

HSS102.5 Decolonising Practice

Name of Unit 1 (Unit Code 1)

Decolonising Practice (HSS102.5)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards (list all awards)	Duration	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit Coordinator (incl. academic title)
Diploma of Applied Social Science	One semester	1 st Year Level 5	Head of Program or approved Adjunct Lecturer
Bachelor of Counselling	One semester	1 st Year Level 5	Head of Program or approved Adjunct Lecturer

Core or elective unit

Indicate if the unit is a

 core unit elective unit other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	48/144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

 Yes No

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This unit introduces students to the history of colonialism and cultural domination associated with community services in Australia as well as the impact of dominant worldviews in their own lives. Through encountering and reflecting on marginal stories, histories and cultural narratives students are challenged to understand their own worldview as a product of their social and cultural context. Topics covered include significant historical and political events in Australian colonial history, current decolonising scholarship and the implications for contemporary community service practice.

Learning outcomes for the unit

- 1) Recognise the colonial history and cultural context of community service practice in Australia and its impact on Indigenous Australian peoples, families and communities.
- 2) Critically discuss the personal and professional implications of recognising and valuing marginal worldviews and cultures in community services.
- 3) Reflexively apply decolonising frameworks of practice in the context of personal cultural heritage, biases and dominant worldviews.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Weekly reflection:</p> <p>Students will complete weekly self-reflective exercises through which they identify their previously unconscious cultural position. Students will consider multiple perspectives on what it means to be Australian today in the context of our colonial history.</p> <p>13 x 100 words = 1300 words</p>	1, 2	Weekly	25%
<p>Progressive cultural reflection:</p> <p>Students will write two separate statements exploring the dynamics of difference at an early and late stage in the unit, that summarise their learning and its relevance to their everyday life and/or work.</p> <p>The reflections focus on the tension between racism being the result of personal versus institutional agency. These pieces will be shared with a small group of peers. The student will write a third final piece that deconstructs their personal experiences as well as class discussion and presentations in reference to course readings and materials.</p> <p>2 x 500 words + 1000-word summary = 2000 words</p>	1, 2, 3	Week 5 & 10	35%
<p>Program review and peer assessment:</p> <p>Students will record a 10-minute presentation about a current community service organisation or program. The presentation will include a description of effects of colonisation on services recipients and a discussion of the difference between cultural competence and cultural humility. Students then peer-review two other group's presentations and write a 200-word review for each.</p> <p>1200 words equivalent</p>	1, 2, 3	Week 14	40%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required text (to purchase): None

Recommended texts:

- Allred, P., Cullen, F., Edwards, K., & Fusco, D. (Eds.). (2018). *The SAGE Handbook of Youth Work Practice*. SAGE.
- Balra-Ulloa, A. J. (2013). Why Decolonized Social Work is more than crossculturalism. In M. Gray, J. Coates, M. Yellow Bird, & T. Hetherington (Eds.), *Decolonizing Social Work* (pp. 87-104). Routledge.
- Bennett, B., Zubrzycki, J., & Bacon, V. (2011). What do we know? The experiences of social workers working alongside Aboriginal people. *Australian social work*, 64(1), 20-37.
- Bennett, B., Green, S., Gilbert, S., & Bessarab, D. (2012). *Our voices: Aboriginal and Torres Strait Islander social work*. Palgrave Macmillan.
- Briskman, L. (2014). *Social work with Indigenous communities: A human rights approach* (2nd ed.). The Federation Press.
- Butler, J. (2017). Who's your mob?: Aboriginal mapping: Beginning with the strong story. *International Journal of Narrative Therapy & Community Work*, (3), 22.
- Drahm, G. (2018). Towards a decolonising practice: A non-Aboriginal worker finding meaningful ways to work in an Aboriginal context. *International Journal of Narrative Therapy & Community Work*, (4), 1.
- Gray, M. (2013). *Decolonizing social work (Contemporary social work studies)*. Ashgate.
- Green, S. (2017) Aboriginal People and Caring within a Colonised Society. In Pease, B., Standford, S., Hughes, M. & Vreugdenhil, A. *The Politics of Caring: Towards a Critical Ethic of Care in Social Work*. Oxford University Press.
- Kleibl, T., Lutz, R., Noyoo, N., Bunk, B., Dittmann, A., & Seepamore, B. (Eds.). (2019). *The Routledge Handbook of Postcolonial Social Work*. Routledge.
- Ling, H. K., Martin, J., & Ow, R. (Eds.) (2014). *Cross-cultural social work: Local and global*. Palgrave Macmillan.
- Herring, S., Spangaro, J., Lauw, M., & McNamara, L. (2013). The intersection of trauma, racism, and cultural competence in effective work with aboriginal people: Waiting for trust. *Australian Social Work*, 66, 104–117. doi:10.1080/0312407X.2012. 697566
- Morseu-Diop, N. P. (2013). Indigenous Yarning Modalities: An Insider's Perspective on Respectful Engagement with Torres Strait Islander Clients. In B. Bennett, Green, S., Gilbert, S., and Bessarab, D (Ed.), *Our Voices: Aboriginal and Torres Strait Islander Social Work*. (pp. 114-135). Palgrave Macmillan.
- Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising Social Work Research: Learning from Critical Indigenous Approaches. *Australian Social Work*, 68(3), 296-308.
- Talaga, T., (2020). *All Our Relations: Indigenous Trauma in The Shadow of Colonialism*. Scribe.