



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

School of Social Sciences
and International Studies

SOCW7890/ATSI 5007
Working with Aboriginal People

Semester 2, 2011

Faculty of Arts and Social Sciences

School of Social Sciences and International Studies

Semester 2, 2011

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Staff contact details

Course Convener: Associate Professor Sue Green; s.green@unsw.edu.au; Room G 54, Morven

Course details

Credit points

6 units of credit

Summary of the Course

Welcome to Working with Aboriginal People. This course will provide participants the opportunity to explore, critique and develop respectful ways of working with Aboriginal people and of addressing social issues faced by Aboriginal people and communities. The course is run as a seminar over two weekends (both Saturday and Sunday) during session 2. The seminars are practically based and students are expected to come prepared for the seminar and willing to participate in all exercises and discussions.

Aims of the Course

- To provide participants with information and a learning environment in which they will increase their knowledge of Aboriginal culture, history and protocols
- To provide participants with a variety of learning experiences relevant to culturally safe practices.
- To work with participants towards gaining knowledge and practices enabling them to bring an increased awareness of Aboriginal Australians' social and cultural contexts to their work within their teams and with clients

Student Learning Outcomes

By the end of course students should be able to:

- 1) Demonstrate a critical understanding of the key social and community issues facing Aboriginal communities today
- 2) Engage in critical reflection on the role of community development workers in Aboriginal contexts.
- 3) Describe the skills, attributes and knowledge needed for work in Aboriginal social and community development contexts
- 4) Develop and implement protocols for working with Aboriginal people.

Graduate Attributes

The graduate attributes offered in Working with Aboriginal People include: the skills involved in scholarly enquiry; the ability to engage in independent and reflective learning; the capacity for enterprise, initiative and creativity; the appreciation of, and respect for, diversity; and, the skills of effective communication.

Rationale for the inclusion of content and teaching approach

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 two weekend seminars. The seminars are based on interactive participation by all members of the group. Students are expected to engage with the material and prepare for the seminars in order to enhance their learning experience.

Assessment

There are **FOUR** assessments for this course – two reflection task; a protocols document and a implementation plan

Item	Due date	Weighting
1) Reflection 1	15 August	10%
2) Protocol Document	26 August	50%
3) Reflection 2	26 September	10%
4) Implementation Plan	7 October	30%

Assessment 1

Reflection 1 worth 10 % of the overall mark; due 15th August.

Following each seminar you are required to reflect on the seminar and anything else that might be happening around you (such as work, media, interactions, social events, etc) that influence the way in which you think about working with Aboriginal people. As the task is reflective, it is not a descriptive recount of the course discussions and material. You will need to consider how you feel or re-act to certain information, materials and events. You will also need to consider why you felt or reacted in a certain manner. The reflection is about you and is aimed to assist you in learning about yourself and how you impact upon the work you do with others.

Learning outcomes assessed

The reflection will assess student's ability to engage with the course materials presented and also their ability to link knowledge and practice.

Graduate attributes assessed

This assignment will assess students' ability to engage in independent and reflective learning.

Assessment 2

Protocols Document Worth 50% of the overall mark, due 26th August.

Develop a protocols document for working with Aboriginal client for either the service in which you currently work or for a particular service area in which you hold an interest. You will need to outline what the organization is and the services it provides within the introduction. There is no set word count for this document – however, it must not be too short or too long that it is ineffective. For ideas have a look at other protocols for working for Aboriginal clients. You also need to consider the presentation of your document. The document needs to be something that people working within the area that you have select will want to pick up and engage with. You will also need to reference and acknowledge any sources used and/or cited within your document as well as any information that has been adapted from another document into the document you submit for marking. **Failure to do this will be deemed to be plagiarism and you will fail the entire course**

Learning outcomes assessed

The protocols document will give students an opportunity to develop knowledge and practical skills regarding working with Aboriginal people

Graduate attributes assessed

This assignment will assess students skills to locate, evaluate and use relevant information and their level of appreciation of and respect for diversity.

Assessment 3

Reflection 2 worth 10% of the overall mark, due 26th September.

As per Reflection 1

Assessment 4

Implementation Plan Worth 30% of the overall mark, due 7th October.

Develop an implementation plan for your document. You will need to consider how you are going to launch your protocols document, the training that will need to be given to staff within the organization, how you will promote the document and how this document is going to intercept with policy and daily practice within the organization.

Learning outcomes assessed

The protocols document will give students an opportunity to consider how they would implement a program/policy

Graduate attributes assessed

This assignment will assess students capacity for enterprise, initiative and creativity as well as their skills of effective communication.

PLEASE NOTE: IN ORDER TO PASS THIS COURSE YOU MUST COMPLETE ALL ASSESSMENTS TASKS AND MEET THE ATTENDANCE REQUIREMENTS.

Submission of assignments

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box. These will be stamped by the School Office with the receipt date in case of late submission only.

BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED BY 4PM ON THE DUE DATE TO AVOID A LATE PENALTY.

It is the student's responsibility to keep a copy of their work in case of loss of an assignment.

All assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments) and an Assignment Cover Sheet (if blind marking is done). These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below).

Normally assignments are returned in tutorials. For assignments with due dates from Week 10 onwards please fill out a self addressed envelope with your address if you want your assignment returned and attach it to your assignment before placing in the box.

Students are required to submit an electronic copy of the assignment on Blackboard on the due date.

Academic honesty and plagiarism

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The library runs the ELISE tutorial on-line which familiarizes student's academic writing, research and using information responsibly. It can be located at

<http://elise.library.unsw.edu.au/home/welcome.html>

The Learning Centre can provide further information found via

<http://www.lc.unsw.edu.au/plagiarism/>

Seminars

There is two weekend (Saturday and Sunday) seminars during session 2:. Students are required to attend all seminars. Seminars will be structured in such a way so as to encourage active learning, interaction and discussion. If you read the relevant literature prior to the lecture you will get more out of it.

You are required to attend 80% (therefore cannot miss more than 2 hours) of total seminar hours and to contribute to the discussion. You should do the readings set prior to each seminar I have limited the quantity of essential reading so that it is manageable.

SEMINAR PROGRAM

SEMINAR ONE

Day One

DATE	TIME	TOPIC
6 August	9am	Welcome to Program Introduction Expectations
	10.00am	Cultural Competency:
	10:45am	BREAK
	11.15am	Who are Australian Indigenous people and communities
	12.00noon	LUNCH
	1.00pm	Current Socio-economic status of Aboriginal People
	2.00pm	Break
	2.30pm	The Importance of knowing History
	3.30pm	Protocols – what are they
	4.30pm	Finish

Please note your preparation for tomorrow is to find an example of a protocol for working with Aboriginal People.

Day Two

DATE	TIME	TOPIC
7 August	9am	Groups – protocol documents
	10.30am	BREAK
	11:00am	Presentation Preparation
	12.00noon	LUNCH
	1.00pm	Group Presentations
	3.30pm	Break
	4.00pm	Wrap Up and discussion of assessment task
	5.00pm	Finish

SEMINAR TWO

Day One

DATE	TIME	TOPIC
17 September	9am	Social Policy /Political agendas
	10.30am	BREAK
	11:00am	Using Human Rights to address injustice
	12.00noon	LUNCH
	1.00pm	Discussion Groups – Social Policy and Human Rights
	2.00pm	Report back
	3.00pm	BREAK
	3.30pm	Aboriginal Peoples experiences of mainstream human service organisations
	4.30pm	Finish

Day Two

DATE	TIME	TOPIC
18 September	9am	The importance of self in working cross culturally/revisiting cultural competency
	10.30am	BREAK
	11:00am	What are your responsibilities for working with Aboriginal people and communities
	12.00noon	LUNCH
	1.00pm	Scenarios
	2.30pm	Break
	3.00pm	Presenting back
	4.30pm	Wrap up and course evaluation Discussion of final assessment
	5.00pm	Finish

Textbooks and other material

There is no textbook for this course. You will be supplied with a number of readings and are strongly advised and encourage to read more broadly on the topic.

Prescribed additional articles

You should read the readings in preparation for the seminars. Readings may be added during session.

Course evaluation and development

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) 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 will be communicated to subsequent cohorts of students taking the course. Based on Catei and other feedback the assessment requirements for this course have been modified. There is no longer an exam due to many students stating that the exam was not a suitable form of assessment for this course. I have cut the number of tutorial assignments and have changed the essay topic to make the link between theory and policy more explicit.

Attendance and conduct

Students are expected to attend all seminars. A satisfactory attendance record of at least 80% is expected. A attendance record will be kept for each seminar. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the seminar to be considered present.

For the UNSW student code of conduct please read:

<https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html>

Extensions

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

Special consideration and review of results

The purpose of Special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks. Details of the university policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

The University's policy on Special Consideration – Illness and Misadventure is as follows:

The **purpose** of Special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks. Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

Occupational health and safety

UNSW has an Occupational Health and Safety Policy that staff and students are expected to comply with. Please refer for details to:

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Student support services

The Learning Centre is available for individual consultation and workshops on academic skills – see <http://www.lc.unsw.edu.au/>

Student equity and diversity issues are addressed via the Student Equity officers (Disability) in the Student Equity and Diversity Unit (93854734)

Further information for students with disabilities is available at:
www.studentequity.unsw.edu.au/disabil.html

Marking sheet for assignments 1 and 3

Name of student:

Marker

Component	Comments	Mark (1 = poor, 5 = excellent)				
		1	2	3	4	5
Clarity / quality of the writing						
Has engaged with the seminar topics and course reading content						
Is able to articulate own feelings and reactions						
Is able to explore the reasons for own feelings and reactions						
Structuring / organisation of the answer *.						
Demonstrates skills of self reflection						
Displays insight						
Quality of the argument /s						
Answers the question posed						
Citing of sources and referencing						
Overall quality and final mark						

* appropriate intro, logical paragraph linkages, appropriate conclusion

Marking sheet for assignment 2

Name of student:

Marker

Component	Comments	Mark (1 = poor, 5 = excellent)				
		1	2	3	4	5
Clarity / quality of the writing						
Demonstrates a good understanding of Indigenous Australian protocols						
Demonstrates an understanding of diversity (both in Indigenous communities and in organisations)						
Structuring / organisation of the document *.						
Presentation of document						
Originality and creativity						
Demonstrates effective communication skills						
Uses appropriate language and concepts						
Citing of sources and referencing						
Overall quality and final mark						

* appropriate intro, logical paragraph linkages, appropriate conclusion

Marking sheet for assignment 4

Name of student:

Marker

Component	Comments	Mark (1 = poor, 5 = excellent)				
		1	2	3	4	5
Clarity / quality of the writing						
Fully addresses all aspects of the task						
Structuring / organisation of the document *.						
Presentation of document						
Originality and creativity						
Demonstrates effective communication skills						
Uses appropriate language and concepts						
Citing of sources and referencing						
Overall quality and final mark						

* appropriate intro, logical paragraph linkages, appropriate conclusion