



SOWK11015 Professional Communication in Human Services

Term 2 - 2018

Profile information current as at 18/04/2024 04:28 am

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 - 2018

- 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. **Written Assessment**

Weighting: 20%

2. **Practical and Written Assessment**

Weighting: 40%

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

Feedback

Some students experienced confusion with regards to assessment due dates

Recommendation

Ensure due dates are clearly outlined in the unit profile and again on the Moodle site

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

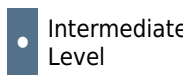
Alignment of Learning Outcomes, Assessment and Graduate Attributes



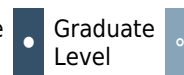
N/A
Level



Introductory
Level



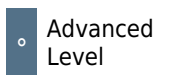
Intermediate
Level



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

Skills for human service practice

Edition: 2nd (2012)

Authors: O'Hara , A & Pockett , R

Oxford University Press

South Melbourne , VIC , Australia

Binding: Paperback

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

Additional Textbook Information

The Harms and O'Hara texts are packaged together at a reduced cost to students. See the pack at the CQUni Bookshop [here](#)

[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

Paloma Cesare Unit Coordinator

p.cesare@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 1 Powerpoint & audiofile

Module 1: Overview of Communication in Human Services

Week 1: Understanding Communication in Human Services

Chapter 1:
Harms, L 2015, *Working with people: communication skills for reflective practice*: 2nd edition, Oxford University Press, South Melbourne

Compulsory Residential commences weekly at **Bundaberg & Rockhampton** campuses for those selecting to attend the weekly residential.

Week 2 - 16 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Module 1: Overview of Communication in Human Services

Week 2: Essential Communication Skills For Practice

Chapter 2 & 4
Harms, L 2015, *Working with people: communication skills for reflective practice*: 2nd edition, Oxford University Press, South Melbourne

Please access the following core reading on the Moodle site:
Bolton, R 1986, *People Skills: how to assert yourself, listen to others, and resolve conflicts*, Prentice-Hall Incorporated, Sydney, pp. 32-61

Week 2 Powerpoint & audiofile

Week 3 - 23 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Module 1: Overview of Communication in Human Services

Week 3: Use of Self in Practice

Chapter 5
Harms, L 2015, *Working with people: communication skills for reflective practice*: 2nd edition, Oxford University Press, South Melbourne
Chapter 3
O'Hara, A, Pockett, R 2012, *Skills for human service practice*: 2nd edition, Oxford University Press, South Melbourne

Week 3 Powerpoint & audiofile
Online Group Supervision Opens on Wednesday 25th July at 9:00am

Week 4 - 30 Jul 2018

Module/Topic

Chapter

Events and Submissions/Topic

Module 2: Essential Communication Skills for Practice

Week 4: Positive Communication

Chapter 6
Harms, L 2015, *Working with people: communication skills for reflective practice*: 2nd edition, Oxford University Press, South Melbourne

Please access the following core reading on the Moodle site:
Foote, S, Quinney, A, Taylor, M 2013, *The social work assignments handbook: A practical guide for students*, Routledge Taylor & Francis Group, Abingon, Oxon

Compulsory Residential for students selecting to attend the 3 day intensive residential at **Noosa** and **Geraldton** campuses.

Friday 3rd August 8.30 - 5.00pm
Saturday 4th August 8.30 - 5.00pm
Sunday 5th August 8.30 - 4.30pm

Revision of residential documents in Moodle

Week 5 - 06 Aug 2018

Module/Topic

Chapter

Events and Submissions/Topic

<p>Module 2: Essential Communication Skills for Practice Week 5: Working with Cultural Diversity</p>	<p>Chapter 5& 6 O'Hara, A, Pockett, R 2012, <i>Skills for human service practice</i>: 2nd edition, Oxford University Press, South Melbourne</p> <p>Please access the following core reading on the Moodle site: Lynne, R 2001, 'Learning from a Murri Way' <i>The British Journal of Social Work</i>, vol. 31, no.6, pp. 903-916.</p>	<p>Week 5 powerpoint & audiofile Online Group Supervision Closes on Sunday 12th August at 11:45pm.</p>
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Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Module 2: Essential Communication Skills for Practice Week 6: Focus on Interaction</p>	<p>Chapter 7 & 8 Harms, L 2015, <i>Working with people: communication skills for reflective practice</i>: 2nd edition, Oxford University Press, South Melbourne</p>	<p>Week 6 powerpoint & audiofile Reflective Practice and Writing Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST</p>

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Module 3: Assessment and Intervention Week 7: Skills for Assessment</p>	<p>Chapter 9 Harms, L 2015, <i>Working with people: communication skills for reflective practice</i>: 2nd edition, Oxford University Press, South Melbourne</p> <p>Chapter 9 O'Hara, A, Pockett, R 2012, <i>Skills for human service practice</i>: 2nd edition, Oxford University Press, South Melbourne</p>	<p>Week 7 powerpoint & audiofile</p>

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Module 3: Assessment and Intervention Week 8: Assessment of Risk</p>	<p>Chapter 7 O'Hara, A, Pockett, R 2012, <i>Skills for human service practice</i>: 2nd edition, Oxford University Press, South Melbourne</p>	<p>Week 8 powerpoint & audiofile Video Demonstration of Active Listening Skills and Written Critique Due: Week 8 Friday (7 Sept 2018) 12:00 am AEST</p>

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<p>Module 3: Assessment and Intervention Week 9: Working with conflict</p>	<p>Chapter 10 Harms, L 2015, <i>Working with people: communication skills for reflective practice</i>: 2nd edition, Oxford University Press, South Melbourne</p> <p>Chapter 12 O'Hara, A, Pockett, R 2012, <i>Skills for human service practice</i>: 2nd edition, Oxford University Press, South Melbourne</p>	<p>Week 9 powerpoint & audiofile</p>

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Module 4: Professional Communication in Context Week 10: With Individuals, groups and communities	Chapter 13 &14 O'Hara, A, Pockett, R 2012, <i>Skills for human service practice</i> : 2nd edition, Oxford University Press, South Melbourne	Week 10 powerpoint & audiofile
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Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Professional Communication in Context Week 11: Working in Teams	Chapter 15 O'Hara, A, Pockett, R 2012, <i>Skills for human service practice</i> : 2nd edition, Oxford University Press, South Melbourne	Week 11 powerpoint and audiofile

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review of learning		Review week 2 powerpoint Professional Communication and Cultural Competence Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Reflective Practice and Writing

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 . There are two assessment outcomes; involvement in online group supervision and an individually written journal entry. You are encouraged 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. Please refer to the case scenario below.

Case Scenario

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 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 patient 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 12 week old baby, Lila and no other children. Trinity turned 17 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 impact on her quality of life. Currently, Lila is very unwell, and has been hospitalised for the past week whilst she has undergone 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 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?"

Assessment Question: How do you respond?

Assessment 1: Product A

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 3** on Wednesday 25th July 2018 at 9:00am and will close at the end of **Week 5** on Sunday 12th August at 11:45pm. You will be allocated into groups.

You must participate on the moodle supervision boards at **least three (3) times**. Your first interaction should 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. It is recommended that you participate on day one (1) when the boards are opened.

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 (keep in mind 'asking/exploring 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 1: Product B

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 practice. It is often a more creative and/or expressive medium, that tends to contain the more emotive or personal responses to practice (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 practice.

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 practice and self-care strategies and, implications for future practice 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 practice.

Important Note: Please copy and paste your group supervision postings and responses and include it with your reflective journal piece.

Assessment Due Date

Week 6 Friday (24 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 8 Friday (7 Sept 2018)

Feedback returned via Moodle

Weighting

20%

Assessment Criteria

Assessment Criteria 1: Group Supervision (5 marks)

- Demonstrates participation in group supervision and engages with peers respectively that encourages reflective learning

Assessment Criteria 2: Reflective Journal Entry (15 marks)

- Describes the experience of reflective practice and how this impacts on learning and development.
- Describes knowledge and skills of use of self and self-care, and how learning on through the group supervision process will inform future practice.
- Demonstrates consultation of literature relevant to the assignment topic.
- Demonstrates synthesis and integration of literature, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard CQU) and adheres to the word limit.

Referencing Style

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

Submission

Online

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

2 Video Demonstration of Active Listening Skills and Written Critique

Assessment Type

Practical and Written Assessment

Task Description

This assessment 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 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 socially 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.

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 activities 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: Part A

Active Listening Skills Demonstration (5 minutes)

You are to:

- Engage in a 5 minute Active Listening Skill demonstration with a person applying your active listening skills. The person can be another student, friend or family member.
- Ensure the demonstration is a five (5) minute conversation about a challenging work experience or challenging learning experience, for e.g. a challenging situation in a group assessment task in past learning environments. Please ensure the conversation is not about significant personal issues.
- Use skills that you have learned and developed based on Bolton's (1986) active skill clusters, including, attending, reflecting and following.

Important Note: This demonstration is not a role play of counseling. It is a demonstration of active listening skills.

Submission of audio visual video

The audio visual recording is to be uploaded to a cloud drive or storage such as Google Drive, Dropbox, or Onedrive and the submission link shared with the course coordinator on the Assessment Cover Sheet. Students can contact TASAC for support in accessing and using cloud drive. The audio visual recording must be saved in either Windows Media Player or VLC format. Media player and VLC software program are designed for viewing audio visual recordings and are available to download for free from the Internet. Before submitting your audio visual recording you must check that the file type extension is either mp4, mpeg, avi, wav or wmv. A consent form must be signed by all participants and uploaded to Moodle.

Assessment 1: Part B

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

Week 8 Friday (7 Sept 2018) 12:00 am AEST
Please refer to submission instructions.

Return Date to Students

Week 12 Monday (1 Oct 2018)

Moodle Assessment submission and Feedback Portal.

Weighting

40%

Minimum mark or grade

You must pass this assessment to pass this unit.

Assessment Criteria**Part A - Skills demonstration (20 marks)**

- Demonstrated ability 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 reflective skills to simulated learning assessment.

Part B - Critique/Analysis of demonstration (20 marks)

- 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.
- Demonstrates consultation of literature relevant to the assignment topic.
- Demonstrates synthesis and integration of literature, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard CQU) and adheres to the word limit.

Referencing Style

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

Submission

Online

Submission Instructions

Please refer to submission instructions.

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

3 Professional Communication and Cultural Competence

Assessment Type

Written Assessment

Task Description

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 in different cultural contexts can vary. 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, socio-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.

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 homeless. 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.

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 Culturally And Linguistically Diverse (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 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.

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

- Describe how active listening skills are a form of Western communication and give two examples from the AASW Practice Standards (2013) 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 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 Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Submission by moodle

Return Date to Students

Exam Week Friday (19 Oct 2018)

Feedback via Moodle

Weighting

40%

Assessment Criteria

- Describe how active listening skills are based on Western communication.
- Describe two AASW Practice Standards (2013) and how these are based on Western principles/ideas.
- Describe the key cultural aspects to be aware of when communicating with chosen cultural group.
- Describe how to adapt active listening skills when communicating with chosen cultural group and the implications for human service professionals.
- Demonstrates consultation of literature relevant to the assignment topic.
- Production of PowerPoint presentation that is visually pleasing and engaging, concise and well structured.

Referencing Style

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

Submission

Online

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

Students must attend the compulsory residential for this unit. Students have the option of attending a weekly residential at the Bundaberg or Rockhamptom campuses which commences in Week 1. Students can choose to attend the 3 day intensive residential school in Noosa on 3rd, 4th, 5th August. Geraldton students must attend the 3 day intensive residential school in Geraldton on 3rd, 4th, 5th August. Please refer to the Moodle site for the options regarding residential locations, dates and times and more detailed information.

Assessment Due Date**Return Date to Students**

Log of attendance submitted at residential

Weighting

Pass/Fail

Minimum mark or grade

Attendance at residential is compulsory. You must attend the residential to pass the course overall.

Assessment Criteria

Demonstrate effective professional listening skills.

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