



## UNSW Course Outline

# SOCW2006 Social Work Practice - Community Work - 2024

Published on the 19 Sep 2024

## General Course Information

**Course Code :** SOCW2006

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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 development 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 contexts such as social housing, First Nations, refugee, displacement and disasters, you will explore the history and politics of community development. Critical and creative skills in the 'doing' of community development work will be developed. These include skills in community engagement, consultation and needs assessment, working with at risk and marginalised populations, analysing the impacts of age, gender and diversity and in advocacy.

## Relationship to Other Courses

This course builds on and extends your learning on macro practice and community development interventions that were introduced in SOCW1001 Introduction to Social Work. It will also draw on key learning from SOCW2100 First Nations People and Social Work, SOCW2008 Culture Identity and Diversity.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify skills needed for assisting communities to bring about social change in economic, social, cultural and environmental conditions
CLO2 : Develop competence in the application of selected skills and strategies around decision-making and taking action
CLO3 : Understand values and ethics involved in community work practice
CLO4 : The capacity for analytical and critical thinking and for creative problem-solving

Course Learning Outcomes	Assessment Item
CLO1 : Identify skills needed for assisting communities to bring about social change in economic, social, cultural and environmental conditions	<ul style="list-style-type: none"><li>• Conceptual Briefing Paper</li><li>• Simulation</li><li>• Community work simulation write up</li></ul>
CLO2 : Develop competence in the application of selected skills and strategies around decision-making and taking action	<ul style="list-style-type: none"><li>• Simulation</li></ul>
CLO3 : Understand values and ethics involved in community work practice	<ul style="list-style-type: none"><li>• Conceptual Briefing Paper</li><li>• Community work simulation write up</li><li>• Simulation</li></ul>
CLO4 : The capacity for analytical and critical thinking and for creative problem-solving	<ul style="list-style-type: none"><li>• Community work simulation write up</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Learning and Teaching in this course

Detailed guidance is provided on Moodle.

## Additional Course Information

Provided on Moodle

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Conceptual Briefing Paper Short Extension: Yes (3 days)	35%	Start Date: Not Applicable Due Date: 08/10/2024 11:59 PM Post Date: 24/10/2024 09:00 PM
Simulation	20%	Start Date: Not Applicable Due Date: Weeks, 8, 9 or 10 in small groups Post Date: 08/12/2024 11:00 PM
Community work simulation write up	45%	Start Date: Not Applicable Due Date: See notes below Post Date: 08/12/2024 11:00 PM

## Assessment Details

### Conceptual Briefing Paper

#### Assessment Overview

Identify a social problem facing Australia today and prepare a 1500 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.

#### Course Learning Outcomes

- CLO1 : Identify skills needed for assisting communities to bring about social change in economic, social, cultural and environmental conditions
- CLO3 : Understand values and ethics involved in community work practice

#### Detailed Assessment Description

A detailed description can be downloaded on the Moodle page

## Assessment Length

1500 words

## Submission notes

Submit on Turnitin.

## Assessment information

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

Please note students not based in Australia can elect to write about a current social problem in their home countries.

## Assignment submission Turnitin type

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

## Generative AI Permission Level

### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

**If you have used AI to prepare this assessment you must attach copies of each iteration of your assessment as appendices to the assessment you submit to demonstrate the originality of your work. This must include those which demonstrate the use of editing software.**

## Simulation

### Assessment Overview

In small groups, you will prepare and lead an interactive 30-minute 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.

### **Course Learning Outcomes**

- CLO1 : Identify skills needed for assisting communities to bring about social change in economic, social, cultural and environmental conditions
- CLO2 : Develop competence in the application of selected skills and strategies around decision-making and taking action
- CLO3 : Understand values and ethics involved in community work practice

### **Detailed Assessment Description**

A detailed description can be downloaded on the Moodle page

### **Assessment Length**

30 minutes

### **Submission notes**

In class simulation presentation

### **Assessment information**

Available on Moodle

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

#### **Planning/Design Assistance**

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For more information on Generative AI and permitted use please see [here](#).

## Community work simulation write up

### Assessment Overview

You will prepare a 2000 word individual theoretical analysis of the situation addressed in the simulation and a rationale for the community development strategies used. Electronic feedback is provided within two weeks of submission. This is the final assessment in the course.

### Course Learning Outcomes

- CLO1 : Identify skills needed for assisting communities to bring about social change in economic, social, cultural and environmental conditions
- CLO3 : Understand values and ethics involved in community work practice
- CLO4 : The capacity for analytical and critical thinking and for creative problem-solving

### Detailed Assessment Description

A detailed description can be downloaded on the Moodle page

### Assessment Length

2000 words

### Submission notes

Students presenting their simulations in weeks 8 and 9 are to submit their individual write-up (Ass 3) by Thursday 14th November. Students presenting in week 10 are to submit by Thursday 21st November.

### Assessment information

A detailed assessment guide will be posted on Moodle and discussed in the tutorial in weeks 2 and 3

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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For more information on Generative AI and permitted use please see [here](#).

**If you have used AI to prepare this assessment you must attach copies of each iteration of your assessment as appendices to the assessment you submit to demonstrate the originality of your work. This must include those which demonstrate the use of editing software.**

## General Assessment Information

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

### Grading Basis

Standard

### Requirements to pass course

As per the attendance policy outlined students are expected to attend and actively participate in all classes. Both lectures and tutorials. Please refer to the attendance policy for further details.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Exploring the concept of community work as community development: A theoretical framework for practice All lectures will be delivered live in hybrid mode with student participation and interaction activley encouraged. Lectures will also be recorded on zoom for students who are unable to attend due to illness.
	Tutorial	Introductions -What is community? Exploring the politics of community development Discussion about assignments (1) Conceptual paper , (2) and (3) The in-class community work small group simulation and write-up
Week 2 : 16 September - 22 September	Lecture	Community development: a conceptual framework for practice: Community development: a conceptual framework for practice part 2. All lectures will be delivered live in hybrid mode with student participation and interaction activley encouraged. Lectures will also be recorded on zoom for students who are unable to attend due to illness.
	Tutorial	Working in partnership with communities: Recognising power and privilege Small group work on starting to think about the Topics for assignment 1
Week 3 : 23 September - 29 September	Lecture	Foundations of community work – Theoretical perspectives and concepts bottom up, decolonising, anti-oppressive and ecological approaches. All lectures will be delivered live in hybrid mode with student participation and interaction activley encouraged. Lectures will also be recorded on zoom for students who are unable to attend due to illness.
	Tutorial	Conceptual Framework – Tutorial Exercise Effective group work – forming and working in groups for the simulations Allocation of groups for simulation and developing group contracts
Week 4 : 30 September - 6 October	Lecture	Human Rights and applying a rights-based approach to community development work. All lectures will be delivered live in hybrid mode with student participation and interaction activley encouraged. Lectures will also be recorded on zoom for students who are unable to attend due to illness.
	Tutorial	Interactive small group tutorial exercises to build conceptual and practice skills .
Week 5 : 7 October - 13 October	Online Activity	Community work in practice: Case Study 1 Community Work with Diverse Communities- 'Community-led recovery and resilience: Northern Rivers floods'
	Group Work	Designing Community work projects - Guided preparation for the Small Group Simulations. Due to the public holiday in place of the scheduled tutorials you will need to arrange to meet with your simulation group and then book a 20 minute consultation with your tutor to seek feedback on your proposed group simulation. Depending on your group's preference these meetings can be arranged either face to face or online. Your tutor will provide you a schedule of possible meeting times during the week 4 tutorials and with a set of slides and a framework to guide you through planning on simulation.
	Assessment	Conceptual Briefing Paper is due on Tuesday 8th October
Week 6 : 14 October - 20 October	Reading	Flexibility week - No shuduled classes this week
Week 7 : 21 October - 27 October	Lecture	Community work in practice: Case Study 2: Community Work with Diverse Communities
	Tutorial	Community development in practice- simulation preparation time in class
Week 8 : 28 October - 3 November	Lecture	Community work in practice: Case Study 3 Community work with Diverse Communities
	Tutorial	In Class Group Community Project simulations x 2
Week 9 : 4 November - 10 November	Lecture	Community work in practice: Recapping key Skills and Good practices
	Tutorial	In Class Group Community Project simulations x 2
Week 10 : 11 November - 17 November	Lecture	Drawing the threads together: Key skills, concepts and debates
	Tutorial	In Class Group Community Project simulations x 2 Course Evaluation

# Attendance Requirements

## ATTENDENCE EXPECTATIONS

Partnerships and collaboration between students and educators are particularly important in social work learning. As well, to maintain our accreditation as a provider of social work education, it is important that each student finds themselves in an environment where they are able to experience all content to a high level of depth and engagement. For this reason, active participation and commitment to attendance is expected of all students.

- Lectures in this course are designed to provide essential learning, this means you must attend or listen to all 8 lectures which are being offered synchronously as well as being recorded with the lecture link posted on Moodle. The week 5 lecture content will be prerecorded and provided online for you to watch at your leisure due to the public holiday. If you miss or do not catchup on lectures you will struggle to complete and pass the course assignments
- Tutorials are designed to provide essential application of content; it is expected that you will attend all of the 9 tutorials and to catchup on the content covered if you are unable to attend a tutorial due to illness or misadventure. A role will be taken in tutorials and any student who has missed two tutorials may be referred to student services for advise and support and will also be required to complete makeup work.

Compassion and concern for student welfare is what we strive for in our provision of social work education and this is enabled by two-way communication. Communication is especially important when a student is experiencing learning barriers, particularly those which affect class attendance and completion of independent learning tasks.

To ensure that student learning and wellbeing is at the forefront of all decisions made, we encourage all students to communicate any barrier to attendance to your course convenor, lecturer or tutor as soon as possible, so a collaborative plan can be developed to work around these barriers.

If your attendance is affected for a limited period of time, we will refer you to selected alternate tasks we have created to promote your access to vital content in this course. These alternative tasks can also be completed by students whose attendance is exemplary and who wish to extend their learning. We will expect you to take full responsibility and initiative for completing these alternate tasks and to ensure that in completing them you develop a good working knowledge of the content missed.

Our aim is to foster an environment where students feel comfortable coming forward regarding

concerns about their learning and attendance. Based on experience, if your attendance drops below a certain level it is unlikely you will have the skills and knowledge to effectively achieve the learning outcomes of this course; which is why we highly encourage active attendance and participation. With effective communication and planning we endeavour to avoid situations where students feel they have not adequately engaged with the course, and therefore strongly encourage students to communicate any concerns as early as possible. We want to again emphasise the importance of collaboration and communication, and acknowledge the unique circumstances students may find themselves experiencing.

## General Schedule Information

Please refer to Moodle each week for extended details of in class and preparatory activities.

## Course Resources

### Prescribed Resources

Set text

Kenny, S and Hand, T (2022) Developing Communities, 6th edition, Australia: Cengage Learning.

To purchase the text book:

Print: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780170452755>

Digital: <https://unswbookshop.vitalsource.com/products/-v9780170292566>

You are also able to use the previous edition of the text book.

Kenny, S. and Connors, P. (2017), Developing communities for the future, 5th edn, Victoria: Cengage Learning, Melbourne. Chapter 1 'The nature of community development' (can be accessed online via the library)

Essential readings for assessments : In this subject, it is expected that you will seek out specialist journals on topics related to your individual and group assessments.

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 Leganto and 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 prescribed and recommended texts for this course are listed above and below, it is up to you to make the link to lectures and to read the relevant chapters in preparation for tutorials.

## **Recommended text**

Morley, C., Macfarlane, S., and Ablet, P. (2019) Engaging with Social work: A Critical Introduction, 2nd edn, UK: Cambridge University Press

To purchase the print book: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781108452816>

To purchase the digital book:<https://unswbookshop.vitalsource.com/products/-v9781108613798>

Ife, J (2016) Human Rights from Below, UK:Cambridge University Press

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.

## **Additional Costs**

None

## **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 are 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 student feedback in 2016 an additional tutorial session was included early in the course 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 work. Student feedback in 2019 called for deeper engagement with community work theory in order to provide a stronger framework for practice and to assist them in their assessments. To address this request the lecture topics have been revised in order to introduce a wider range of relevant theoretical frameworks and of applied case studies. Due to COVID 19 the major assessment has been revised. Students are no longer required to attend and evaluate a community event or project. Instead, you will prepare a theoretical analysis of the group community work simulation which is now assessment two. Student feedback in 2020/1 indicated a desire to look at a wider range of community work case study examples. As a result additional examples have been included across the course. Student feedback in 2023 included a request that core community work strategies and principles be reviewed regularly across the course and particularly prior to the submission of assessment 3. To address this one of the case study lectures has been replaced by key concepts in theory and practice review class. Students also requested that students presenting their simulation in Week 10 have a least a week to submit their final assessment. Due dates have now been staggered to ensure parity. We look forward to your feedback on these changes and to your suggestions for further revisions which might further strengthen this course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Linda Bartolomei		Room 171 Level 1 Morven Brown	Via Teams	By email appointment	Yes	Yes
Tutor	Natasa Zekanovic				By appointment and in class	No	No

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

### Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

### Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here.](#)

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>