

HSY101.5 Critical Youth Work

Name of Unit 1 (Unit Code 1)
HSY101.5 Critical Youth Work

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards <i>(list all awards)</i>	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Diploma of Applied Social Sciences Bachelor of Youth Work	One semester	1 st year	Dr Ben Lohmeyer

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	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 covers the theory and practice of critical and emancipatory youth work practice and equip students to promote social change for the benefit of young people. Central to this topic is the understanding of youth as a category of exclusion. The unit emphasises the role of power and ideology within youth and youth work and offers essential critiques of personal youth work practice. Topics covered include radical youth work, informal education, participatory practices, advocacy, and empowerment. Delivery emphasises participation in a community of reflexive practitioners for the purpose of identifying the effects of personal biography, values and ethics on practice and professional identity.

Learning outcomes for the unit

- 1) Identify a range of critical theories of youth and structural issues underpinning emancipatory youth work.
- 2) Reflexively evaluate personal biography, as well as professional values and ethics underpinning youth work practice in collaboration with peers.
- 3) Design and apply theoretically and ethically informed practices for social change for the benefit of young people.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Weekly quiz: Students will complete a multiple-choice quiz in response to weekly readings and in-class conversation. 1000 words equivalent	1	Weeks 1 – 13	25%
Facilitating reflexive conversations: Students will facilitate a reflexive workshop for their peers that promotes critical consciousness of the personal biography and structural forces on youth work practice through democratic dialogue between peers. 1000 words equivalent	1, 2	Weeks 3 - 13	35%
Advocacy resource: Students will design an interactive resource to support critical thinking for their peers. The resource can be in the model of a Conversation Cards (St Luke's Innovative Resources), Interactive Website, Blog, Podcast or a series of Social Media posts. The assessment has two parts: 1) Design the resource: 1000 words equivalent 2) Accompanying document: An explanation of the underpinning theory and how to use it. - 1500 words Total: 2500 words equivalent	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 Texts (to purchase): None

Recommended Text(s)

Allred, P., Cullen, F., Edwards, K., & Fusco, D. (Eds.). (2018). *The SAGE Handbook of Youth Work Practice*. London: SAGE.

Batsleer, J. R. (2008). *Informal Learning in Youth Work*. London: Sage.

Bessant, J., & Grasso, M. T. (2018). *Governing Youth Politics in the Age of Surveillance*. Oxon: Routledge.

Beck, Dave, & Purcell, Rod. (2010). *Popular Education Practice for Youth and Community Development Work* (Empowering youth and community work practice). Southernhay East, Exeter: Learning Matters.

Fusco, D. (Ed.). (2011). *Advancing Youth Work – Current Trends, Critical Questions*. New York: Routledge. Zealand: Dunmore Press Limited.

Kelly, P., & Kamp, A. (2014). *A Critical Youth Studies for the 21st Century*. Boston: Brill.

Martin, L. (2002). *The Invisible Table: Perspectives on Youth and Youthwork in New Zealand*. Palmerston North, New Zealand: Dunmore Press Limited.

Sercombe, H. (2010). *Youth Work Ethics*. London, England: Sage.

White, R., Wyn, J., & Robards, B. (2017). *Youth and Society* (4th ed). Melbourne: Oxford University Press

White, R. (2010). *Youth Work & Social Diversity* (Doing Youth Work in Australia; v. 3). Hobart: Australian Clearinghouse for Youth Studies.

Wyn, J., & White, R. (1997). *Rethinking Youth*. London: SAGE.

Wyn, J., & Cahill, H. (Eds.). (2015). *Handbook of Children and Youth Studies*. London: Springer.