

SOCW2100

First Nations People and Social Work

Term 1, 2023



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
Samantha Ivanvcsik	sooss@unsw.edu.au	Via email		
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School Contact Information

School of Social Sciences

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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

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 People's 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

Course Learning Outcomes

1. Explain the key social and community issues facing First Nations People
2. Engage in critical reflection on the role of social workers in working with First Nations People and their communities
3. Identify the skills, attributes and knowledge needed for work with First Nations People in social work contexts
4. Develop skills of self-reflection in the context of social work with First Nations People and their 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. Reflective Journal	40%	17/03/2023 11:00 PM	1, 2
2. Essay	60%	14/04/2023 11:00 PM	2, 3, 4

Assessment 1: Reflective Journal

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: 17/03/2023 11:00 PM

You will prepare written reflections on the themes of decolonisation, white privilege & fragility and historical trauma. You will prepare 5 reflections of approximately 200 words for the first 5 weeks of the course (Total Length: 1000 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.

Additional details

Self reflective journal - 1000 words not including references.

In the first 5 weeks of the course you will be learning about Decolonisation, white privilege and fragility and historical trauma.

This task is to keep an electronic dated journal of your new learnings 150-200 words each week.

This is a critical self reflection journal, where you will reflect on the impact of the learning, what it was, how it impacted you and be reflexive - how will this influence your future practice. You are expected to use references to support your reflections.

Assessment 2: Essay

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: 14/04/2023 11:00 PM

You will write an essay (2500 words) that applies your understanding of the AASW code of ethics in relation to First Nations People.

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.

Additional details

Choose one of the following coroners reports. Or another matter/ case study can be selected in discussion with your tutor and course convenor.

In 2500 word essay demonstrating key learnings from this course and AASW code of ethics discuss:

- a) Who are the range of stakeholders involved eg government, NGO, Aboriginal Community organisations?
- b). Identify the systems challenges and failures that contributed to the matter?
- C). What the lessons for improved social work practise with First Nations People?

Please choose one of the following reports, links will be available on Moodle.

Kumnjay Walker

Naomi Williams

Julieka Dhu

Baby S

Sammy

Tanya Day

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: 6 February - 10 February		
Week 1: 13 February - 17 February	Tutorial	This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings You will also share and discuss what you learned about your chosen Aboriginal group/nation Finally, in small groups, you will begin the

		homework activity
	Lecture	<p>Introduction to the course</p> <p>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.</p>
	Tutorial	<p>All tutorials will be dedicated to engaging with 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>
Week 2: 20 February - 24 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>

		You will explore the significance of history and why it is relevant to social work
	Lecture	Aboriginal World Views Decolonisation 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. It will introduce students to decolonisation of social work and why
Week 3: 27 February - 3 March	Lecture	Stolen Generation - This lecture will explore some of the stories of the Stolen Generations. How Social Workers can work with Survivors and the descendants
	Tutorial	This week you will spend time debriefing about the lecture and discussing what you learnt from the set reading Discuss implications for future social work practice
Week 4: 6 March - 10 March	Lecture	Child Protection - Current situation Looking at the current data and recommendations from Aboriginal Peak Organisations and Aboriginal academics
	Tutorial	This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings Look at case studies and discuss
Week 5: 13 March - 17 March	Lecture	Youth Justice - Guest Lecture
	Tutorial	Discussion and debrief re learnings from Lecture and readings. Explore Youth Justice issues from a social justice lens for Social Work
	Assessment	Assessment 1, Essay, is due Friday 17th March

		at 11pm
	Assessment	Essay: Please follow the School referencing guide, consult the rubric, answer all questions asked and format your assignment appropriately.
Week 6: 20 March - 24 March	Lecture	Flexibility Week - Watch the Australian Dream
	Tutorial	
Week 7: 27 March - 31 March	Lecture	Systemic Racism This lecture will provide students with an understanding of the systemic racism and the importance of changing the deficit narrative
	Tutorial	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 the systemic racism and explore how it is connected to white fragility
Week 8: 3 April - 7 April	Lecture	Resistance - exploring acts of Resistance
	Tutorial	This week you will spend time debriefing about the lecture and discussing what you learnt from the set readings In this tutorial you will break up to groups and explore different Aboriginal resistance movements reporting back to the group
Week 9: 10 April - 14 April	Lecture	Trauma and cultural informed care
	Tutorial	This week you will spend time debriefing about the lecture and discussing what you learnt from set readings. Using case studies you will explore practice skills.
	Assessment	Self-reflection: Please follow the School referencing guide, consult the rubric, answer all questions asked and format your assignment

		appropriately.
Week 10: 17 April - 21 April	Tutorial	
	Lecture	Where to from here? What can social work do different

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 2022 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, 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.

This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle should be consulted for the up to date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline (as updated in Moodle), the description in the Course Outline/Moodle applies.

Image Credit

Photo by Marvin Meyer on Unsplash

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