOCW2006

Social Work Practice - Community Work

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Linda Bartolomei	linda.bartolomei@unsw.edu.au	Tuesdays 11 am - 12pm	Level 1 Morven Brown	02 9385 1859

Tutors

Name	Email	Availability	Location	Phone
Natasha Schofield	natasha.schofield@unsw.edu.au	By email appointment	TBA	
Carmen Ghali	carmen.ghali@unsw.edu.au			
Joanna Brooke	joanna.brooke@unsw.edu.au			

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Social Work*

This course introduces you to community work concepts and practice in national and international social work contexts. Drawing on human rights and strengths based approaches you will analyse the changing political contexts in which community work is located. It aims to develop knowledge of the theories and skills you will need to engage in effective community work practice. Applied field examples will be used to assist you to understand and examine the difference between working at the grass roots level, national and international levels, with diverse groups of people. Using case studies from a range of fields of practice, including community work with social housing communities, children and youth and refugee and migrant communities, you will explore the history and politics of community work. Critical and creative skills in the 'doing' of community work will be developed. These include skills in community engagement, consultation and needs assessment, working with at risk and marginalised populations, cross-cultural communication, working with interpreters and in advocacy.

Course Learning Outcomes

1. Identify skills needed for assisting communities to bring about social change in economic, social, cultural and environmental conditions
2. Develop competence in the application of selected skills and strategies around decision-making and taking action
3. Understand values and ethics involved in community work practice
4. The capacity for analytical and critical thinking and for creative problem-solving

Teaching Strategies

Rationale:

The first weeks of the course introduce students to the key principles of community work and build a framework for analysis. These key principles include community involvement, collaborative working, experiential learning, social justice, participation and respect for diversity. The subject encompasses a participatory approach to education, which most suits the requirements of community work. It is based on the belief that learning is most effective when it uses individuals' existing knowledge and experience as building blocks. It values both group based and individual learning tasks.

Assessment

Detailed assessment guidelines will be provided in class and on moodle.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Conceptual Briefing Paper	25%	14/10/19 9am	1,3
Essay	45%	15/11/2019 11:00 PM	1,3,4
Group Simulation	30%	Not Applicable	1,2,3,4

Assessment Details

Assessment 1: Conceptual Briefing Paper

Start date: Not Applicable

Length: 1000 words

Details: Identify a social problem facing Australia today and prepare a 1000 word briefing paper which outlines how a community development approach might contribute to addressing this problem. Electronic feedback is provided within two weeks of submission.

Additional details:

A detailed assessment guide will be posted on Moodle and discussed in the tutorial in week 1

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Essay

Start date: Not Applicable

Length: 2500

Details: You are required to attend a Community event that relates to the principles and practices of community work. In Week 3 you will submit a one-paragraph outline of the event selected and receive written feedback in class in Week 4. Following the event you are to write a 2,500 evaluation drawing on three skills/concepts learnt in the course. Electronic feedback is provided within 2 weeks of submission.

Additional details:

A detailed assignment guide will be posted on Moodle and discussed in the first tutorial

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Group Simulation

Start date: Not Applicable

Length: In class simulation of 30 minutes

Details: In groups of 4 students, you will prepare and lead an interactive 30-minute in class simulation of a community work project which draws on course learning. Peer and tutor feedback is provided in class following the presentation and electronic feedback will be provided within two weeks of the presentation.

Additional details:

A detailed assignment guide will be posted on Moodle and discussed in the second tutorial. In addition to in class guided small group preparation activities, students will be given one tutorial free week to have additional time to work together as a group on the preparation.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Attendance requirements SOCW2006

The BSW (Hons) is an accredited program with face to face attendance requirements. Students are expected to attend face to face classes and complete structured out of class activities for all core BSW (Hons) courses (prefixed with SOCW). There may be circumstances impacting your ability to attend class, if so, please contact the course convenor ADr Linda Bartolomei to discuss as soon as possible (before week 2) so the convenor can discuss your circumstances with you and provide support and, if possible, necessary adjustments.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority (Course convenor Dr Linda Bartolomei). If you arrive more than 15 minutes late, or leave class with more than 15 minutes remaining, you may be recorded as absent.

Students are expected to attend all the classes and undertake the structured out of class activities. You are responsible for keeping track of your attendance and contacting your course convenor –Dr Linda Bartolomei -immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

A student who attends less than eighty per cent of the face to face classes within a course, and / or who does not complete the structure out of class activity, may be refused final assessment. This means that *if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero.*

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the course convenor in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate).

For the purpose of attendance monitoring, the final assessment for this course is the Community Event Essay worth 45 % of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

For this course, attendance is calculated as shown in the table below:

Learning activity	Monitoring mechanism	Minimum attendance requirement
Lecture	A roll is taken in class	8/10
Tutorial	A roll is taken in class	7/9
Structured out of class activity (total 6 hours course)	1. Attend a Community event and provide your tutor a one paragraph description for approval. 2. Meet as a group to prepare the simulation and provide your tutor a 1 page outline within 1 week of the meeting.	all

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Lecture	Introduction: What is community? Exploring the concept of community work. Mathews Theatre A
	Tutorial	Introductions -What is community? Exploring the politics of community development Discussion about assignments (1) Conceptual paper , (2) Community event and (3) the in-class community work small group simulation
Week 2: 23 September - 27 September	Lecture	Foundations of community work (human rights and social justice)
	Tutorial	Applying a rights-based approach to community work -Film and case studies Allocation of groups for simulation and developing group contracts
Week 3: 30 September - 4 October	Lecture	Community development: a conceptual framework for practice
	Tutorial	Part 1:Working in partnership with communities Ethics of working with communities – importance of self-determination and meaningful participation Part 2: Feedback on Community Event summaries and in class exercises to develop skills in identifying concepts and skills.
Week 4: 7 October - 11 October	Lecture	Effective Communication and ethical engagement with diverse communities
	Tutorial	Tools to support effective community engagement Working with diverse groups and cultures.and with Interpreters
Week 5: 14 October - 18 October	Lecture	Designing and evaluating effective community work projects
	Tutorial	Students to use their group project as a case study to develop skills in designing and evaluating community projects.

Week 6: 21 October - 25 October	Lecture	Advocacy and social action at local, national and international levels.
	Tutorial	Social action Advocacy: From the grassroots to the UN, examples of advocacy: video 'Only Rape'
Week 7: 28 October - 1 November	Lecture	Community work and local Government
	Group Activity	Independent group-work to prepare for the Community work simulations in place of the tutorial NO Formal Tutorial this week
Week 8: 4 November - 8 November	Lecture	Case study:Refugees and social capital
	Tutorial	In Class Group Community Project simulations x 2
Week 9: 11 November - 15 November	Lecture	Community case study
	Tutorial	In Class Group Community Project simulations x 2
Week 10: 18 November - 22 November	Lecture	Drawing the threads together: Key skills, concepts and debates
	Tutorial	In Class Group Community Project simulations x 2 Course Evaluation

Resources

Prescribed Resources

Textbook: Kenny, S & Connors, P 2016, *Developing communities for the future*, 5th edn, Victoria Cengage Learning, Melbourne.

Essential readings: In this subject, it is expected that you will seek out specialist journals on topics related to yours and others' presentations.

Below are useful journals in the area:

Community Quarterly

Community Development Journal

Critical Social Policy

Housing Studies

International Journal of Urban & Regional Research

Just Policy

Journal of the American Planning Association

Local Government Studies

Recommended Resources

The readings listed in Moodle are provided as preliminary background reading. Each has been selected to provide an introduction to the key course theoretical and practical principles. It is expected that students will have read the nominated readings prior to the scheduled class and that they will draw on these in their written assignments. However, students are expected to do their own research at the library additional to the recommended readings and class handouts. Thus, although a text for this course is listed below, it is up to you to make the link to lectures and to read the relevant chapters in preparation for tutorials.

Students wishing to obtain high grades for assessment will have to demonstrate individual research and application of theory to descriptions of policy and practice. Unless using references for historic purposes, never use books or articles older than ten years, the more recent the better, and ensure that documents you are discussing are current.

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Significant changes to the course will be communicated to subsequent cohorts of students taking the course. The course content, teaching and assessment methods are regularly reviewed and updated taking student feedback into account. Based on previous student feedback an additional class free week has been provided in lieu of the time involved in locating and attending a community event or project and the associated assessment is now worth 45% in recognition of the effort and time required. Based on student feedback in 2016 an additional tutorial session was included in Week 5 to assist students to identify skills and concepts required for the Community Event assignment. Based on the combined student feedback from 2016 and 2017 the requirement to attend a local Council meeting has now been removed and the brief reflective assignment has been replaced by a 1000 word Conceptual briefing paper to better scaffold student learning of the key theoretical frameworks which underpin community.

These changes were well received by students in 2018 and received very positive feedback.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

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