

# WELF 1006 INTRODUCTION TO WORKING WITH INDIVIDUALS, FAMILIES AND COMMUNITIES (BLOCK MODE)

**Credit Points** 10

**Legacy Code** 101771

**Coordinator** Elisha Barrett ([https://directory.westernsydney.edu.au/search/name/Elisha Barrett/](https://directory.westernsydney.edu.au/search/name/Elisha%20Barrett/))

**Description** This unit introduces students to a range of knowledge and skills for working with Indigenous individuals, families and communities as welfare and community workers. The unit begins with exploring students' expectations of, and understandings about, welfare and social and community development. Students are supported to develop introductory skills in the areas of engagement, interviewing and group work practice. The unit places importance on self-reflection and building resources for sustainability as a community worker.

**School** Social Sciences

**Discipline** Human Welfare Studies and Services, Not Elsewhere Classified.

**Student Contribution Band** HECS Band 4 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 1 subject

**Equivalent Subjects** LGYA 1675 - Introduction to working with Individuals Families and Communities (Day Mode) LGYA 7643 - Skills Development in the Human Services (AREPMETRO)

**Restrictions** Students must be enrolled in 1689 Bachelor of Community and Social Development

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. reflect on their own expectations, values and assumptions about welfare and community work
2. identify skills and professional attributes for working in welfare and community work.
3. recognise the diversity of organisational structures and practice types within the field of welfare and community work
4. identify the strengths and challenges in maintaining a professional relationship in relation to client/family/community expectations.
5. Describe the importance of debriefing and mentoring in professional work

## Subject Content

1. Student expectations, values and assumptions about working in welfare and community development
2. Professional attributes for working in welfare and community development
3. Skills for working with individuals, families and communities, including, group work, basic interviewing skills, communication skills

4. Client worker relationships
5. Working with individual, family and community expectations
6. Maintaining a professional relationship ? issues and challenges
7. Working within different organisational frameworks
8. Building resources for sustainability as a worker in the field
9. The self-reflective worker
10. Debriefing and mentoring

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online journal	1,500 words ( 3 x 500 word reflections)	30	N	Individual
Report of agency visit and worker interview	1,500 words	40	N	Individual
In-class presentation or vodcast on agency visit	10 minutes	30	N	Individual

Teaching Periods