

SOCW2006

Social Work Practice - Community Work

Term 3, 2022



Course Overview

Staff Contact Details

Convenors

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Tutors

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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

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

Course Learning Outcomes

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

Teaching Strategies

Rationale:

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

Assessment

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

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Conceptual Briefing Paper	35%	11/10/2022 11:59 PM	1, 3
2. Simulation	20%	Weeks 8, 9 and 10	1, 2, 3
3. Community work simulation write up	45%	Either 18th or 25th November	1, 3, 4

Assessment 1: Conceptual Briefing Paper

Assessment length: 1500 words

Due date: 11/10/2022 11:59 PM

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.

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

Additional details

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

Assessment 2: Simulation

Assessment length: 30 minutes

Due date: Weeks 8, 9 and 10

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.

This is not a Turnitin assignment

Assessment 3: Community work simulation write up

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 Friday 18th November. Students presenting in week 10 are to submit by Friday 25th

November.

Due date: Either 18th or 25th November

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.

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

Additional details

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

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 9 lectures which are being offered synchronously as well as being recorded with the lecture link posted on Moodle. 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.

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
Week 1: 12 September - 16 September	Lecture	Community development: a conceptual framework for practice: Community development: a conceptual framework for practice part 1. All lectures will be delivered live online with student participation and interaction actively encouraged
	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: 19 September - 23 September	Lecture	Community development: a conceptual framework for practice: Community development: a conceptual framework for practice part 2.
	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: 26 September - 30 September	Lecture	Community development: a conceptual framework for practice: Community development: a conceptual framework for practice part 3.
	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: 3 October - 7 October	Lecture	Community development: a conceptual framework for practice: Community development: a conceptual framework for practice part 4.
	Tutorial	Interactive small group tutorial exercises to build conceptual and practice skills .
Week 5: 10 October - 14 October	Lecture	Community work in practice: Case Study 1 Community Work with Communities Displaced by Floods
	Tutorial	Designing Community work projects - Guided preparation for the Small Group Simulations
	Assessment	Conceptual Briefing Paper
Week 6: 17 October - 21 October	Reading	Flexibility week - No sheduled classes this week
Week 7: 24 October - 28 October	Lecture	Community work in practice: Case Study 2: Community Work with First Nations Communities
	Tutorial	Community development in practice- simulation preparation time in class
Week 8: 31 October - 4 November	Lecture	Community work in practice: Case Study 3
	Tutorial	In Class Group Community Project simulations x 2
Week 9: 7 November - 11 November	Lecture	Community work in practice: Recapping key Skills and Good practices
	Tutorial	In Class Group Community Project simulations x 2
Week 10: 14 November - 18 November	Lecture	Drawing the threads together: Key skills, concepts and debates
	Tutorial	In Class Group Community Project simulations x 2 Course Evaluation

Resources

Prescribed Resources

Set 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>

Essential readings for assessment : 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 texts

Kenny, S. and Connors, P. (2017), *Developing communities for the future*, 5th edn, Victoria: Cengage Learning, Melbourne

To purchase the print book: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9780170254717>

To purchase the digital book: <https://unswbookshop.vitalsource.com/products/-v9780170279215>

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.

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 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 2021 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.

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, 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](#).

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

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.

Image Credit

Picture by Linda Bartolomei, Bangladesh 2019.

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