



## UNSW Course Outline

# SOCW2100 First Nations People and Social Work - 2024

Published on the 14 Feb 2024

## General Course Information

Course Code : SOCW2100

Year : 2024

Term : Term 1

Teaching Period : T1

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

In this course, you will examine the history and current legacy of colonisation and government policies for First Nations People and their position in contemporary Australian society. You will consider social movements and actions relevant to First Nations Peoples' social experience in

Australia. The course develops the skills social workers need to work with First Nations clients and considers the role that social work can play in progressing equity and social justice for First Nations People in Australia

## Relationship to Other Courses

This course addresses diversity, power, oppression and exploitation of Australia's First Nations peoples, as well as cultural awareness and cultural sensitivity. These themes are introduced in SOCW1001 (Introduction to Social Work) and extended upon in later courses including SOCW2006 (Community Work), SOCW3012/3013 and SOCW4017/4018 (Placement Courses), SOCW4003 (Advanced Social Work Practice) and SOCW4013 (child and Family Practice). We promote analysis of different types of social work practice contexts and constructions, including child protection and juvenile justice settings, and in therapeutic, policy and research modalities. Like other courses, the AASW code of ethics is a foundation for learning in this course; however, we delve into the areas of the Code of Ethics that provide explicit guidance on the ethical considerations for practitioners who are working with and alongside First Nations peoples in practice.

## Course Learning Outcomes

Course Learning Outcomes
CL01 : Explain the key social and community issues facing First Nations People
CL02 : Engage in critical reflection on the role of social workers in working with First Nations People and their communities
CL03 : Identify the skills, attributes and knowledge needed for work with First Nations People in social work contexts
CL04 : Develop skills of self-reflection in the context of social work with First Nations People and their communities

Course Learning Outcomes	Assessment Item
CL01 : Explain the key social and community issues facing First Nations People	• Essay
CL02 : Engage in critical reflection on the role of social workers in working with First Nations People and their communities	• Reflective Journal
CL03 : Identify the skills, attributes and knowledge needed for work with First Nations People in social work contexts	• Essay
CL04 : Develop skills of self-reflection in the context of social work with First Nations People and their communities	• Reflective Journal

# Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

## Learning and Teaching in this course

We engage students in learning through structured hands-on activities, critical reflection and small and large group discussions. This is premised on the belief that effective learning takes place when students are actively engaged in the learning process. We expect all students to attend and actively participate in lectures and tutorials and to demonstrate their engagement in their assessment submissions.

## Additional Course Information

First Nations Social Work Educators teach this course in partnership with non-Indigenous Social Work Educators.

This course aims to:

- \* highlight the power imbalances that exist between systems, social workers and First Nations clients, and the need to decolonise practice across all areas of social work practice,
- \* prepare students for practice by introducing a culturally humble mindset.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 11/03/2024 11:59 PM Post Date: 25/03/2024 11:30 PM
Reflective Journal Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: 23/04/2024 11:59 PM

## Assessment Details

### Essay

#### Assessment Overview

You will write a reflective essay (1500 words) on a topic that is relevant to social work with Australian First Nations peoples.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

### **Course Learning Outcomes**

- CLO1 : Explain the key social and community issues facing First Nations People
- CLO3 : Identify the skills, attributes and knowledge needed for work with First Nations People in social work contexts

### **Detailed Assessment Description**

*We provide three essay topics for this task (see **additional information**). You will select one of the topics, read the recommended texts we provide about this topic, and write an essay conveying:*

#### **1) A critical appreciation of the topic, by:**

- Explaining the key information you have learned from reading these texts.
- Summarising what you have learnt about the historic and current contributions of social workers from reading these texts.
- Critically evaluating your learnings in the light of other material and experiences you have had in this course.

#### **2) Discussion of how this will influence your future practice, focusing on:**

- How has researching this topic changed your perspective about Australian social systems and/or practitioners working with Aboriginal people?
- How will what you have learned influence your approach to practice in the future? What will you avoid, or do differently, in the future, as a result of completing this assessment task?

#### **3) Perspectives that are consistent with the principles contained in the AASW Practice Standards and Code of Ethics, by:**

- citing them in your reference list
- integrating them into your discussion.

This information will also be provided in an assessment description on Moodle.

### **Assessment Length**

1500 words (in-text references included in word count but reference list is excluded)

### **Submission notes**

Please follow the UNSW referencing guide, consult the rubric, answer all questions asked and format your assignment appropriately.

### **Assessment information**

#### **Essay Topics**

**Topic 1:** Restoration from out-of-home care for Aboriginal children

**Topic 2:** Aboriginal young people's experiences of the criminal justice system

**Topic 3:** Aboriginal people's experiences of NSW health systems

#### **Notes:**

- Please provide signposts to guide the marker through your assessment (e.g. headings and sub-headings for different themes or topics).
- Please read the AASW Practice Standards and Code of Ethics and cite them in your reference list. Your response is required to be consistent with the principles they contain.
- See Moodle for the assessment rubric.

If required, a 7-day automatic Short Extension without documentation is available for this assessment. You can apply by accessing the Short Extension Student Portal on the [Special Consideration login page](#). This will be visible, and open for student applications, from 13 February 2024.

### **Assignment submission Turnitin type**

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

## **Reflective Journal**

### **Assessment Overview**

You will write about 2 or 3 incidents or events that stand out in your mind as critical learning experiences during this course. (Total Length: 2500 words). Your entries will offer you the opportunity for critical self-reflection where you will consider the nature of your learning and its impact on you.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

### Course Learning Outcomes

- CLO2 : Engage in critical reflection on the role of social workers in working with First Nations People and their communities
- CLO4 : Develop skills of self-reflection in the context of social work with First Nations People and their communities

### Detailed Assessment Description

Please write about 2 or 3 experiences you have had in this course that stand out in your mind as critical learning experiences. In doing so, please:

- explain what the incident or event was (**What**), ensuring that your explanation is consistent with social work principles,
- explain your actions, reactions, feelings and thoughts about the incident or event (**How**), ensuring that your explanation is consistent with social work principles,
- describe how your own values, beliefs and experiences have shaped or informed your actions, reactions, feelings and thoughts (**Why**), ensuring that your explanation is consistent with social work principles, and
- describe the impact of your experiences/insights upon your future practice as a social worker (**Future application**).
- provide signposts to guide the marker through your assessment (e.g. headings and sub-headings for different topics or experiences).

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

### Assessment Length

2500 words (+/- 10%, in-text citations included but reference list excluded)

### Submission notes

Please follow the UNSW referencing guide, consult the rubric, answer all questions asked and format your assignment appropriately.

### Assessment information

- As a part of this self-reflection, you are expected to provide references, for example, when you refer to the work of someone else, use direct quotes, or as a way of demonstrating the connections between your insights and experience with those published in the literature.
- A self-reflection is not an evaluation of the course or your tutor or the lecturer. If you write

about the course, lecturer or tutors (regardless of how much you tell them how wonderful they are), you will not get a very good mark. It is also not a summary of what occurred during the course. Again, if you provide a summary of what happened in the course you will not get a very good mark.

- And finally, a self-reflection is focused upon yourself and your learning. What you are being asked to do is to think about the things that impacted upon you (they can be positive or negative) and then explore why **you** experienced things in the way that you did. What is it about your past experiences, your beliefs and your values that result in you feeling, thinking and/or reacting in the manner in which you do/did. You are analysing **your own** thoughts, feelings and reactions.
- See Moodle for the assessment rubric.

If required, a 7-day automatic Short Extension without documentation is available for this assessment. You can apply by accessing the Short Extension Student Portal on the [Special Consideration login page](#). This will be visible, and open for student applications, from 13 February 2024.

#### **Assignment submission Turnitin type**

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

## **General Assessment Information**

**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 by doing the preparation and homework and bringing 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.

#### **Grading Basis**

Standard

#### **Requirements to pass course**

To pass this course you must achieve a composite mark of at least 50/100 and engage actively in all lectures and tutorials. 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.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 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	Your strengths and learning goals All tutorials will be dedicated to engaging with course content and discussing the readings. This week you will form into discussion groups and introduce yourselves, discuss strengths you bring to this course and what you want to learn, complete a cultural safety activity and brainstorm your essay topics. 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. 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.
Week 2 : 19 February - 25 February	Lecture	Australia's Blakk History Today's lecture will provide students with information about Australia's Blakk history, including key events from pre-colonisation until the present. The material will assist students to understand the current socio-political positioning of Australia's First Nations people. It will incorporate a trauma-informed lens.
	Tutorial	Australia's Blakk History This week you will spend time discussing what you learnt from the lecture and the set readings. You will explore the significance of the historical elements discussed in the lecture and readings and its relevance to your practice.
Week 3 : 26 February - 3 March	Lecture	Decolonisation This lecture will provide students with an introduction to the diversity of Aboriginal Australian cultures and worldviews. It will introduce students to the decolonisation of social work in theory, policy and practice.
	Tutorial	Decolonisation This week you will spend time debriefing about the lecture and discussing what you learned from the set readings and the implications for your future practice across different contexts and methods of practice.
Week 4 : 4 March - 10 March	Lecture	Child Protection You will learn about the current context of protecting Australian First Nations children by looking at the current data and recommendations from Aboriginal Peak Organisations and Aboriginal academics.
	Tutorial	Child Protection This week you will spend time discussing what you learnt from the lecture and the set readings and look at selected case studies with your tutor.
Week 5 : 11 March - 17 March	Assessment	Assessment 1, Essay, is due Monday 11th March at 11.59 pm Please follow the UNSW referencing guide, consult the rubric, answer all set questions and format your assignment appropriately. If you are having trouble completing this assignment please email <a href="mailto:m.higgins@unsw.edu.au">m.higgins@unsw.edu.au</a> and also consider applying for special consideration ( <a href="https://www.student.unsw.edu.au/special-consideration">https://www.student.unsw.edu.au/special-consideration</a> )
	Lecture	Youth Justice (Guest Lecture) You will learn about the current context of protecting Youth Justice by looking at the current data and recommendations from Government Inquiries, Aboriginal Peak Organisations and Aboriginal academics.
	Tutorial	Youth Justice Discussion and debrief your learnings from the lecture and readings. Exploring Youth Justice issues from a social justice and social work lens.



Week 6 : 18 March - 24 March	Online Activity	Week 6 is Flexibility Week. This week, we will not have formal classes. Please watch The Australian Dream and document your reflections.
Week 7 : 25 March - 31 March	Lecture	Systemic Racism This lecture will provide students with an understanding of systemic racism and the importance of changing the prevailing deficit narrative. It extends on the analysis students have completed in the first assessment.
	Tutorial	Please note the alternative arrangements are in place for the public holiday that impacts Friday classes in week 7: Students being tutored by Yatungka Gordon will attend an online tutorial at an agreed time earlier that week. Other tutorials will run as normal. Please contact Maree Higgins (m.higgins@unsw.edu.au) at the beginning of Week 7 if you are unsure about these arrangements. Systemic Racism This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings. In groups, you will look at different case studies and explore systemic racism and how it is connected to white fragility.
Week 8 : 1 April - 7 April	Lecture	Trauma and culturally informed care This lecture will provide students with an understanding of trauma and culturally informed care.
	Tutorial	Trauma and culturally informed care This week you will spend time debriefing about the lecture and discussing what you learned from set readings. Using case studies you will explore practice skills.
Week 9 : 8 April - 14 April	Lecture	Resistance This lecture will provide students with an understanding of Aboriginal Australian acts of resistance.
	Tutorial	Resistance This week you will spend time debriefing about the lecture and discussing what you learned from the set readings. In this tutorial you will break up into groups and explore different Aboriginal resistance movements reporting back to the group.
Week 10 : 15 April - 21 April	Lecture	Where to from here? This week's lecture opens up a yarn about students' and staff's key learnings and invites reflection on what can we be part of doing differently to build and sustain resistance.
	Tutorial	Where to from here? This tutorial celebrates the relationships that have developed over the term and provides time for reflection on what you can do differently in your future practice.
Week 11 : 22 April - 28 April	Assessment	Assessment 2, Reflective Journal, is due Tuesday 23rd April at 11:59 pm: Please follow the UNSW referencing guide, consult the rubric, answer all set questions and format your assignment appropriately. If you are having trouble completing this assignment please email m.higgins@unsw.edu.au and also consider applying for special consideration ( <a href="https://www.student.unsw.edu.au/special-consideration">https://www.student.unsw.edu.au/special-consideration</a> )

## Attendance Requirements

In Term1, SOCW2100 has the following attendance requirements.

**LECTURES:** All lectures for this course are interactive and on-campus attendance is expected. We suggest you set aside time each week to prepare for and attend the lecture so that you can participate actively. We endeavour to create a respectful and safe environment where you are engaged as a learner and find your knowledge developing over time. The lectures are recorded and can be accessed via the course Moodle page if you are unable to attend. We will keep a record of student attendance at lectures,

**TUTORIAL ATTENDANCE:** Our tutorials are highly interactive and you are expected to attend all scheduled tutorial classes. We will keep a record of student attendance at tutorials. In keeping with AASW requirements for face-to-face learning all tutorials are offered face-to-face on campus.

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 can experience all content to a high level of depth and engagement. For this reason, active participation and commitment to full attendance is expected of all students. 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.

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 that affect class attendance and completion of independent learning tasks.

## **General Schedule Information**

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.

Our aim is to foster an environment where students feel comfortable coming forward regarding concerns about their learning and attendance. If your attendance is affected for a limited period of time, please contact the convenor and we will refer you to selected alternate tasks we have created to promote your access to vital content in this course. 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. Any student who misses two tutorials will be contacted and may be referred to Student services for advice and support.

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.

Please email the course convenor, Maree Higgins (maree.higgins@unsw.edu.au), as soon as possible if personal reasons (e.g. COVID infection) prohibit on-campus attendance.

## Course Resources

### Prescribed Resources

Recommended Textbook:

Bennett, B., Green, S. (2019) Our Voices. Aboriginal and Torres Strait Islander Social Work. 2nd Ed. Palgrave, NSW. (note that the 1st Ed. of Our Voices is also suitable as a substitute if you have been able to obtain a copy second hand or are able to access online).

Other prescribed resources:

- Australian Association of Social Work Code of Ethics (2020) [available online]
- United Nations Universal Declaration of Human Rights (Available online at <https://www.un.org/en/universal-declaration-human-rights/>)
- Declaration on the Rights of Indigenous Peoples (Available online at <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>)

### Recommended Resources

Additional readings and learning resources will be provided in Moodle.

### Additional Costs

There are no additional costs to study this course.

## 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.

Student feedback from 2023 has allowed us to refine the way we teach this course and the resources we provide and has allowed us to review and change the assessments.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Jennifer Stephens		SOSS Casual Tutor Office	Please contact via email	By appointment	No	No
Tutor	Kyana Kayago		SOSS Casual Tutor Office	Please contact via email	By appointment	No	No
	Yatungka Gordon		SOSS Casual Tutor Office	Please contact via email	By appointment	No	No
Teaching assistant	Megan Escott		Online	n/a	n/a	No	No
	Emma Godfrey		Online	n/a	n/a	No	No
Convenor	Phillipa Evans		Morven Brown 115		By appointment	Yes	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

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

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### 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

### 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, 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](#).

## 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>