



# **SOWK11015 Professional Communication in Human Services**

## **Term 2 - 2017**

Profile information current as at 29/04/2024 08:12 pm

All details in this unit profile for SOWK11015 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 introduces students to professional communication skills within social welfare work and the human services industry. Students should acquire knowledge about the cultural context of all communication as well as the nature and contexts of professional helping relationships and how these differ from non-professional relationships. Students should develop practical skills in professional interpersonal communication including intrapersonal, on line and group-based contexts. Knowledge and skills in active and reflective listening, assertive communication and understanding conflict will be developed. Students should be able to articulate the elements of skills in active listening, assertive communication and participate in assessable tasks in the relevant residential to complete the requirements of this unit.

### 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 - 2017

- Bundaberg
- Distance
- Rockhampton

### 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **Practical and Written Assessment**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 40%

#### 4. **On-campus Activity**

Weighting: Pass/Fail

### 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](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback, staff planning day and Course coordinator

##### **Feedback**

Have a member of the staff team present at all campuses (except Geraldton) so that there is a higher level of consistency of teaching and learning.

##### **Recommendation**

Member of the team to be involved in the Bundaberg, Rockhampton and Noosa campuses.

#### Feedback from Student feedback

##### **Feedback**

There was confusion raised by students as to what was 'on campus' learning.

##### **Recommendation**

That the purpose of a residential session is clearly explained on moodle, in residential, and in the course profile.

#### Feedback from Student feedback and Course Coordinator

##### **Feedback**

Rather than hints and tips for assessments being released a week before assessment was due for those students that were challenged by the criteria/tasks. A discussion forum held earlier, with a video discussing the key themes/topics/tasks, and then a forum for the students to discuss these in.

##### **Recommendation**

Create discussion videos for the assessments rather than 'hints and tips'.

#### Feedback from Student feedback and Course coordinator.

##### **Feedback**

Main reading on the skill set needs to be upgraded. The text dates back to 1987.

##### **Recommendation**

Main reading for Active Listening needs to be updated.

## Unit Learning Outcomes

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

1. Describe the distinctive context and characteristics of professional helping in social work and human services contexts.
2. Explain communication as a cultural construct and the associated implications for the human services professional.
3. Demonstrate effective professional listening and reflective communication skills.
4. Discuss the characteristics of effective face to face, on line and group-based communication.
5. Articulate the skills of cultural competency including working in Indigenous contexts.
6. Demonstrate appropriate skills in the use of self and self care, within the one to one professional communication context.
7. Explain how the professional practice tools of supervision and reflective practice are used within social and welfare work.
8. Collate feedback on your performance drawn from your involvement in professional learning contexts.

Australian Association of Social Workers

## 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	5	6	7	8
1 - Practical and Written Assessment - 40%	•	•	•	•	•			
2 - Written Assessment - 20%	•			•	•	•	•	•
3 - Written Assessment - 40%	•	•			•			
4 - On-campus Activity - 0%			•					•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Communication	•	•	•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•	•	•	•
5 - Team Work	•	•	•	•	•	•	•	•
6 - Information Technology Competence	•	•	•	•	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•	•	•	•	•
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 - Practical and Written Assessment - 40%	•		•	•	•		•	•		
2 - Written Assessment - 20%	•		•	•		•	•	•		
3 - Written Assessment - 40%	•		•		•			•		
4 - On-campus Activity - 0%	•	•			•		•			

## Textbooks and Resources

### Textbooks

SOWK11015

#### Prescribed

##### **Working with people: communication skills for reflective practice**

Edition: 2nd edn (2015)

Authors: Harms, L

Oxford University Press

South Melbourne , VIC , Australia

ISBN: 9780195522280

Binding: Paperback

SOWK11015

#### Prescribed

##### **Working with people & skills for human service practice**

Edition: 2nd (2012)

Authors: O'Hara , A & Pockett , R

Oxford University Press

South Melbourne , VIC , Australia

Binding: Paperback

#### **Additional Textbook Information**

The Harms and O'Hara texts are packaged together at a reduced cost to students.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- <https://www.cqu.edu.au/student-life/services-and-facilities/academic-learning-centre>

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Georgia Nichol** Unit Coordinator

[g.nichol@cqu.edu.au](mailto:g.nichol@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1: Overview of Communication in Human Services</b> <b>Topic 1: Understanding Communication in Human Services</b>	Set Text/Readings: <i>Chapter 1 - Harms</i>	<b>Learning Tasks to complete:</b> 1. Begin weekly readings and become familiar with the moodle site. 2. Watch <b>Week 1 Lecture</b>

**Week 2 - 17 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 2: Essential Communication Skills For Practise</b>	Set Text/Readings: <i>Chapter 2 &amp; 4 - Harms</i>	<b>Learning Tasks to complete:</b> 1. Review Week 2 PowerPoint 2. Access Week 2 - Video/Audio File

**Week 3 - 24 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 3: Use of Self in Practice Group Supervision Moodle Boards for Assessment One (1) are open from Monday 24th July 2017 8.30am until Sunday 6th August 2017 11.45pm</b>	Set Texts/Readings: • <i>Chapter 5 - Harms</i> • <i>Chapter 3 - O'Hara &amp; Pocket</i> • <i>Bolton Reading for Residential Preparation</i>	<b>Learning Tasks to complete:</b> 1. Start preparations for the Compulsory Residential, including the readings required, as per moodle site " <i>Residential</i> " - you will be at a great advantage at res if you are familiar with the reading! 2. Review Week 3 PowerPoint 3. Access Week 3 - Video/Audio File 4. <b>Set text-chapter - this will assist with assessment 1</b> 5. <b>Ensure you have participated at least 3 times on the supervision board/group supervision TIP: Dont leave it until the last minute!</b>

**Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2: Focus on Engagement Topic 4: Ensuring Positive Communication</b>	Set Text/Readings: <i>Chapter 6 - Harms</i> <i>Reading on Moodle "The Social Work Assignments Handbook"</i>	<b>Compulsory Residential At: NOOSA AND GERALDTON CAMPUSES</b> Friday 4th August 8.30 - 5.00pm Saturday 5th August 8.30 - 5.00pm Sunday 6th August 8.30 - 4.30pm <b>Learning Tasks to complete:</b> 1. Please revise the Residential Documents in moodle before attending. It will be to your <b>advantage</b> to have a level of familiarisation with these. Write down any questions or queries that may arise for you when reviewing the reading. 2. Review Week 4 PowerPoint 3. Access Week 4 - Video/Audio File ASSESSMENT 1 - Active Listening Skills demonstration assessed at residential

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 5: Working with Cultural Diversity</b>	Set Text/Readings: <i>Chapter 5 O'Hara &amp; Pockett</i> <i>Chapter 6 O'Hara &amp; Pockett</i> <i>Set reading on Moodle Site Week 5 "Learning from Murri Way" and "Our Voices"</i>	<b>Learning Tasks to complete:</b> 1. Review Week 3 PowerPoint 2. Access Week 2 - Video/Audio File 3. Review your residential materials, particularly feedback from simulated roleplays 4. Ensure you review the suggested readings and text chapters for this topic on moodle - this will assist with Assessment 3 5. Remember to review the assessment task closely in order to gain a thorough understanding of the task/s and purpose of the assessment.

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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No Set Readings.

*Recommendations:*

- Review your residential materials, particularly any feedback
- Ensure you have a good sense of what you need to include in your written analysis component for assessment 1

**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 6: Focus on Interaction</b>	Set Text/Readings: <i>Chapter 7 - Harms</i> <i>Chapter 8 - Harms</i>	<b>Learning Tasks to complete:</b> 1. Review Week 6 PowerPoint 2. Access Week 6 - Video/Audio File 3. Complete set readings/chapters ASSESSMENT 2 - Reflective Practice and Writing - Online Engagement and Written Assessment. Due Friday 11th August 2017 (11.45pm AEST)

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3: Focus on Assessment and Intervention</b> <b>Topic 7: Skills for Assessment</b>	Set texts/Readings: <i>Chapter 9 - Harms</i> <i>Chapter 9 - O'Hara &amp; Pockett</i>	<b>Learning Tasks to complete:</b> 1. Review Week 7 PowerPoint 2. Access Week 7 - Video/Audio File: ASSESSMENT 1 - Written critique/analysis of simulated learning performance. Due Friday 1st September 2017 (11.45pm AEST)

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 8: Assessment of Risk</b>	Set text/Readings: <i>Chapter 7 - O'Hara &amp; Pockett</i>	<b>Learning Tasks to complete:</b> 1. Review Week 8 PowerPoint 2. Access Week 8 - Video/Audio File <i>Recommendations:</i> • Don't spend too much time on this weeks topic. It's preparatory learning for year 2, and is not included in your assessments.

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 9: Working with Conflict</b>	Set Texts: <i>Chapter 10 - Harms</i> <i>Chapter 12 - O'Hara &amp; Pockett</i>	<b>Learning Tasks to complete:</b> 1. Review Week 9 PowerPoint 2. Access Week 9 - Video/Audio File <i>Recommendations:</i> • Start research for Assessment 3. Ensure you have thoroughly read the assessment task. • Review the hints and tips for assessment 3 and the additional readings/resources.

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4: Professional Communication in Context</b> <b>Topic 10: With Individuals, groups and communities</b>	Set Text: <i>Chapter 13 - O'Hara &amp; Pockett</i> <i>Chapter 14 - O'Hara &amp; Pockett</i>	<b>Learning Tasks to complete:</b> 1. This week readings will be helpful to assessment 3 preparation. 2. Review Week 10 PowerPoint 3. Access Week 10 - Video/Audio File <i>Recommendation:</i> • Ensure you have a good breadth of resources and literature to inform your assessment 3 submission.

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 11: In Teams</b>	Set Text: <i>Chapter 15 - O'Hara &amp; Pockett</i>	<b>Learning Tasks to complete:</b> 1. Review Week 11 PowerPoint 2. Access Week 11- Video/Audio File <b>Recommendations:</b> <ul style="list-style-type: none"><li>• Ensure you have a solid draft powerpoint. Ask yourself, "if you were in the audience what further information would you want?" - this is what to include in your fact sheet.</li><li>• Research powerpoint presentation tips and pointers.</li></ul> Assessment 3 Professional Communication and Cultural Competence Due Friday 29th Sept 2017 (11.45pm AEST)

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Topic 12: Overview</b>	<i>Review Week 12 PowerPoint</i> <i>Access Week 2 - Video/Audio File</i>	Take time to reflect on your main learning; challenges and strengths. <b>On-campus Activity</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

**Review/Exam Week - 09 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 16 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

### PLEASE NOTE RESIDENTIALS ARE COMPULSORY

**SOWK11015 being held Friday 4<sup>th</sup> August, Saturday 5<sup>th</sup> August and Sunday 6<sup>th</sup> August from 8.45 to 4.30pm on the Noosa Campus.**

**OR the on-campus options in Bundaberg and Rockhampton over 12 x 2 hour residentials (see details below).**

Please note this residential (including on campus residentials) are based on social and kinaesthetic [\[i\]](#) forms of learning. That is, participants engage with role plays and interactive workshops in order to learn skills and apply knowledge. This cannot be reproduced through written formats, and are designed in order for peer learning to be a fundamental component of the course, in my opinion that is where the majority of the learning occurs.

**Therefore if you are not able to attend any part of the residential (including the 3 day res or the 12 x tutorials) for reasons of:**

- Flight times (departures/arrivals) – need to leave early or arrive late
- Work commitments (missing any of the on campus tutorials)
- Pre booked events (holidays, weddings, etc)
- Unexpected illness of **more than 1 day or more than 1 tutorial. You must have a doctor's certificate.**
- Unable to participate in role plays [\[ii\]](#)

**I would advise you to not enrol in this unit until you are able to complete each and every hour of the residential/tutorials.** I say this, not to create barriers, but rather to ensure you get the most out of this subject that will build skills and knowledge at the forefront of your study and experience. Learning about professional communication is essential to communicating not just with clients, but with university staff, the field, and your peers.

Also, to ensure we meet the accreditation standards of the Australian Association of Social Work, it is mandated that students studying online must attend a minimum number of teaching hours face to face.

So please review your next 6 months, and ensure you are available to participate in the complete residential and/or the 12 tutorials.

I look forward to working with you all regarding this highly important skill – communication!

All the best,

Georgia Nichol

Unit Coordinator

SOWK11015

## Assessment Tasks

### 1 ASSESSMENT 1 ACTIVE LISTENING SKILLS: ASSESSED DEMONSTRATION OF ACTIVE LISTENING SKILLS AND CRITIQUE

#### Assessment Type

Practical and Written Assessment

#### Task Description

#### Focus Statement

Assessment one (1) orientates students to the essential knowledge and skills of active listening in professional communication, and highlights the important role of the *Australian Association of Social Workers (AASW) Practice Standards 2013*. The activities in Assessment one are designed to strengthen student capacity to **identify; describe; apply; reflect and critique skills** required to listen actively.

**Active listening skills** are drawn on repeatedly throughout Social Work and Human Service work. These skills accompany all methods of practice including; clinical and case management; group work; community development and engagement; policy and research. Active listening also enables Social Workers and Human Service Workers to **engage** with people to gain insight into experiences of disadvantage; to achieve a more just society; to facilitate change and to advocate on behalf of individuals or groups. Listening actively assists practitioners to understand the situation of others, to **empathise** and to identify the role required of the worker.

### **Role of Student**

You are a student Social Worker/Human Services Worker developing skills to listen actively. You are to review the resources posted on the Moodle site, and develop your knowledge of the **three skill clusters** for active listening as described by **Robert Bolton in People Skills** (1986). The relevant chapter is available on Moodle as well as a summary document of these three skill clusters under the 'Resources' area of the welcome page. **The three skill clusters are; attending, following and reflecting.**

The Residential will provide opportunities to apply these skills and gain valuable feedback from peers and academic facilitators, in a safe and supported learning environment. By the completion of this assessment/unit it is expected that you will be able to demonstrate the capacity to name the skills associated with each skill cluster, to describe each of these skills and demonstrate their application.

Please note the **practice role plays** are learning activities intended to assist your skill development through application and review. Students are encouraged to view role play as a learning opportunity. Students should also seek to expand communication knowledge and understanding by accessing and participating in informal peer discussion and reviewing other resources within subject.

### **Assessment Product 1 - Active Listening Skills Demonstration (5 minutes)**

The purpose of this assessment is to give students an opportunity to display the knowledge and skills developed in relation to **Bolton's communication skill clusters**.

You are to:

- Engage in a **5 minute ALS demonstration** with a peer at a residential session applying your active listening skills.
- Ensure the demonstration is a five (5) minute conversation of a **general nature**. Please ensure the conversation is **not** about significant personal issues.
- Use skills that you have learned and developed based on *Bolton's Active Skill Clusters*, including, **attending, reflecting and following**.

Important Note: This demonstration is **not** a role play of counselling. Students who engage in a role play counselling session or a conversation that discusses significant personal issues will incur a **50% deduction in marks**.

### **Assessment Product 2. Written Analysis/Critique of Active Listening Skills Demonstration (1000 words)**

The purpose of this product is to give an opportunity for students to reflect on their skill development; areas of strength and areas that need further development. Students are reminded that the assessment is designed to **strengthen** student capacity to **identify; describe; apply; reflect and critique** skills required to listen actively.

You are to:

- Critique your application of attending skills identifying areas of strength and challenges.
- Critique your application of following skills identifying areas of strength and challenges.
- Critique your application of reflecting skills identifying areas of strength and challenges.
- Reflect on current active listening skill levels and consider the impact on future practice if these skills remain unchanged. This reflection should consider both what you did well, and what requires further learning and development.

## Assessment Due Date

Skill Demonstration assessed at Residential and Critique/Analysis submitted online on Moodle

## Return Date to Students

Moodle Assessment submission and Feedback Portal.

## Weighting

40%

## Minimum mark or grade

You must pass this assessment to pass this unit.

## Assessment Criteria

### Part 1 - Skills demonstration

- Quality of technical skills in a 5 minute simulated learning activity, such as use of space and arrangement of furniture
- Demonstrated ability to apply 'attending' skills to simulated learning assessment
- Demonstrated ability to apply 'following' skills to simulated learning assessment
- Demonstrated ability to apply 'reflecting' skills to simulated learning assessment

### Part 2 - Critique/Analysis of demonstration

- Ability to critique the demonstration of attending skills application
- Ability to critique the demonstration of following skills application
- Ability to critique the demonstration of reflecting skills application
- Explains current skills and changes required for future practice informed by your knowledge of reflective practice
- Accuracy of grammar, spelling, punctuation and word limit
- Adherence to Author-Date referencing system

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

Assessment Product 1 to be assessed at residential. Assessment Product 2 - Submit via moodle.

## Learning Outcomes Assessed

- Describe the distinctive context and characteristics of professional helping in social work and human services contexts.
- Explain communication as a cultural construct and the associated implications for the human services professional.
- Demonstrate effective professional listening and reflective communication skills.
- Discuss the characteristics of effective face to face, on line and group-based communication.
- Articulate the skills of cultural competency including working in Indigenous contexts.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

## 2 ASSESSMENT 2 – REFLECTIVE PRACTICE AND WRITING - ONLINE ENGAGEMENT AND WRITTEN ASSESSMENT

### Assessment Type

Written Assessment

### Task Description

**Reflective practice** is the time taken to explore new learning. It encourages workers/students to

explore how experiences in the past and present may shape our future practice. Reflective practice can occur through journaling, face-to-face field education, supervision, group supervision, or on-line engagement. This assessment will give you an opportunity to explore **journaling and group supervision through on-line engagement**.

The assessment will also give you an opportunity to explore additional aspects in professional communication, in particular, **'use of self'**. Developing your use of self in practice from an early onset greatly assists in building *professional identity* and *self-care skills*. It promotes key learning in communication, such as *self-awareness* and *self-knowledge*.

### **Role of the Student**

You are to assume the role of the Student Social Worker/Human Services worker in the **Scenario - Working with Trinity**. There are two (2) assessment outcomes; **involvement in online group supervision** and an **individually written journal entry**. I encourage you to be yourself at this point in your learning, to approach tasks with honesty and openness towards your learning, including the identification of strengths, weaknesses and learning needs.

### **Scenario - Working with Trinity:**

#### **Your role and the Social Work role:**

You are a Student Social Worker undertaking your placement in a regional hospital on the paediatric ward. Your supervisor is a Senior Social Worker with twenty (20) years' experience in clinical Social Work. The role of a Social Worker is to provide support to paediatric patients and their families, and encompasses a myriad of tasks, including assessments and care plans which require extensive discussion/conversation/interviews with patients and their families. This requires that the Social Worker build effective working relationships with the patient and their family, along with other professionals that are assisting with the patients' care, such as doctors, specialists, nurses, and allied health workers (e.g. speech therapists, physiotherapists).

#### **The patient journey: your observations**

During your placement you make observations that professionals from other disciplines often have different communication styles and approaches to building working relationships. Such as the use of direct language that is often instructive e.g. "You must..." "If you do not...", and the use of open ended questions are minimal, to the point where the discussion seems to be 'one-sided' in that the professional instructs the patient, and the patient listens to the instructions. Your observations are that the professional positions themselves as the 'expert' in the conversation, providing a medical diagnosis and information, and direct instructions as to how to manage the medical condition. The consultation that follows is often swift and made up of closed ended questions "Am I clear?", "Do you understand?"

#### **The support provided by the student social worker:**

You are providing support for a young mother, Trinity, she has a twelve (12) weeks old baby, Lila and no other children. Trinity turned seventeen years old yesterday, and during the day was told by the Paediatric Specialist that Lila has a chronic illness, which will either significantly shorten her life span or cripple her quality of life. Currently, Lila is very unwell, and has been hospitalised for the past week whilst she underwent tests. Lila will most likely fail to thrive, with significant delays to her development, and medical research suggests that her illness will only allow her to live to the age of two years. Trinity is extremely upset, and describes feelings of loneliness, isolation, confusion, disappointment, grief and loss. Trinity finds it difficult to understand what the doctors are saying and explains "the doctors speak gibberish, I've no idea what is going on!", and at times finds them cold and stand-offish, as if her child is "just another child on their ward round." Trinity only recently moved to this regional town, and has no close friends or supports. The father of Lila has not been involved with Lila since her conception, and Trinity insists he would not be a positive influence in either of their lives. Her family live in another state, and are finding it difficult to locate funds to travel interstate to support her.

#### **The 'use of self' - how do you respond?**

You've had two (2) lengthy sessions with Trinity, and these have taken up a good part of your day, and

your supervisor believes you are establishing a good working relationship with Trinity and would like you to continue providing her support. At your next session with Trinity you notice that her hands are shaking and she is resting her head in the palm of her hands. You approach her with a gentle tone of voice to let her know you are there, and you sit beside her. Trinity turns to you, crying and shaking; she looks you in the eye and says “I feel so alone here. Everyone has their own stuff to deal with, lucky I have you. But the thing is... you could only understand what I am going through if you have a child. Do you have a child?”

### ***Main question for assessment - How do you respond?***

#### **Assessment Product 1 - Online Engagement - Group Supervision (No word limit)**

Students will be asked to participate in online group supervision with their peers. This requires you to share some of your reflections on Scenario 1 within a group supervision setting. The supervision groups will be opened in week three (3) 24th July 2017 at 8.30am and will close at the end of week four (4) Sunday 7th August at 11.45pm. You will be allocated into groups, and be asked to follow safe learning guidelines within that group.

You must participate on the moodle supervision boards at **least three (3) times**. I would suggest that your first interaction be an introduction of yourself, the second your initial thoughts/ideas/opinions and a third a reflection on the feedback given by your peers or further discussion about differences/similar points of view. I would also recommend that you participate on day one (1) when the boards are opened, as students that entered the boards at a later date in the previous year had difficulties entering the discussion in a meaningful way as many topics/perspectives had already been discussed and summarised

The unit coordinator will review the sessions and at times may ask relevant questions to help provoke more thought on the learning issue. However, the main idea for peer supervision is to ask each other questions (NB ***keeping in mind ‘asking question’ skills***), seek clarification regarding peers values/beliefs on the matter, and provide feedback to enhance each other’s learning and knowledge (both strengths and gentle/constructive challenges). Please remember there is **NO right or wrong** answers to this scenario, however **you should be able to express your informed view by reflecting on your reading and from gaining insights from peers.**

You do not have to do any research on group supervision techniques, merely put into play some of the skills in modules 1 & 2, and use your sense of curiosity to guide you. Again approach the task with sensitivity being aware of how you ask information in a respectful and safe manner. Students are reminded to keep themselves safe, and to not raise issues online that may cause them or someone else distress, that is, choose information that you feel comfortable sharing with the unit coordinator and peers. If you are unsure please seek support or guidance from the unit coordinator.

#### **Assessment Product 2 - Reflective journal piece (500-1000 words)**

Journaling is a tool used by Social Workers and Human Service workers to explore and develop their knowledge and skills in reflective practise. It is often a more creative and/or expressive medium, that tends to contain the more emotive or personal responses to practise (i.e values and beliefs), although it can also be used to explore the development of knowledge and skills in a more informal, ‘brain storming’ manner. A journal entry can be an effective and safe place to gain insight into your development of these aspects of your practise.

This task requires you to write a reflective journal piece on your thoughts, ideas, responses, knowledge, skills and learning of the scenario. It should include themes/learning from module 1 & 2. It should also draw on feedback from the group supervision board, and the experience of group supervision. You may like to refer to literature to support your views on the scenario, this is not mandatory, but is strongly encouraged. The piece should discuss:

- An exploration of your **“Use of Self”, “Self-Awareness” and “Self-Knowledge”**
- How your **beliefs, values or skills** were applied to this scenario, and whether there was any change, growth, stability, challenges or strengths.

- How your insights will inform your **future practise** and **self-care** strategies and, implications for future practise had these insights not be required.
- Meaningful insights that have emerged from your learning, and learning via the group supervision process.
- The **group supervision experience**, in particular the strengths and challenges of this process. Including, how this 'supervision tool' hinders and/or helps the reflective learning process and the development of new knowledge and skills in professional communication.
- Your experience of group supervision as a 'tool' for **reflective practise**.

### Assessment Due Date

Assessment Product 1 will be your involvement in the online supervision boards on Moodle at least three (3) times. The course co-ordinator will review the boards to assess this product. Assessment Product 2 to be Submitted via Moodle.

### Return Date to Students

Feedback returned via Moodle

### Weighting

20%

### Assessment Criteria

#### Assessment Criteria 1: Group Supervision (5 marks)

- Use of skills and knowledge in regards to reflective practice, for example, the student shares on the group supervision board some reflection on their own learning, and/or reflects back to a peer some thoughts/ideas on their peers learning.
- Interacts with peers in an online supervision group in a respectful manner that enhances the peers learning as well as their own.
- Explains how new insights will inform future practice.
- Describes knowledge and skills of 'use of self' and 'self-care'

#### Assessment Criteria 2: Reflective Journal Entry (15 marks)

- Describes knowledge and skills of 'use of self' and 'self-care'
- Use of skills and knowledge in regards to reflective practice.
- Explains new insights developed/gained from reflective engagement
- Describes reflections on the group supervision experience, in particular the strengths and challenges of this process. Including, how this 'supervision tool' hinders and/or helps the reflective learning process and the development of new knowledge and skills in professional communication.
- Describes implications on future practice had new insights not been revealed
- Use of correct grammar, spelling, punctuation, use of paragraphs, referencing and word limit to reflective summary

### Referencing Style

- [Harvard \(author-date\)](#)

### Submission

Online

### Submission Instructions

Penalty for a late submission without an approved extension. There is no formal submission for Product 1 - Online Group Supervision. However, you need to ensure you are aware of the group you have been assigned to, and interact with that group at least once. For Product 2 - Journal Entry, please submit via moodle and save document as "STUDENT NAME - Assessment 1", and ensure that the journal entry has a cover page with; STUDENT NAME, Course Title and Number, Assessment 1 - Journal Entry, and word count.

### Learning Outcomes Assessed

- Describe the distinctive context and characteristics of professional helping in social work and human services contexts.
- Discuss the characteristics of effective face to face, on line and group-based communication.
- Articulate the skills of cultural competency including working in Indigenous contexts.
- Demonstrate appropriate skills in the use of self and self care, within the one to one professional communication



context.

- Explain how the professional practice tools of supervision and reflective practice are used within social and welfare work.
- Collate feedback on your performance drawn from your involvement in professional learning contexts.

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

### **3 ASSESSMENT 3 – PROFESSIONAL COMMUNICATION AND CULTURAL COMPETENCE**

#### **Assessment Type**

Written Assessment

#### **Task Description**

##### **Focus Statement**

The completion of this assessment will follow the principles of culturally competent practice in regards to professional communication. The purpose of this assessment is to **provoke thinking, reflection, and research** to assist the development of a culturally competent framework for communication. This assessment is designed to broaden your understanding of the cultural construct of communication. It intends to expose you to another culture through research, reading and discussion. These activities will facilitate your understanding of how communication created in cultural contexts which can be very different to each other. This understanding will be drawn on to inform your future practice ensuring your professional interactions remain culturally appropriate. It is important when completing this activity to view the broader cultural context within which communication occurs for example: aspects of both Western culture and the culture you have chosen to research that inform how people communicate, what is culturally appropriate to communicate about or who with, environmental considerations, political or historical considerations, etc.

##### **Role of Students**

This assessment encourages you to assume your role as a Student Social Worker/Human Services Worker by engaging in the scenario outlined below. There are two (2) assessment products for this submission;

1. **A Workshop PowerPoint** and a
2. **Quick Reference Factsheet for Workshop Participants.**

Both products are designed to orientate you to the principles of culturally competent practice in working with Aboriginal and Torres Strait Islander peoples **OR** Culturally and Linguistically Diverse (CALD) people.

##### **Scenario: “New Journeys” Staff Workshop Opportunity**

You are a student Human Services Worker undertaking your placement in a community agency, called New Journeys. New Journeys provides practical support for person/s that are at risk of, or are homelessness. The agency used to work predominately with non-Indigenous clients, English speaking, male and female clients, providing one to one support work and case management. However, in recent months the number of Aboriginal and Torres Strait Islander people accessing the service has increased significantly.

Many of the workers at New Journeys identified that they had limited training and knowledge in providing culturally competent services, and limited experience in working alongside and supporting Indigenous clients. In order to meet this training need the staff group have decided to develop a series of Training and Workshop programs. As an introduction to this training and workshop series for supporting Indigenous peoples, your supervisor has asked you to develop a ‘Professional

Communication Skills' Workshop with a focus on 'Active Listening Skills' in the form of a **Workshop PowerPoint** Presentation. Along with a **Quick Reference Factsheet for Workshop Participants** that complements this PowerPoint.

The supervisor believes it would be helpful if the Workshop had information about the 'Western' styles of communication that workers use, and compare these to Indigenous models of communication OR communication with people from CALD groups. This provides an opportunity for Workshop participants to reflect on their own cultural experience and methods of communicating, along with thinking about how other cultures may communicate. Creative activities to prompt this reflective practice in the workshop plan are required. For the purpose of the workshop **you are to choose one of the following groups** to base your assessment products on:

- Australian Aboriginal people
- Torres Strait Islander people
- Or, a Cultural and Linguistically Diverse (CALD) group/population i.e. a specific language or cultural group.

The supervisor has advised you that staff members are often busy, and scheduling Workshops can be a challenge. Therefore, the expectation is that the **Workshop Powerpoint** is concise, visually pleasing, and able to be accessed at any time by new staff or as a refresh of knowledge. In order for the staff to gain insight into your findings/research the supervisor asks you to also author a **Quick Reference Factsheet for Workshop Participant's**. This factsheet is to provide further explanation/information on the key topics presented in the Workshop Powerpoint, and can display information in dot point form, use graphics/images, graphs, charts, and tables if you wish.

The supervisor reminds you that this is an opportunity to communicate effectively with your peers through a written medium and resource development, and to keep in mind language, cultural respect and relevance of the information.

### **Assessment Products: Communication a Cultural Perspective (20 page PowerPoint and 1000-1500 word Resource)**

**Assessment Product 1: Staff Workshop PowerPoint (20 pages max)**, that addresses the following:

- Describe how active listening skills are a form of Western communication and give two (2) examples from the *AASW Practice Standards* in relation to communication or relationship building with clients, and how these are based on Western principles.
- List key differences between *western models of communication* and *Indigenous models of communication OR a chosen CALD group/population*.
- Ensure that the material presented is explained using academic literature integrated within the PowerPoint.
- Format this information into a PowerPoint Presentation, for staff Workshop purposes.
- Use correct spelling, grammar, punctuation, referencing, respectful language and ensure the assessment is within the word limit (max 20 pages PowerPoint).
- The resource has to be user friendly and well presented; it needs to demonstrate your commitment to professional communication in this medium. You can include pictures, tables, figures, graphs etc. (Please do not link video files to the presentation)
- The PowerPoint is a **SUMMARY** of the information, and is suitable for Workshop purposes. You can refer to PowerPoints by your unit coordinators as to what you find helpful when reading through their PowerPoint presentations.

**Assessment Product 2: Quick Reference Factsheet for Workshop Participants (1000-1500 words)** that includes:

- A Quick Reference Factsheet for participants/staff that complements the PowerPoint



Presentation, and provides information and research that supports the material in your PowerPoint presentation.

- Ensure that the material presented is explained using academic literature.
- A user friendly approach and is well presented; the Fact Sheet needs to demonstrate your commitment to professional communication in this medium. You can include pictures, tables, figures, and graphs.

**Please note:** The Quick Reference Fact Sheet is to be a Word document, and does not have to be in essay format, therefore it is acceptable to use dot points.

#### **Assessment Due Date**

Submission by moodle

#### **Return Date to Students**

Feedback via Moodle

#### **Weighting**

40%

#### **Minimum mark or grade**

Students must pass all assessments to pass this unit

#### **Assessment Criteria**

**Assessment Criteria - Part 1: Communication a Cultural Perspective - A staff Workshop PowerPoint (20 pages max) - 20 Marks**

- **Describe how active listening skills are a form of western communication**
- **List one (1) AASW Practice Standard and how these are based on Western principles/ideas**
- **List a second one (1) AASW Practice Standard and how these are based on Western principles/ideas**
- **Explain key cultural aspects to be knowledgeable of when communicating with chosen cultural group**
- **Describe necessary adjustments to skills of active listening when communicating with chosen culraul group and the implications for human service professionals**

#### **Assessment Criteria Part 2: Workshop Factsheet - 20 Marks**

- **Describe how active listening skills are a form of Western communication**
- **List one (1) Practice Standard and how these are based on Western principles/ideas**
- **List a second one (1) AASW Practice Standard and how these are based on Western principles/ideas**
- **Explain key cultural aspects to be knowledgeable of when communicating with chosen cultural group**

#### **Referencing Style**

- [Harvard \(author-date\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Submitted via Moodle. Please ensure the Powerpoint document is saved with the title "STUDENT NAME - Product 1 - Assessment 3" and Fact Sheet is saved as a word document with title "STUDENT NAME - Product 2 - Asseessment 2". Please ensure both the powerpoint and word document have a cover page with Students name, Title and Course Number, Assessment Title, and Word Count. Do not submit any documents in Adobe form. Do not include any audiovisual links on the documents.

#### **Learning Outcomes Assessed**

- Describe the distinctive context and characteristics of professional helping in social work and human services contexts.
- Explain communication as a cultural construct and the associated implications for the human services professional.
- Articulate the skills of cultural competency including working in Indigenous contexts.

**Graduate Attributes**

- Communication
- Critical Thinking
- Team Work
- Ethical practice

## 4 On-campus Activity

**Assessment Type**

On-campus Activity

**Task Description**

No Assessment Task Description

**Assessment Due Date**

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

Log of attendance submitted at residential

**Weighting**

Pass/Fail

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Offline Online

**Learning Outcomes Assessed**

- Demonstrate effective professional listening and reflective communication skills.
- Collate feedback on your performance drawn from your involvement in professional learning contexts.

**Graduate Attributes**

- Communication
- Problem Solving
- Team Work
- Cross Cultural Competence

## 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