



The University of Southern Queensland

Course specification

Description: Introduction to Community Welfare and Development						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
CDS	1000	51187	1, 2006	EXT	1.00	Toowoomba

Academic group:	FOART
Academic org:	FOA003
Student contribution band:	1
ASCED code:	090515

STAFFING

Examiner: Ian Richards
Moderator: Laretta Wright

SYNOPSIS

This course is an introduction to key issues and principles in the community work environment recognizing trends to increased competition for funding, demands for accountability, demand for services, responsiveness to social and cultural diversity, enhanced administrative, management, liaison and advocacy capabilities. Many of the fundamental skills and attitudes and much of the basic knowledge required is common for workers in varied social settings and various community services including carers, workers with Indigenous, refugee or immigrant communities; workers in women's shelters; youth workers and self-help groups. Emerging initiatives covered include principles of rights based development, empowerment, community rather than individual approaches, enhancing social capital and giving voice to the disadvantaged through advocacy. The course provides students with insights across a range of disciplines and sectors preparing them to contribute effectively to responsive, trans-disciplinary teams and adapt to emerging initiatives in working in community organisations or community development work with marginalized groups in Australian society.

OBJECTIVES

On successful completion of this course students will be able to:

1. Demonstrate oral and written skills in the analysis and discussion of key principles and issues of community welfare and development (All Assessment items refer)
2. Critically analyse social, economic, cultural and political contexts as they pertain to the community sector (ONC - Assessment items 1 and 3 refer) (EXT - Assessment items 2 and 3 refer)
3. Define community development and distinguish between various modes of response to marginalized groups (ONC - Assessment item 2 refers) (EXT - Assessment item 1 refers)
4. Demonstrate knowledge of relevant aspects of Australian Social Policy (ONC - Assessment items 1 and 3 refers) (EXT - Assessment items 2 and 5 refer)

5. Demonstrate competence in various professional skills including preparing submissions, accessing resources, publicity and lobbying strategies, volunteer involvement. (ONC - Assessment items 1 and 4 refer) (EXT - Assessment items 4 and 5 refer)
6. Evaluate a range of community development strategies appropriate to a context (All Assessment items refer)
7. Display a grasp of the role and scope of NGOs and community organisations in society (All Assessment items refer)

TOPICS

	Description	Weighting (%)
1.	Contexts of Welfare and Development	14.00
2.	Social Policy	13.00
3.	Areas of community organisations' operations	13.00
4.	NGOs, community organisations and civil society	12.00
5.	Resources, grants and funding sources	10.00
6.	Modes of response: welfare, empowerment, advocacy	10.00
7.	"Tools" of CD: information, awareness-raising, advocacy, self-help, networking, service provision, participation, resource provision	13.00
8.	Volunteer involvement in governance and operations	15.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Kenny, Susan 1999, *Developing Communities for the future: Community Development in Australia*, 2nd edn, Nelson Thomson Learning Australia, South Melbourne.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Adams, Paul and Nelson, Kristine (eds) 1995, *Reinventing human services: community and family-centred practice*, Aldine de Gruyter, New York.

Butler, Paul and Cass, Shirley 1993, *Case studies of community development in health*, Centre for Development and Innovation in Health, Victoria.

Giddens, Anthony 1994, *Beyond left and right: the future of radical politics*, Polity Press, Cambridge, UK.

Henderson, Paul and Thomas, David 2002, *Skills in neighbourhood work*, 3rd edn, Routledge, Abingdon, UK.

Hill, Michael 1995, *Social policy: a comparative analysis*, Prentice Hall/Harvester Wheatsheaf, Hertfordshire.

Ife, Jim 2002, *Community development: creating community-based alternatives in an age of globalisation*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

Jones, Andrew and May, John 1992, *Working in human service organisations: a critical introduction*, Longman Cheshire, Melbourne.

Kaplan, Allan 1996, *The development practitioner's handbook*, Pluto Press, London.

Kirst-Ashman, Karen and Hull, Grafton Jr 2001, *Generalist practice with organizations and communities*, 2nd edn, Wadsworth/Thomson Learning, Belmont, CA.

McArdle, Jeremy 1989, Community Development - Tools of the Trade, *Community Quarterly*, Windsor, Vic, pp47-54.

McClure, Patrick 2000, Participation support for a more equitable society, *Final report of the reference group on welfare reform*, Department of Family and Community Services, Canberra.

Means, Robin and Smith, R 1998, *Community care: policy and practice*, MacMillan, Basingstoke, England.

Nan, Lin (ed) 2001, *Social capital: theory and research*, Aldine de Gruyter, New York.

Pease, B and Fook, J (eds) *Transforming social work practice: postmodern critical perspectives*, Allen & Unwin, St Leonards, NSW.

Rubin, Herbet and Rubin, Irene 2001, *Community organizing and development*, Allyn & Bacon, Needham Heights, MA.

Sarkissian, Wendy & Perlmut, Donald (eds) 1994, *The community participation handbook: resources for public involvement in the planning process*, 2nd edn, Institute for Science and Technology Policy, Murdoch University.

Spicker, Paul 1995, *Social policy: themes and approaches*, Prentice Hall/Harvester Wheatsheaf, Hertfordshire.

Twelvetrees, Alan 2002, *Community work*, 3rd edn, Palmgrave, Basingstoke, UK.

Ward, John E 1993, *Australian community development: ideas, skills and values for the 90s*, *Community Quarterly*, Windsor, Vic.

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STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	39.00
Private Study	126.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
CASE STUDY	100.00	20.00	24 Apr 2006
ESSAY	100.00	30.00	15 May 2006
JOURNAL	100.00	10.00	15 May 2006
PROJECT	100.00	30.00	19 Jun 2006
PRESENTATION	100.00	10.00	19 Jun 2006

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:**

There are no attendance requirements for this external course. However, it is the student's responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:**

To satisfactorily complete an assessment item a student must achieve at least 50% of the marks or a grade of at least C-. Students do not have to satisfactorily complete each assessment item to be awarded a passing grade in this course. Refer to Statement 4 below for the requirements to receive a passing grade in this course.
- 3 Penalties for late submission of required work:**

If students submit assignments after the due date without prior approval, then a penalty of 10% of the total marks available for the assignment will apply for each of the first FIVE working days late, after which a zero mark will be given.
- 4 Requirements for student to be awarded a passing grade in the course:**

To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by obtaining at least 50% of the total weighted marks for all summative assessment.
- 5 Method used to combine assessment results to attain final grade:**

The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:**

There is no exam for this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:**

Given the details under (6) above, there are no deferred exams for this course. However, if any deferred/makeup work is granted, it would have to be submitted by a date set by the examiner.
- 8 University Regulations:**

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 9 (a) The due date for an assignment is the date by which a student must lodge the assignment at the USQ. (b) Students must retain a copy of each item submitted for assessment. This must be despatched to USQ within 24 hours if requested by the Examiner. (c) In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances such as documented ill-health. (d) Students who have undertaken all of the required assessments in the course but who have failed to meet some of the specified objectives of the course within the normally prescribed time may be awarded the temporary grade: IM Incomplete-Makeup). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study. (e) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or sit for an examination at the scheduled time, may apply to defer an assessment in the course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).