# SOWK11014 *Contemporary Human Services*
## Term 2 - 2021

Profile information current as at 12/10/2024 06:35 pm

All details in this unit profile for SOWK11014 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview
This unit will introduce you to social work and human services in Australia and the changing context for professional practice within contemporary society. You will develop an understanding of the historical and cultural context of social work, and human services more broadly, within the Australian welfare state and how these services are currently organised and delivered. You will be able to conceptualise social justice, inequality and disadvantage and their significance to professional practice. You will understand the values, ethics and principles of social work and human services, and how these inform methods of practice. This unit will focus on the human services context of professional practice and the broader challenges and opportunities within the social services sector. Consideration will be given to reflective practice and the 'use of self' and how social workers navigate complex systems of service delivery.

### Details
Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

### Offerings For Term 2 - 2021

- Mixed Mode

### Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

**Regional Campuses**
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

**Metropolitan Campuses**
Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

1. **Written Assessment**
Weighting: 30%
2. **Reflective Practice Assignment**
Weighting: 30%
3. **Case Study**
Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the CQUniversity Policy site.**
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Examine the historical and contemporary context of service delivery within Australian human service organisations;
2. Critique the concepts of social justice, and inequality, and how these inform professional social work practice within Australian human service organisations;
3. Appraise the key values, ethics, principles and models of practice that inform professional practice in social work and human services;
4. Demonstrate critically reflective practice techniques.

This unit has been designed in accordance with the AASW (2020) curriculum guidelines. Please note the Residential School for this Unit requires compulsory attendance under the AASW accreditation guidelines, and has been undertaken in all previous years, other than during the Covid-19 pandemic in 2020. This is not a change to the Unit, it is a continuation of the compliance with existing accreditation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ◦ Professional Level | ◦ Advanced Level

### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Written Assessment - 30% | • | • | | |
| 2 - Reflective Practice Assignment - 30% | | | • | • |
| 3 - Case Study - 40% | | • | • | |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Communication | • | • | • | • |
| 2 - Problem Solving | | | | |
| 3 - Critical Thinking | • | • | • | • |
| 4 - Information Literacy | | | | |
| 5 - Team Work | | | | |
| 6 - Information Technology Competence | | | | |
| 7 - Cross Cultural Competence | • | • | • | • |

| Graduate Attributes | Learning Outcomes | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 8 - Ethical practice | • | • | • | • |
| 9 - Social Innovation | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Written Assessment - 30% | • | | • | | | | • | • | | |
| 2 - Reflective Practice Assignment - 30% | • | | • | | | | • | • | | |
| 3 - Case Study - 40% | • | | • | | | | • | • | | |

# Textbooks and Resources

## Textbooks

SOWK11014

**Prescribed**

**The road to social work and human service practice**
Edition: 5th edn (2017)
Authors: Chenoweth, Lesley and Mcauliffe, Donna
Cengage Learning
Melbourne , Victoria , Australia
ISBN: 9780170380072
Binding: Paperback

**Additional Textbook Information**
Both paper and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

**View textbooks at the CQUniversity Bookshop**

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

# Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Fotina Hardy** Unit Coordinator
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**Leone Hinton** Unit Coordinator
l.hinton@cqu.edu.au

## Schedule

**Week 1 - 12 Jul 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **WEEK 1 Introduction to the unit, Assessments and Expectations Zoom lecture Wednesday 14 July 9.30 am (all lectures will be recorded)**<br><br>**Core values of ethical social work practice**<br>**· Unit learning outcomes**<br>**· Assessments**<br>**· Core values of social work**<br>**· Concepts of social justice, human rights**<br>**· Fields of practice** | Chenoweth, L., McAuliffe, D. (2017). The road to social work and human service practice (5th ed). Cengage Learning, Melbourne<br>Chapter 1<br>This chapter provides you with an overview of social work and why people chose social work as a profession. They also give a very brief overview of the many different types of work undertaken by social workers (it is much more than counselling). Towards the end of the chapter, there is a small section asking you to explore your own pre-existing knowledge, skills, values and beliefs.<br>I would recommend you take some time reading this and thinking about how your own experiences and beliefs may influence your practice.<br>AASW (2020) Code of Ethics - available online from aasw.asn.au | |

**Week 2 - 19 Jul 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| **Week 2 History of social work and contemporary practice Zoom lecture Wednesday 21st July 9.30 am (lecture will be recorded)**<br>This week we look at the history of social work and how social workers have been at the forefront of human service delivery. We examine the key discourses that have shaped social work historically and start to discuss current dominant discourses including neo-libreralism and risk. This is directly relevant to Assessment 1 due Week 5. | Chenoweth, L. McAulifee, D. (2017). The road to social work and human service practice (5th ed). Cengage Learning, Melbourne. Chapter 2 explores the history of social work and human services. It then looks at the key concepts of social justice and human rights, power and empowerment and how these key concepts influence professional practice | |

**Week 3 - 26 Jul 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Pre-recorded Lecture Week 3 Practising ethically: importance of use of self and critical reflection.**<br>Understanding the concept of use of self: key to social work practice<br>• Critical reflection, underpinning theories and link to ethics<br>• Ethical practice<br>Understanding the concept of use of self: key to social work practice<br>• Critical reflection, underpinning theories and link to ethics | Chenoweth, L. McAulifee, D. (2017). The road to social work and human service practice (5th ed). Cengage Learning, Melbourne. Chapter 4: Treading carefully: Professional practice and ethical standards.<br><br>**Fook, J., & Gardner, F. (2007). Practising critical reflection: a resource handbook. ProQuest Ebook Central. Chapter 3 The theoretical frameworks underlying critical reflection** | |

**Week 4 - 02 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| **Pre-recorded lecture Week 4 Social justice and human rights and culture: key to ethical social work practice**<br>**Current discourses risk based society, neo-liberalism and impact on models of service delivery (privatisation). Historical issues of colonisation and role of social work. Human rights discourse** | **Bennett et al., (2013). Our voices: Aboriginal and Torres Strait Islander social work. Palgrave Macmillan, South Yarra Vic. Bennett, B. Chapter 1 The importance of Aboriginal and Torres Strait Islander history for social work students and graduates (1- 2)**<br><br>**Chenoweth, L., McAuliffe, D. (2017). The road to social work and human service practice (5th ed). Cengage Learning, Melbourne. Chapter 9** | |

**Week 5 - 09 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Residential school Friday 13 – Sunday 15 August 2021.<br>Social work skills<br>Models of reflective practice<br>Professional emerging frameworks for practice | **Some chapters to have a look at throughout the course**<br><br>**Trevithick, P. (2011). Social work skills and knowledge: A practice handbook. (3rd ed). Maidenhead, Open University Press.**<br>**Chapter 6 Communication, observation, listening and assessment skills,**<br>**Chapter 7 Interviewing skills**<br>**Chapter 8 Providing help, direction and guidance**<br>**Chapter 9 Empowerment, negotiation and partnership skills** | **Social work and concepts informing practice (30%)** Due: Week 5 Monday (9 Aug 2021) 9:00 am AEST |

**Vacation Week - 16 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| NO CLASS | | |

**Week 6 - 23 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Week 6 Pre-recorded lecture. The social organization of Australian society: Inequality..**<br>**Part A: Cutlural factors – over-representation of First Nations – white social work.**<br>Concept of deserving and underserving<br>The importance of thinking critically: focusing on structural issues, that is, micro to marco. | Healy K (2014). Social work theories in context: Creating frameworks for practice (2nd ed). Basingstoke, UK: Palgrave MacMillan. Chapter 10 Critical social work theory. | |

**Week 7 - 30 Aug 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**ZOOM Lecture WEDNESDAY 1 SEPTEMBER 2021 9.30 am ASSESSMENT 2 DISCUSSION**

**Inequality in Australia Part B: Othering due to diversity**

This week you are asked to read Chapter 9 of your set text 'Different landscapes: Working with difference and diversity'. I have also included a link to Jim Ife's book and chapter on human rights in the e-reading list.

**It's important to read this. I know there is a bit of reading but this will take you through to the following week as well - and inequality and disadvantage are the foundation of so many social, health and wellbeing issues so this is an important foundation for your practice.**

Ife J 2008, Human rights and social work: Towards rights-based practice, Cambridge University Press, DOI: https://doi.org/10.1017/CBO9780511808326.004

**We know there is a great deal of gender inequality - the UN Convention on the Elimination of all forms of Discrimination against women aims to address this ...**
**https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf**
**Convention on the rights of Indigenous peoples**
**Convention on the Rights of Persons With Disabilities**

**https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf**

## Week 8 - 06 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Pre-Recorded lecture Social justice: social work understanding power and how we judicially use this to address inequality and oppression**<br><br>**Key role of adovcacy covert social work knowledge and power power**<br><br>**Challenging dominant western discourse.** | **Bennett et al., (2013) (eds). Our voices: Aboriginal and Torres Strait Islander social work. Palgrave Macmillan, South Yarra Vic. Chapter 11 Walter, M.M., Taylor, S., Habibis, D. Australian social work is white (pp 230-244)**<br><br>**O'Hara, A., & Pockett, R. (2011). Skills for human service practice: working with individuals, groups and communities. (2nd ed). Australia: Oxford University Press ANZ.Chapter 11 Advocacy in action.** | **Reflective practice assignment (30%)** Due: Week 8 Monday (6 Sept 2021) 9:00 am AEST |

## Week 9 - 13 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Lecture Wednesday 15 September 9.30am (will be recorded)**<br><br>**Key social work knowledge, methods and approaches: it's all about relationships** | **Chenoweth, L., McAuliffe, D. (2017). The road to social work and human service practice (5th ed). Cengage Learning, Melbourne.Chapter 5: Finding the right maps: The knowledge base of practice. pp 129-168.**<br><br>**Healy, K. (2014). Social work theories in context: Creating frameworks for practice. Palgrave Macmillan Houndmills, Basingstoke, Hampshire; New York. Chapter 5 Theory use in practice** | |

## Week 10 - 20 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **ZOOM Drop in session Wednesday 22 September 09:30am Assessment 3 discussion** | | |

## Week 11 - 27 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | |
|---|---|---|
| **Pre-Recorded lecture How do look after ourselves as the tools through which we work?**<br><br>**Why is this even important?**<br><br>**We will talk about the importance of looking after ourselves and also consider the issue of moral distress and dissonance.** | **Newell, J.M. (2019). An ecological systems framework for professional resilience in social work practice. National Association of Social Workers, pp. 65- 73. DOI: 10.1093/sw/swz044** | |

**Week 12 - 04 Oct 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **No Class if students want to consult about their assessment please contact me** | | **Case Study 40%** Due: Week 12 Monday (4 Oct 2021) 9:00 am AEST |

**Review/Exam Week - 11 Oct 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Exam Week - 18 Oct 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

## Term Specific Information

This unit is being taught through a combination of a three day compulsory residential to be held in Week 5: 13-15 August inclusive across a range of locations.
I will also hold some online lectures before and after the residential which will include opportunities for discussion and of course assessment discussion. I will also be pre-recording other lectures that you can then view at your own convenience. The unit structure has been developed to support your ability to successfully complete the assessments. The readings are there to guide you and will inform your assessment tasks, but importantly your understanding of the unit and practice.

## Assessment Tasks

### 1 Social work and concepts informing practice (30%)

**Assessment Type**
Written Assessment

**Task Description**

**Aim**

**As an emerging social worker, it is important to understand the historical and current context of social workers in addressing social injustice. The aim of this assessment is to explore the concepts of social justice and inequality and the role of social work historically and currently, with a focus on the Australian cultural context.**

**Instructions**

**Within this assignment, the set out will be as below**

**1. Cover page- include your name, student number, course code and assessment details and word count**

**1. INTRODUCTION (100 words)**

**2. PAST TO THE PRESENT**

**Explore the historical context of social work in human services both nationally and internationally. Identify**

**key discourses that have shaped the profession. (550 words)**

**3. CRITICAL ANALYSIS**

**Critically examine the current discourse/s shaping social work in Australia, identifying key implications on the work of social work with respect to social justice and inequality. (750 words)**

**4. CONCLUSION (100 words)**

**5. REFERENCES**

**Please follow the steps below to complete your assessment task:**

**Use headers as shown above**

**The follow words help to understand the writing parameters of this assignment:**

**Explore: inquire into or discuss in detail**

**Examine: to look at or consider the thing carefully and in detail in order to discover something about them**

**Describe: give a detailed account**

**Critique: a detailed analysis and assessment of something**

**The introduction has five important responsibilities: get the audience 's attention, introduce the topic, explain its relevance to the audience, state a thesis or purpose, and outline the main points. By the end of the introduction, you should provide a road map that outlines your main points.**

**The conclusion of an assignment should therefore convey a sense of completeness and closure of the topic, its larger meaning, its implications: the final paragraph should close the discussion.**

**Literature and references**

**In this assessment use at least 7 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers, International Federation of Social Workers, ACOSS, WHO.**

**Assessment Due Date**
Week 5 Monday (9 Aug 2021) 9:00 am AEST

Submit your assessment via the unit Moodle site in Microsoft Word format only.

**Return Date to Students**
Week 6 Monday (23 Aug 2021)

**Weighting**
30%

**Assessment Criteria**

**Assessment One Marking Criteria/Rubric**

| HD 84.5-100% | D 74.5-84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|
| **Presentation and Structure – overall submission (10%)** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Discussion **completely** conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission. Introduction and Conclusion have been written. Within expected word length. | Discussion **mostly** conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit. | Discussion **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit. | Discussion **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within/exceeds expected word limit. | Discussion **unsuccessfully** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. Introduction and conclusion have been included. Deviates from expected word limit. | /10 |

| Explore the historical context of social work in human services both nationally and internationally. Identify key discourses that have shaped the profession .....(**35%)** | | | | | |
|---|---|---|---|---|---|
| **Excellent exploration** of the historical and contemporary context of social work in service delivery nationally and internationally. | **Very good** exploration of the historical and contemporary context of social work in service delivery nationally and internationally. | Good exploration of the contemporary context of social work in service delivery nationally and internationally. | **Fair** exploration of the historical and contemporary context of social work in service delivery nationally and internationally. | **Poor or no** exploration of the historical and contemporary context of social work in service delivery nationally and internationally. | /35 |

| Critically examine current discourses and their implications for social work, social justice and addressing inequity .....(45%). | | | | | |
|---|---|---|---|---|---|
| Excellent critical examination of how key discourses inform current social work practice and key implications. | Very critical examination of how key discourses inform current social work practice and key implications. | Good critical examination of how key discourses inform current social work practice and key implications. | Fair critical examination of how key discourses inform current social work practice and key implications. | Poor or no critical examination of how key discourses inform current social work practice and key implications. | /45 |

| **Referencing .....(10%)** | | | | | |
|---|---|---|---|---|---|
| All literature used is appropriate and scholarly. Minimum of **7** references APA referencing formatted used with no mistakes. | Most of the literature used is appropriate and scholarly. Minimum of **6** references. APA referencing formatted used with minimal. mistakes | Most of the literature used is appropriate and scholarly. Minimum of **5** references. APA referencing formatted used with some mistakes. | Some of literature used is appropriate and scholarly. Minimum of **4** references APA referencing formatted used with many mistake | Most of the literature used is inappropriate and not from a scholarly source. APA referencing formatted not used. Less than **4** references | ...../10 |
| | | | | TOTAL MARKS | |

### Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

### Submission
Online

### Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only.

### assessmentOutcome

- Examine the historical and contemporary context of service delivery within Australian human service organisations;
- Critique the concepts of social justice, and inequality, and how these inform professional social work practice within Australian human service organisations;

**assessmentGradAttribute**

- Communication
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

## 2 Reflective practice assignment (30%)

**Assessment Type**
Reflective Practice Assignment

**Task Description**

**Aim**

**The aim of this assessment is to gain an understanding of the key values, ethics, and principles of the social work profession to become a competent ethical practitioner. Reflective practice allows you to critically analyse your own work, helping to take an objective view of your skills, abilities and approaches which allows you to continually improve your practice. Reflecting on key values, ethics and principles is a critical skill for all social workers.**

**Instructions**

**Within this assignment, you will be required to do the following:**

**1. COVER PAGE- include your name, student number, course code and assessment details and word count**

**1. INTRODUCTION (100 words)**

**2. Drawing on appropriate literature and references, discuss the key values and principles that underpin ethical professional practice in social work and human services. Identify 2 of your core values that underpin your emerging practice framework. (550 words)**

**3. Discuss and evaluate the concept of critical reflection and why this is important to ethical practice. In doing so critically discuss how understanding your own values and their alignment with social work values contributes to ethical practice. (750 words)**

**4. CONCLUSION (100 words)**

**5. REFERENCES**

**Please follow the steps below to complete your assessment task:**

**1. Headers are not required**

**2. The follow words help to understand the writing parameters of this assignment:**

**Evaluate: *to determine the significance, worth or condition of,***

***by careful appraisal and study***

**Describe: *give a detailed account in words of***

**Discuss: *write about a topic in detail, taking into account different***

***issues or ideas***

**Critique: *a detailed analysis and assessment of something***

**3. The introduction has five important responsibilities: get the audience 's attention, introduce the topic, explain its relevance to the audience, state a thesis or purpose, and outline the main points. By the end of the introduction, you should provide a road map that outlines your main points.**

**4, The conclusion of an assignment should therefore convey a sense of completeness and closure of the topic, its larger meaning, its implications: the final paragraph should close the discussion.**

**Literature and references**

**In this assessment use at least 7 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed**

**journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.**

**Assessment Due Date**
Week 8 Monday (6 Sept 2021) 9:00 am AEST

Submit your assessment via the unit Moodle site in Microsoft Word format only.

**Return Date to Students**
Week 10 Monday (20 Sept 2021)

**Weighting**
30%

**Assessment Criteria**
**Assessment Two Marking Criteria/Rubric**

| HD 84.5-100% | D 74.5-84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|
| **Presentation and Structure – overall submission** | | | | **(10%)** | |
| Discussion **completely** conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. throughout submission. Introduction and Conclusion have been written. Within expected word length. | Discussion **mostly** conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. throughout submission Introduction and conclusion have been written. Within expected word limit. | Discussion **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Introduction and conclusion have been written. Within expected word limit. | Discussion **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Introduction and conclusion have been written. Within/exceeds expected word limit. | Discussion **unsuccessfully** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. submission. Introduction and conclusion have been included. Deviates from expected word limit. | /10 |

| HD 84.5-100% | D 74.5-84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|
| **Evaluation of key values and principles underpinning ethical practice.....(30%)** | | | | | |
| **Excellent** discussion of key values and principles underpinning ethical practice in social work and human services | **Very good** discussion of key values and principles underpinning ethical practice in social work and human services | Good of discussion of key values and principles underpinning ethical practice in social work and human services | **Fair** discussion of key values and principles underpinning ethical practice in social work and human services | **Poor or no** discussion of key values and principles underpinning ethical practice in social work and human services | /30 |

| | | | | | |
|---|---|---|---|---|---|
| **Evaluation of critical reflection and ethical practice.....(50%).** | | | | | |
| Excellent evaluation of the importance of critical reflection to ethical practice and alignment of own values in social work and human services | Very good evaluation of the importance of critical reflection to ethical practice and alignment of own values in social work and human services | Good evaluation of the importance of critical reflection to ethical practice and alignment of own values in social work and human services | Fair evaluation of the importance of critical reflection to ethical practice and alignment of own values in social work and human services | Poor or no evaluation of the importance of critical reflection to ethical practice and alignment of own values in social work and human services | /50 |

**Referencing .....(10%)**

| | | | | | |
|---|---|---|---|---|---|
| All literature used is appropriate and scholarly. Minimum of **7** references. APA referencing formatted used with no mistakes. | Most of the literature used is appropriate and scholarly. Minimum of **6** references. APA referencing formatted used with minimal. mistakes | Most of the literature used is appropriate and scholarly. Minimum of **5** references. APA referencing formatted used with some mistakes. | Some of literature used is appropriate and scholarly. Minimum of **5** references. APA referencing formatted used with many mistake | Most of the literature used is inappropriate and not from a scholarly source. APA referencing formatted not used. Less than **4** references TOTAL MARKS | ...../10 |

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
Online

**Submission Instructions**
Please submit word document only

**assessmentOutcome**

- Appraise the key values, ethics, principles and models of practice that inform professional practice in social work and human services;
- Demonstrate critically reflective practice techniques.

**assessmentGradAttribute**

- Communication
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

## 3 Case Study 40%

**Assessment Type**
Case Study

**Task Description**

**Aim**

**The aim of this assessment is to now move to a core aim of social work, which relates to addressing social justice and human rights issues. You will do this by identifying a social issue that leads to inequality and critically discuss how social work contributes to addressing the issue, drawing on evidence. Issues may include for example, youth or adult justice, drug and alcohol, homelessness, child protection, mental health, poverty, etc. Consider the strategies and challenges to addressing the issues at a macro level.**

**Instructions**

**Within this assignment, the set out will be as below:**

**1. Cover page- include your name, student number, course code and assessment details and word count**

**2. INTRODUCTION (100 words)**

**3. Identify and explore a social issue related to inequality within the Australian or international context and the scope of the issue. (500 words)**

**4. Critically discuss how social work addresses inequality and promotes social justice with regards to this issue. (700 words)**

**5. Critically reflect on the key challenges you have identified for social work in relation to addressing inequality and social justice issues. (600 words)**

**4. CONCLUSION (100 words)**

**5. REFERENCES**

**Please follow the steps below to complete your assessment task:**

**1. Headers are not required.**

**2. The follow words help to understand the writing parameters of this assignment:**

**Identify:** ***to search for and name***

**Evaluate:** ***to determine the significance, worth, or condition of usually by careful appraisal and study.***

**Explore:** ***inquire into or discuss in detail***

**Discuss** ***write about a topic in detail, taking into account different issues or ideas***

**Critique** ***a detailed analysis and assessment of something***

**3. The introduction has five important responsibilities: get the audience 's attention, introduce the topic, explain its relevance to the audience, state a thesis or purpose, and outline the main points. By the end of the introduction, you should provide a road map that outlines your main points.**

**4. The conclusion of an assignment should therefore convey a sense of completeness and closure of the topic, its larger meaning, its implications: the final paragraph should close the discussion.**

**Literature and references**

**In this assessment use at least 9 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers, ACOSS.**

**Assessment Due Date**
Week 12 Monday (4 Oct 2021) 9:00 am AEST

Submitted into Moodle

**Return Date to Students**
Exam Week Monday (18 Oct 2021)

**Weighting**
40%

**Assessment Criteria**

**Assessment Three Marking Criteria/Rubric**

| HD 84.5-100% | D 74.5-84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|
| **Presentation and Structure – overall submission (10%)** | | | | | |
| Discussion **completely** conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Introduction and Conclusion have been written. Within expected word length. | Discussion **mostly** conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Introduction and conclusion have been written. Within expected word limit. | Discussion **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Introduction and conclusion have been written. Within expected word limit. | Discussion **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Introduction and conclusion have been written. Within/exceeds expected word limit. | Discussion **unsuccessfully** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Introduction and conclusion have been included. Deviates from expected word limit. | /10 |

| HD 84.5-100% | D 74.5-84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|
| **Identify and explore** a social issue related to inequality within Australian or international context and scope of the issue (20%) | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Excellent identification exploration** of a social issue related to inequality, linking this to the core role of social work. | **Very good identification exploration** of a social issue related to inequality, linking this to the core role of social work. | **Good identification exploration** of a social issue related to inequality, linking this to the core role of social work. | **Fair identification exploration** of a social issue related to inequality, linking this to the core role of social work. | **Poor or no identification exploration** of a social issue related to inequality, linking this to the core role of social work. | /20 |
| Critically discuss how social work addresses inequality and promotes social justice with regards to this issue. (30%) | | | | | |
| **Excellent critical** discussion of how social work addresses inequality and promotes social justice with regards to this issue. | Very good **critical** discussion of how social work addresses inequality and promotes social justice with regards to this issue. | Good **critical** discussion of how social work addresses inequality and promotes social justice with regards to this issue. | Fair **critical** discussion of how social work addresses inequality and promotes social justice with regards to this issue. | Poor or no **critical** discussion of how social work addresses inequality and promotes social justice with regards to this issue. | /30 |
| Critically reflect on the key challenges you have identified for social work in relation to addressing inequality and social justice. ……**(30%).** | | | | | |
| Excellent critique of the key challenges for social work in addressing inequality and social justice issues. | Very good critique of the key challenges for social work in addressing inequality and social justice issues. | Good critique of the key challenges for social work in addressing inequality and social justice issues. | Fair critique of the key challenges for social work in addressing inequality and social justice issues. | Poor or no critique of the key challenges for social work in addressing inequality and social justice issues. | ……/30 |
| **HD 84.5-100%** | **D 74.5-84.49%** | **C 64.50-74.49%** | **P 49.50-64.49%** | **F <49.5%** | **MARKS** |
| **Referencing ……(10%)** | | | | | |
| All literature used is appropriate and scholarly. Minimum of **9** references. APA referencing formatted used with no mistakes. | Most of the literature used is appropriate and scholarly. Minimum of **8** references. APA referencing formatted used with minimal. mistakes. | Most of the literature used is appropriate and scholarly. Minimum of **7** references. APA referencing formatted used with some mistakes. | Some of literature used is appropriate and scholarly. Minimum of **6** references. APA referencing formatted used with many mistake | Most of the literature used is inappropriate and not from a scholarly source. APA referencing formatted not used. Less than 6 references | ……/10. |
| | | | | **TOTAL MARKS** | |

### Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

### Submission
Online

### Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only.

### assessmentOutcome

- Critique the concepts of social justice, and inequality, and how these inform professional social work practice within Australian human service organisations;
- Appraise the key values, ethics, principles and models of practice that inform professional practice in social work and human services;

### assessmentGradAttribute

- Communication
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**

**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem