

# WELF 3016 THEORY AND CRITIQUE OF WELFARE PRACTICE (BLOCK MODE)

**Credit Points** 10

**Legacy Code** 101777

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**Description** This unit enables students to individually arrive at a meaningful synthesis of theoretical and practice elements of the course, and encourages a critical approach to the application of social theory to community and social development policy, practice and services, particularly in relation to Aboriginal and Torres Strait Islander Communities. Students will gain a good understanding of contemporary theories in social and community development and community leadership and sustainability and begin to use theoretical frameworks to critically analyse current policies and practice in the context of Aboriginal and Torres Strait Islander communities.

**School** Social Sciences

**Discipline** Welfare Studies

**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 3 subject

**Pre-requisite(s)** WELF 1009 AND WELF 1006 AND JUST 2007 AND WELF 2003 AND WELF 2018

**Equivalent Subjects** LGYA 7659 - Theory and Critique of Welfare Practice (AREP) WELF 3015 - Theory and Critique of Welfare Practice

**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. Elaborate and critically discuss assumptions, values and interests underpinning the social sciences and their application to community and social development practice in Aboriginal and Torres Strait Islander communities and the broader Australian context
2. Critically discuss the implications for community and social development practice of different theoretical perspectives
3. Demonstrate an ability to critically integrate theory and practice as applied to specific contemporary issues
4. Demonstrate a high level of cultural competence, ethical practice and professional aptitude in the application of community and social development to Aboriginal and Torres Strait Islander communities and organisations
5. Identify and critically engage with the challenges and issues for Indigenous communities in relation to community welfare, community development leadership, alliances and sustainability.

## Subject Content

-this is A capstone subject that reviews and integrates The program content ? students have The opportunity to further explore The material in this subject (and The course) in The accompanying final semester Project based units.

-Contributions of The social sciences to The development of theory in social and community development ? including Psychology, sociology, political sciences, economics, Feminist theories, Critical race theories and leadership and sustainability theories

-Critical Review of concepts of social justice, human rights, leadership and sustainability in The context of Aboriginal and Torres Strait Islander communities in Australia and their application to contemporary debates in social and community development practice and policy

-Integrating theory, policy and practice - case examples

-research as integral to good practice

-professional reflexive practice

-Ethical practice

## 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 |
|-----------------------------|--|---------|-----------|------------------------|
| Report on selected readings | Throughout the semester<br>1 500 words | 50      | N         | Individual             |
| Written Analysis            | 2000 words                             | 50      | N         | Individual             |

Teaching Periods