

SOCW2100

Aboriginal and Torres Strait Islander Peoples and Social Work

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jennifer Stephensen	j.stephensen@unsw.edu.au	Wednesday 1-3	Morven Brown 167	Please contact via email

Tutors

Name	Email	Availability	Location	Phone
Emma Searle	e.godfrey@unsw.edu.au	Via email		
Megan Escott	m.escott@unsw.edu.au	Via email		

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soass@unsw.edu.au

phone: 02 9385 1807

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Summary of the Course

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 Peoples and communities
3. Identify the skills, attributes and knowledge needed for work with Aboriginal and/or Torres Strait Islander Peoples in social work contexts
4. Develop skills of self-reflection in the context of social work with Aboriginal and/or Torres Strait Islander Peoples 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 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.

Online Quiz

As per UNSW's policy to provide students with feedback on their progress prior to the census date, students will be required to complete an online Moodle quiz by the end of week 4. 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 task	Weight	Due Date	Course Learning Outcomes Assessed
1. Essay	40%	18/03/2022 11:00 PM	1, 2
2. Self-reflection	60%	22/04/2022 05:00 PM	2, 3, 4

Assessment 1: Essay

Assessment length: 1000 words, not including references

Submission notes: Please follow the School referencing guide, consult the rubric, answer all questions asked and format your assignment appropriately.

Due date: 18/03/2022 11:00 PM

Description: An essay on a topic relevant to the course (1000 words).

Feedback: Written feedback within 2 weeks of due date

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

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, you are expected to:

- Clearly introduce the topic or issue
- Show a scholarly engagement with the issues by:
 - Outlining the history and context of the chosen topic or issue
 - Clearly arguing your position on the chosen topic or issue
- Demonstrate values consistent with the social work profession by:
 - Discussing the relevance of this topic or issue for social workers
 - Discussing the implications of this issue for social work practice

Assessment 2: Self-reflection

Assessment length: 2500 words, not including references

Submission notes: Please follow the School referencing guide, consult the rubric, answer all questions asked and format your assignment appropriately.

Due date: 22/04/2022 05:00 PM

Description: 2500-word reflection on a topic relevant to the course

Feedback: Written feedback within 2 weeks of due date

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

Additional details

This assessment is a critical self-reflection on your learning experiences throughout the course. You will need to write about what you have learnt and how you have reacted to 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 and the skills and knowledge you will apply as a social worker in the field?

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. Students are expected to use citations from the course content, and self-reflective literature in the writing of this essay.

Attendance Requirements

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.

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.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 13 January	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

		<p>course content and discussing the readings.</p> <p>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.</p> <p>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.</p>
	Homework	<p>This week for homework please complete the following:</p> <ul style="list-style-type: none"> * identity activity (details will be provided in Moodle) * self-reflection activity – what is an Aboriginal group/nation where I live or work * begin your reflective journal in line with assessment 2
Week 1: 14 February - 18 February	Lecture	<p>Aboriginal peoples, cultures, and worldviews</p> <p>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.</p>
	Tutorial	<p>This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings</p> <p>You will also share and discuss what you learned about your chosen Aboriginal group/nation</p> <p>Finally, in small groups, you will begin the homework activity</p>

	Homework	<p>This week please complete the following homework:</p> <p>Choose one Bringing Them Home Report recommendation and explore where the recommendation sits today. Was it implemented? How? If not, implications of this etc- looking from a social work perspective. Write about this in your journal.</p>
Week 2: 21 February - 25 February	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	<p>This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings</p> <p>You will also share what you learnt from the homework - researching one recommendation from the Bringing Them Home Report and exploring where the recommendation sits today. Was it implemented? How? If not, implications of this etc- looking from a social work perspective</p> <p>In this tutorial, half of the group will briefly present their essay topic – outlining the key questions/focus emerging</p>
	Homework	<p>This week please complete the following homework:</p> <p>Research and journal about changes to NSW child protection system since After the Apology, e.g. Grandmothers Against Removal NSW progress, adoption reforms</p>
Week 3: 28 February - 4 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</p>

		documentary examining the lived experiences of Aboriginal families and communities fighting the child welfare system.
	Tutorial	<p>This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings</p> <p>You will also share what you learnt from the homework - researching changes to NSW child protection system since After the Apology, e.g. GMAR progress, adoption reforms</p> <p>In this tutorial, the other half of the group will briefly present their essay topic – outlining the key questions/focus emerging</p>
	Homework	<p>This week please complete the following for homework:</p> <p>Complete the recommended reading/materials and journal about aspects that stood out to you</p>
Week 4: 7 March - 11 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	<p>This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings</p> <p>You will then form groups and choose an Australian town/region/city. From a social work perspective, with Aboriginal clients in mind: service mapping, demographics, Aboriginal community and contexts, culture and protocols. What are the instruments/factors that challenge/create barriers, and facilitate/support social justice/social change/closing the gap etc. for Aboriginal people and communities? Brainstorm some recommendations/implications/insights based on your research</p>
	Homework	<p>This week please complete the following for homework:</p> <p>Complete the recommended reading/materials and journal about aspects that stood out to you</p>

	Assessment	Assessment 1, Essay, is due Wednesday 17th March at 11pm
Week 5: 14 March - 18 March	Lecture	Engaging Aboriginal peoples as social work clients This lecture will discuss the key principles of cultural competence, and trauma-informed practice, for working with Aboriginal peoples.
	Tutorial	This week is 'flexibility week' so please extend on your work from Week 5 by creating a blog about an Australian town/region/city. From a social work perspective, with Aboriginal clients in mind: service mapping, demographics, Aboriginal community and contexts, culture and protocols. What are the instruments/factors that challenge/create barriers, and facilitate/support social justice/social change/closing the gap etc. for Aboriginal people and communities? Brainstorm some recommendations/implications/insights based on your research.
	Homework	This week please complete the following for homework: Complete the recommended reading/materials and journal about aspects that stood out to you
Week 6: 21 March - 25 March	Lecture	Flexibility Week - Watch the Australian Dream
	Tutorial	
	Homework	This week please complete the following for homework: Complete the recommended reading/materials and journal about aspects that stood out to you
Week 7: 28 March - 1 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	This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings You will then form groups and examine the current political landscape, presenting back to the

		<p>wider group:</p> <ol style="list-style-type: none"> 1. What has happened since the Uluru convention? 2. What is desired? 3. What are the complexities presented? 4. What metaphors are used?
	Homework	<p>This week please complete the following for homework:</p> <p>Complete the recommended reading/materials and journal about aspects that stood out to you</p>
Week 8: 4 April - 8 April	Lecture	<p>Case studies on current social or political issues</p> <p>Case study topics TBA.</p>
	Tutorial	<p>This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings</p> <p>You will then form groups and complete an interview transcripts activity.</p> <p>NB: Students who have tutorials on Fridays will not attend class this week due to the public holiday. They will be asked to examine the interview transcripts and complete a worksheet which will be reviewed by their tutor.</p>
Week 9: 11 April - 15 April	Lecture	<p>Wrap up of course</p> <p>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.</p>
	Tutorial	<p>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</p>

		would like to further develop.
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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).
- Additional readings and stimuli will be provided online - Please find details Moodle.

Recommended Resources

Please download and read the AASW Code of Ethics (2020)

Please also download and read the United Nations Universal Declaration of Human Rights (<https://www.un.org/en/universal-declaration-human-rights/>) **and** the Declaration on the Rights of Indigenous Peoples (<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>)

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 2020 has allowed us to refine the way we teach this course and the resources we provide, and has allowed us to describe the assessments more clearly.

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 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.

Correct referencing practices

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

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.)

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.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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