



**UNSW**  
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## **SOCW2100**

Aboriginal People and Social Work

Term One // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Maree Higgins	m.higgins@unsw.edu.au	Wed 2-3pm	Morven Brown 158	02 9385 2365
Jennifer Stephensen	j.stephenson@unsw.edu.au	By appointment	Morven Brown 167	Please contact via email

#### Tutors

Name	Email	Availability	Location	Phone
Megan Escott	m.escott@unsw.edu.au	By Appointment	Morven Brown 167	Please contact by email
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### School Contact Information

School of Social Sciences

Room 159

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phone: 02 9385 1807

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

Subject Area: *Social Work*

Examines the history and current legacy of colonisation and government policies for Indigenous Australians and their position in contemporary Australian society. Social movements and actions relevant to Indigenous Australians' social experience will be discussed. Addresses in particular the skills social workers need to work with Indigenous clients and what role social work can play in progressing equity and social justice for Indigenous Australians.

### **Course Learning Outcomes**

1. Explain the key social and community issue facing Aboriginal and/or Torres Strait Islander communities
2. Engage in critical reflection on the role of social workers in working with Aboriginal and/or Torres Strait Islander people and communities
3. Identify the skills, attributes and knowledge needed for work with Aboriginal and/or Torres Strait Islander people in social work contexts
4. Develop skills of self-reflection in the context of social work with Aboriginal and/or Torres Strait Islander people and communities

### **Teaching Strategies**

#### **Rationale:**

In accordance with UNSW Learning and Teaching Guidelines, we expect to engage students in learning through structured hands-on activities. This is premised on the belief that effective learning takes place when students are actively engaged in the learning process

#### **Teaching Strategies:**

The learning outcomes will be addressed through weekly lectures and tutorials. The tutorials are based on interactive participation by all members of the tutorials. Students are expected to engage with the material presented through the lectures, to read and to consider the wider issues as they occur within society and to prepare for the tutors in order to enhance their learning experience.

## Assessment

### Class Participation

Students are expected to thoughtfully and actively engage with the course content, and their own worldviews and perceptions in relation to the course. To assist this, students should come prepared to each tutorial with a question, comment or discussion topic in relation to the weekly readings, or the lecture content. Each tutorial will critically engage with what students have learnt that week, and these discussions will aid you to write your final assessment.

### Online Quiz

As per UNSW's policy to provide students with feedback on their progress prior to the census date (17 March), students will be required to complete an online Moodle quiz by the end of week 4 (Fri 15 March). The quiz will not count towards your weighted assessments and will be informed by the set readings and lecture content for weeks 1-4.

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay	40%	18/03/2020 11:00 PM	1,2
Self-reflection	60%	17/04/2020 05:00 PM	2,3,4

## Assessment Details

### Assessment 1: Essay

**Start date:**

**Length:** 1000 words

**Details:** Description: An essay on a topic relevant to the course (1000 words). Feedback: Written feedback within 2 weeks of due date

### Additional details:

This essay may be related to your tutorial presentation topic, or you can choose your own (in consultation with your tutor).

- The significance of Terra Nullius today
- Social justice, equality and Indigenous Australians
- Indigenous child, family and community welfare
- Key moments in Aboriginal Australia
- Historical trauma, healing and resilience
- Closing the Gap
- Dispelling myths, combating stereotypes
- Aboriginal activism
- Oppressive government policies
- Cultural competence where there is cultural difference
- Social workers and Indigenous communities

Note these topics have been left quite broad so you will have the flexibility to develop your own ideas and approach to the topic.

For this essay, students are expected to:

- Clearly introduce the topic or issue
- Outline the history and context of their chosen topic or issue
- Clearly argue their position on the chosen topic or issue
- Discuss the relevance of this topic or issue for social workers
- Discuss the implications of this issue for social work practice

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

## **Assessment 2: Self-reflection**

**Start date:**

**Details:** Description: 2500-word reflection on a topic relevant to the course  
Feedback: Written feedback within 2 weeks of due date  
This is the final assessment for the course

**Additional details:**

This assessment is a critical self-reflection on your journey throughout the course. You will need to write about what you have learnt and how you have reacted and interacted with the course content and your social work peers. How have your perceptions on the various topics explored throughout the course changed since the beginning of term? What topics made a particular impact on you and why? Importantly, what do these learnings mean for how you will approach your role as a social worker in the field?

To aid in writing this self-reflective essay, we strongly encourage students to keep a reflective journal that you write in regularly following lectures and tutorials, and after engaging with the course content. Students are expected to use citations from the course content, and self-reflective literature in the writing of this essay.

**Submission notes:** This is the final assessment for the course

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

## Attendance Requirements

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities. Mandatory attendance of classes for this course is part of the accreditation requirements for the BSW (Hons) program. The course is designed to provide essential learning in each seminar, this means you must attend all 10 seminars.

If you are unable to attend a class, you must email your course tutor and the course convenor at your earliest convenience. If you attend less than 80% of classes, you 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. You are responsible for keeping track of your attendance and contacting your course convenor (Maree Higgins) immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully. For the purpose of attendance monitoring, the final assessment for this course is the Substantive Assignment worth 60% 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.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 17 February - 21 February	Lecture	Introduction to the course  This lecture will provide a detailed overview of the course requirements, assessments, and expectations. The relevance of a course such as this to social work practice, and to social work as a profession will also be discussed.
	Tutorial	All tutorials will be dedicated to engaging with course content and discussing the readings.  Each week you are expected to come prepared to each tutorial with a question, comment or discussion topic in relation to the weekly readings, or the lecture content. Each tutorial will critically engage with what you have learnt that week, and these discussions will aid you to write your final assessment.  This week you will form into discussion groups. Through the weekly discussion groups, you will develop and practice key social work skills including but not limited to group work, presentation, advocacy and community education.
Week 2: 24 February - 28 February	Lecture	Aboriginal peoples, cultures, and worldviews

February		This lecture will provide students with an introduction to the diversity of Aboriginal Australians, and an insight into traditional and contemporary Aboriginal cultures and worldviews.
	Tutorial	Content as per week 1.
Week 3: 2 March - 6 March	Lecture	<p>Australian history in an Aboriginal context/ The impact of colonisation and trauma</p> <p>The first part of today's lecture will provide students with a recount of the history of Aboriginal Australia, and key events from pre-colonisation until present.</p> <p>The second part of the lecture will focus on understanding trauma stemming from colonisation.</p>
	Tutorial	Content as per week 1.
Week 4: 9 March - 13 March	Lecture	<p>The child welfare system</p> <p>This lecture will provide an historical overview of the child welfare system and related government policies since colonisation.</p> <p>This is followed by a screening of a recent documentary examining the lived experiences of Aboriginal families and communities fighting the child welfare system.</p>
	Tutorial	Content as per week 1.
Week 5: 16 March - 20 March	Lecture	<p>Human Rights and socioeconomic issues experienced by Indigenous Australians</p> <p>This lecture will firstly provide an overview of the international Human Rights legislations applicable to Aboriginal and Torres Strait Islander peoples. It will then provide an overview of the vast socioeconomic issues, inequalities and injustices experienced by Aboriginal peoples.</p>
	Tutorial	Content as per week 1.
Week 6: 23 March - 27 March	Lecture	<p>Engaging Aboriginal peoples as social work clients</p> <p>This lecture will discuss the key principles of cultural competence, and trauma-informed practice, for working with Aboriginal peoples.</p>
	Tutorial	Content as per Week 1.
Week 7: 30 March - 3 April	Lecture	<p>Engaging Aboriginal peoples in research</p> <p>This lecture will introduce students to the key principles for conducting good research with</p>

		Aboriginal peoples, as well as the best practice learnings, drawing on previous research experiences to demonstrate.
	Tutorial	Content as per Week 1.
Week 8: 6 April - 10 April	Lecture	Constitutional Recognition and Treaty  This lecture will provide students with an understanding of the politics and significance of Constitutional Recognition and Treaty for Indigenous Australians.
	Tutorial	Content as per Week 1.  NB: Students who have tutorials on Fridays will not attend class this week due to the public holiday. Make-up tutorials will be offered in Week 11 for these students.
Week 9: 13 April - 17 April	Lecture	Case studies on current social or political issues  Case study topics TBA.
	Tutorial	Content as per Week 1.
Week 10: 20 April - 24 April	Lecture	Wrap up of course  This lecture will tie together all the content of the course and ask students to consider how to further develop their social work skills for working with Aboriginal people and communities in light of that they have learned throughout the term.
	Tutorial	The final tutorial will be a forum for students to ask questions on issues not covered within the course that they would like more information about, or elaborate on issues already learned. Students may also like to continue the conversation from the lecture, to consider how the learnings from this course will assist them in their role as social workers, and the knowledge they would like to further develop.
Week 11: 27 April - 28 April	Tutorial	This is the final tutorial class for students who regularly have Friday tutorials. The final tutorial will be a forum for students to ask questions on issues not covered within the course that they would like more information about, or elaborate on issues already learned. Students may also like to continue the conversation from the lecture, to consider how the learnings from this course will assist them in their role as social workers, and the knowledge they would like to further develop.



## **Resources**

### **Prescribed Resources**

- Textbook: Bennett, B., Green, S. (2019) *Our Voices*. Aboriginal and Torres Strait Islander Social Work. Palgrave, NSW.
- Other readings: Online

### **Recommended Resources**

Students are advised to obtain a copy of the AASW Code of Ethics and the United Nations Declaration of Human Rights.

### **Course Evaluation and Development**

Students will undertake a questionnaire in their last class and also are requested to complete the UNSW online course survey.

Students are welcome and encouraged to talk to the course convenor or the course tutors about any feedback they have throughout the course. If students would like to provide anonymous feedback they are welcome to do so by contacting the SOSS office.

## **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](mailto: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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