**Please complete the following table to reflect how the program’s required content requirement is met.**  
This document is completed in conjunction with Domain 2 of Application template and additionally the detailed unit/subject outlines should when assessed together reflect and demonstrate in explicit detail how the program content provides the student with the required skills and link to social work practice.   
  
An example of completion is here:

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| *Area 1* | *The foundations and scope of practice of professional social work* | *SWK123*  *SWK222 SWK333* | *Micro & Macro*  *Micro*  *Focus on skills* |

|  | **Required Content Areas** | **Units containing content** | **Focus of unit e.g. Micro/Mezzo/Macro/skills** |
| --- | --- | --- | --- |
| **1** | **Required Content Area 1: Social worker values and professional identity**  Providers are able to demonstrate that students have a coherent and sound knowledge of: |  |  |
| a | the foundations and scope of ethical social work |  |  |
| b | empowering and anti-oppressive practice |  |  |
| c | intersectionality and the compounding effects of discrimination, stigma and power imbalances |  |  |
| d | principles of human rights and social justice |  |  |
| e | the nature and origins of culture, identity and discrimination |  |  |
| f | the value and application of critical thinking and reflection in social work practice |  |  |
| g | the scope and nature of their professional role in relation to other professionals in the field of practice |  |  |
| h | the principles underpinning the AASW Code of Ethics and Practice Standards |  |  |

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|  | **Required Content Areas** | **Units containing content** | **Focus of unit e.g. Micro/Mezzo/Macro/skills** |
| **2** | **Required Content Area 2: Approaches to Social Work**  Providers are able to demonstrate that students have a coherent and critical understanding of social work services and practice across a range of fields and sectors including: |  |  |
| a | the evolving and dynamic role of social workers |  |  |
| b | human development, behaviour and needs across the life cycle |  |  |
| c | the history and contemporary place of social work in Australia |  |  |
| d | theories and methods of research and evaluation informing practice |  |  |
| e | legislative, policy, legal and service contexts of social work practice |  |  |
| f | the advocacy role of social workers |  |  |
| g | social work organisations, leadership and management |  |  |
| h | social work in the larger regional and global context |  |  |
| i | In nature of, and responses to, racism, injustice and inequities |  |  |
| j | understanding risk, risk assessment and practice strategies |  |  |
| k | theories of trauma and its impact on mental health and wellbeing |  |  |
| l | the sources and enablers that impact coercive and controlling abuse and violence |  |  |
| m | the immediate and long-term impact of climate change, disasters and conflicts on individuals, communities and society |  |  |

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|  | **Required Content Areas** | **Units containing content** | **Focus of unit e.g. Micro/Mezzo/Macro/skills** |
| **3** | **Required Content Area 3: Aboriginal and Torres Strait Islander Peoples**  To ensure graduates have the breadth and depth of knowledge that equips them to work alongside Aboriginal and Torres Strait Islander peoples, recognising and supporting their rights and self-determination, the curriculum is expected to focus on students acquiring a deep understanding of the: |  |  |
| a | diversity among, and differences between, Aboriginal and Torres Strait Islander cultures throughout Australia |  |  |
| b | cultural knowledge, lived experience, and wisdom of Aboriginal and Torres Strait Islander peoples |  |  |
| c | continuing impact of colonisation, institutionalised racism and the ongoing oppression and intergenerational trauma suffered by Aboriginal and Torres Strait Islander peoples |  |  |
| d | history and power of social workers as part of the system of social policies and programs |  |  |
| e | the differences in definition and benefits between cultural awareness and cultural safety |  |  |
| f | culturally led and informed decision-making processes facilitating the social and emotional wellbeing of Aboriginal children, young people, families, and communities |  |  |