



SOWK11015 Professional Communication in Human Services

Term 2 - 2019

Profile information current as at 27/04/2024 04:53 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 - 2019

- Bundaberg
- Mixed Mode
- 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 Have my Say Survey

Feedback

Students enjoyed the residential and skill development.

Recommendation

Continue to provide the skills workshops in residential.

Feedback from Have my Say Survey Email Face to face

Feedback

Students reported that the audio visual preparation and submission was challenging and could have been better supported.

Recommendation

Provide more instructions on how to submit the audio visual. This can be embedded in the unit.

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



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%	•	•			•			

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
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

The Skilled Communicator in Social Work

(2018)

Authors: Healy, Karen

Macmillan Publishers Australia

London , UK

ISBN: 9781137563484

Binding: Paperback

SOWK11015

Supplementary

Basic Personal Counselling

Edition: 8th edn (2016)

Authors: Geldard, D & Geldard, K

Pearson Australia

Frenchs Forest , NSW , Australia

ISBN: 9780170364362

Binding: Paperback

Additional Textbook Information

This supplementary text is also the core text for SOWK12009, Casework and Case Management and is recommended for SOWK11015, Professional Communication in Human Services.

Both books can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Paloma Cesare Unit Coordinator

p.cesare@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Communication in Human Services		Please refer to Moodle for unit readings and activities.

Week 2 - 22 Jul 2019

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

The Working/Therapeutic Alliance and Communication Please refer to Moodle for unit readings and activities.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Use of Self and Communication	Please refer to Moodle for unit readings and activities.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Self determination and Communication	Please refer to Moodle for unit readings and activities.	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Empathy and Communication	Please refer to Moodle for unit readings and activities.	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
	Please refer to Moodle for unit readings and activities.	

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills: Attending and Following Skills	Please refer to Moodle for unit readings and activities.	Part A: Group Discussion (minimum 500 words) Part B: Reflective Writing (1000 words) Due: Week 6 Friday (30 Aug 2019) 11:55 pm AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills: Reflection skills	Please refer to Moodle for unit readings and activities.	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills: Use and Abuse of Questions	Please refer to Moodle for unit readings and activities.	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Culture and communication	Please refer to Moodle for unit readings and activities.	Part A: Video Demonstration of Active Listening Skills (10 minutes) and Part B: Written Critique (1000-1500 words) Due: Week 9 Friday (20 Sept 2019) 11:45 pm AEST

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal Australians and Torres Strait Islander and Communication	Please refer to Moodle for unit readings and activities.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Communication across the life span	Please refer to Moodle for unit readings and activities.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Please refer to Moodle for unit readings and activities.	Professional Communication and Cultural Competence (20 Page Written Powerpoint) Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 21 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Part A: Group Discussion (minimum 500 words) Part B: Reflective Writing (1000 words)

Assessment Type

Written Assessment

Task Description

Assessment 1: Part A (minimum 500 words)

Online group discussion requirements

You are required to participate in an online group discussion with your student peers. You will be allocated in random groups on Moodle. You will need to refer to the **Case Scenario which be can be located on Moodle** to inform your group discussion. Your response should be informed by the course content, with particular reference to the following content:

- The working/therapeutic alliance and communication
- The use of self and communication
- Self determination and communication
- Empathy and communication
- Active listening skills and communication
- Reflective practice in social work

Schedule for Group Online Discussion

The group discussion forum will be opened in **Week 4 on Monday 5th August 2019** and will close on **Sunday 18th August at 11:45pm**. The assessment submission will be due on **Friday 30th August in Week 6**.

Online Discussion Posts

You must participate in the group discussion forum a minimum of 3 times. You are required to:

1st Forum Post: Introduce yourself

2nd Forum Post: Share your thoughts and reflections which is informed by the course content

3rd Forum Post: Reflection on the feedback given by your peers and/or further discussion about differences/similar points of view with student peers.

Please Note: Students are expected to comply with Online Netiquette.

Assessment 1: Part B

Reflective Journal Writing (1000 words)

You are required to write a reflective journal piece on the following:

- Your use of self, self-awareness and self-knowledge.
- How your personal and professional beliefs, values or skills were applied to this scenario.
- The importance of the core concepts and its relevance to practice in human services.
- How your insights will inform your future practice and self-care strategies
- How your insights inform implications for future practice had these insights not be acquired.
- Meaningful insights that have emerged from your learning, and learning via the online group discussion.
- The group discussion experience, in particular the strengths and challenges of this process.
- Your experience of group discussion as a tool for reflective practice.

Assessment Due Date

Week 6 Friday (30 Aug 2019) 11:55 pm AEST

Return Date to Students

Week 7 Friday (6 Sept 2019)

Weighting

20%

Assessment Criteria

Part A					
Online Group Discussion (10 marks)					
Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrates participation in group supervision and engages with peers respectfully that encourages reflective learning about the use of self	Excellent engagement with the group discussion; writes several comprehensive posts (3 or more) that considers the complexity of personal values and professional values and the use of self in practice; provides insightful and relevant feedback to student peers; and is an active participant in the group discussion	Very good engagement with the group discussion; writes posts that consider the use of self in practice; and provides some useful feedback to a student peers.	Good engagement with the group discussion; writes posts that consider the use of self; and provides some feedback to student peers.	Satisfactory engagement with the group discussion and writes minimum of 3 posts; demonstrates an adequate understanding of the use of self; and responds to one student peer	Does not participate in the group discussion OR Does not write three posts; does not respond to student peers; and is unaware of the use of self in practice.
5 marks					
Demonstrates an understanding of the importance of the core concepts and its relevance to practice in human services	Excellent understanding of all (6) of the core concepts and its relevance to practice and integrates this understanding in the discussion posts	Very good Understanding of most (4-5) of the core concepts and its relevance to practice and integrates this understanding in most of the discussion posts	Good Understanding of the core concepts (2-3) and	Satisfactory understanding of the core concepts (1-2) and how it relates to practice and integrates	Does not participate in the group discussion OR Consideration of the core concepts is absent in the group discussions.
5 marks					
TOTAL					/10

Part B:					
Reflective Journal Writing					
10 marks					
Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrates an understanding of the importance of reflective practice on learning and development	Advanced reflective practice skills and knowledge that has produced surprising and exceptional meaningful insights into professional communication	Very good knowledge reflective practice skills and knowledge that has produced surprising and meaningful insights into professional communication	Good reflective practice skills and knowledge that has produced surprising insights into professional communication	Adequate or basic reflective practice skills and knowledge that has produced insights into professional communication	Inadequate or inappropriate reflective practice skills and knowledge that has produced limited or nil insights into professional communication
2.5 marks					
Demonstrates understanding of the use of self and self-care, and how learning through group discussion will inform future practice	Advanced understanding of use and how your personal and professional values integrate in practice and self-care, and how this learning will inform future practice.	Very good understanding of use of self and self-care, and how this learning will inform future practice.	Good understanding of use of self and self-care, and how this learning will inform future practice.	Appropriate or adequate understanding of use of self and self-care, and how this learning will inform future practice.	Inappropriate or inadequate understanding of the use of self and self-care, and how this learning will inform future practice.
2.5 marks					
Demonstrates the importance of the core concepts and its relevance to practice in human services	Excellent understanding of all (6) of the core concepts and its relevance to practice and integrates this understanding in the discussion posts	Very good Understanding of most (4-5) of the core concepts and its relevance to practice and integrates this understanding in the discussion posts	Good Understanding of the core concepts (2-3) and its relevance to practice and integrates this understanding in the discussion posts	Satisfactory understanding of the core concepts (1-2) and its relevance to practice to practice and integrates this understanding in the discussion posts	Does not participate in the group discussion OR Consideration of the core concepts is absent in the group discussions
2.5 marks					
Demonstrates consultation of literature relevant to the group discussion	Advanced literature review, with includes strong academic research; and comprehensive research	Very good literature review with includes academic research that varies in quality	Good literature review which includes some academic research and a few references =	Adequate literature review which includes limited academic research and a few references	Inadequate or inappropriate literature review with reliance on internet sources or irrelevant and inappropriate references.
2.5 marks					
TOTAL					/10

Referencing Style

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

Submission

Online

Submission Instructions

Please copy and paste your group supervision postings and student peer responses and include it with your reflective journal piece on Moodle.

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 Part A: Video Demonstration of Active Listening Skills (10 minutes) and Part B: Written Critique (1000-1500 words)

Assessment Type

Practical and Written Assessment

Task Description

Part A: Active Listening Skills Demonstration (10 minutes)

You are to:

- Engage in a 10 minute discussion 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 discussion is not about significant personal issues.
- Demonstrate the use of core communication skills which include, empathy, the ability to establish rapport, sensitive use of self, and the ability to apply the AASW values of respect and self determination in the helping context.
- Demonstrate Bolton's Active Skills clusters, including, attending, following and reflection communication skills.

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

Part B: Written Analysis/Critique of Active Listening Skills Demonstration (1000-1500 words)

The purpose of this product is to give an opportunity for you to reflect on your skill development, areas of strength and areas that need further development.

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.
- Critique your application of self determination in the helping context.
- Critique your ability to demonstrate sensitive use of self.
- Critique your ability to demonstrate rapport.
- Critique your ability to demonstrate empathy.
- Reflect on current active listening skills and working alliance skills 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. Your understanding should be informed by the academic literature.

Assessment Due Date

Week 9 Friday (20 Sept 2019) 11:45 pm AEST

Return Date to Students

Week 12 Friday (11 Oct 2019)

Weighting

40%

Minimum mark or grade

The student must pass this assessment to pass the unit. The student must achieve a minimum mark of 20 marks for this assessment.

Assessment Criteria

Part A: Audio Visual Demonstration

PLEASE ALSO REFER TO THE MARKING GUIDE ON MOODLE TO MEET THE MARKING CRITERIA BELOW

	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrated ability of technical skills in a 10 minute simulated learning activity, such as use of space and arrangement of furniture.	Advanced technique demonstrated (5 or more of skills are demonstrated)	Very good technique demonstrated (3-4 of skills are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
1 mark Demonstrated capacity to convey empathy in a helping context	Advanced technique demonstrated (5 or more of the skills are demonstrated)	Very good technique demonstrated (3-4 of the criteria are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skill are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
2.5 marks Demonstrated ability to apply the AASW value of respect and self-determination in a helping context	Advanced technique demonstrated	Very good technique demonstrated (3-4 of the skills are demonstrated)	Good technique demonstrated (2-3 of the skills demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
2.5 marks Demonstrated ability to establish rapport	Advanced technique demonstrated (5 or more of the skills are demonstrated)	Very good technique demonstrated (3-4 of the skills are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
2.5 marks Sensitive use of self in response to client discussions and behaviour	Advanced technique demonstrated (5 or more of the skills are demonstrated)	Very good technique demonstrated (3-4 of the skills are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
2.5 marks Demonstrated ability to apply attending skills to simulated learning assessment	Advanced technique demonstrated (5 or more of the skills are demonstrated)	Very good technique demonstrated (3-4 of the skills are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
3 marks Demonstrated ability to apply following skills to simulated learning assessment	Advanced technique demonstrated (5 or more of the skills are demonstrated)	Very good technique demonstrated (3-4 of the skills are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
3 marks Demonstrated ability to apply reflective listening skills to simulated learning assessment	Advanced technique demonstrated (5 or more of the skills are demonstrated)	Very good technique demonstrated (3-4 of the skills are demonstrated)	Good technique demonstrated (2-3 of the skills are demonstrated)	Satisfactory technique demonstrated (1-2 of the skills are demonstrated)	Demonstrated ability of technical skills were absent or inappropriate
3 marks TOTAL					/20

Part B: Written Critique

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrated ability to critique attending skills	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
2 marks					

Demonstrated ability to critique following skills	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
2 marks Demonstrated ability to critique reflection skills	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
2 marks Demonstrated ability to critique the application of self-determination in the helping context	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
2 marks Demonstrated ability to critique use of self	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
2 marks Demonstrated ability to critique the ability to develop rapport	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
2 marks Demonstrated ability to critique empathy	An ability to apply reflective skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply reflective skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply reflective skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills.	Inappropriate or inadequate application of reflective skills with limited or no critique of these skills.
Demonstrated ability to critique skills and consider the impact of future skills if these skills remained unchanged	Advanced reflective practice skills and knowledge that has produced surprising and exceptional meaningful insights	Very good knowledge reflective practice skills and knowledge that has produced surprising and meaningful insights	Good reflective practice skills and knowledge that has produced surprising insights	Adequate or basic reflective practice skills and knowledge that has produced insights	Inadequate or inappropriate reflective practice skills and knowledge that has produced limited or nil insights
4 marks Demonstrates consultation of literature relevant where relevant	Advanced literature review, with includes strong academic research; and comprehensive research	Very good literature review with includes academic research that varies in quality	Good literature review which includes some academic research and a few references	Adequate literature review which includes limited academic research and a few references	Inadequate or inappropriate literature review with reliance on internet sources or irrelevant and inappropriate references.
2 marks TOTAL					/20

Referencing Style

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

Submission

Offline Online

Submission Instructions

FORMAT OF AUDIO VISUAL: The audio visual recording is to uploaded to a cloud drive or storage such as OneDrive (which all students will have as part of their student enrollment), and the submission link shared with the unit coordinator. 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. You also have the choice to submit via YOU TUBE. Instructions for audio visual submission can be found on the Moodle site or students can contact TASAC for support.

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 (20 Page Written Powerpoint)

Assessment Type

Written Assessment

Task Description

Please refer to the **Case Scenario on Moodle**.

You are required to develop a powerpoint presentation (20 pages maximum) that addresses the following:

- Describe how communication is culturally constructed and the implications of this for the the human service professional.
 - Describe and contrast communication in Western culture vs. Aboriginal Australians or Torres Strait Islander culture and the implications for human service worker.
 - Describe and discuss the important communication strategies when communicating with Aboriginal Australians or Torres Strait Islander people.
 - Identify and discuss the implications of the socio-political and historical issues of working with Aboriginal Australians or Torres Strait Islander people and how this influences communication.
 - Ensure that the material presented is explained using academic literature integrated within the PowerPoint.
-
- Use correct spelling, grammar, punctuation, referencing, 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, videos (embedded video files), tables, figures, graphs etc.

Assessment Due Date

Week 12 Friday (11 Oct 2019) 11:45 pm AEST

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting

40%

Assessment Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrated understanding of how communication is culturally constructed	Advanced understanding of how communication is culturally constructed	Very good understanding of how communication is culturally constructed	Good understanding of how communication is culturally constructed	Adequate understanding of how communication is culturally constructed	Inadequate or inaccurate analysis of how communication is culturally constructed
7 marks Demonstrated understanding of the communication strategies used in Western communication (ALS)	Advanced understanding of key communication strategies in Western culture	Very good understanding of key communication strategies in Western culture	Good understanding of key communication strategies in Western culture	Adequate understanding of key communication strategies in Western culture	Inadequate or inaccurate analysis of key communication strategies in Western culture
6 marks Demonstrated understanding of the communication strategies used in Aboriginal or Torres Strait Islander communication	Advanced understanding of key communication strategies in Aboriginal and Torres Strait Islander culture	Very good understanding of key communication strategies in Aboriginal and Torres Strait Islander culture	Good understanding of key communication strategies in Aboriginal and Torres Strait Islander culture	Adequate understanding of key communication strategies in Western culture	Inadequate or inaccurate analysis of key communication strategies in Western culture
7 marks					

Demonstrated understanding of the similarities and differences between Western cultural communication and Aboriginal or Torres Strait Islander communication and the implications for the human service worker	Advanced knowledge of adjustments to communication when communicating with Aboriginal and Torres Strait Islanders and the implications for practitioners.	Very good knowledge of adjustments to communication when communicating with Aboriginal and Torres Strait Islanders and the implications for practitioners.	Good knowledge of adjustments to communication when communicating with Aboriginal and Torres Strait Islanders and the implications for practitioners.	Adequate knowledge of adjustments to communication when communicating with Aboriginal and Torres Strait Islanders and the implications for practitioners.	Inadequate or inaccurate analysis of adjustments to communication when communicating with Aboriginal and Torres Strait Islanders and the implications for practitioners.
6 marks Demonstrated understanding of the implications of the socio-political and historical issues of working with Aboriginal or Torres Strait Islanders and how this influences communication	Advanced understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal or Torres Strait Islanders	Very good understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal or Torres Strait Islanders	Good understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal or Torres Strait Islanders	Adequate understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal or Torres Strait Islanders	Inadequate or inaccurate analysis of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal or Torres Strait Islanders
6 marks					
Demonstrated consultation of literature relevant to the topic	Advanced literature review, with includes strong academic research; and comprehensive research (<10).	Very good literature review with includes academic research that varies in quality; and (7-10)	Good literature review which includes some academic research and a few references (5-7)	Adequate literature review which includes limited academic research and a few references (>5)	Inadequate or inappropriate literature review with reliance on internet sources or irrelevant and inappropriate references.
5 marks					
Production of Powerpoint presentation that is visually pleasing and engaging, concise and well structured	Advanced presentation, that is clear and uncluttered, is cohesive, is referenced appropriately, and is engaging and creative	Very good presentation which is visually pleasing for most of the powerpoint, is referenced appropriately and is engaging.	Good presentation which is visually pleasing for some of the powerpoint and is referenced appropriately	Adequate presentation which can be understood and is referenced appropriately for most of the powerpoint.	Inadequate or inappropriate presentation that is not clear, cluttered and difficult to view.
3 marks					

Referencing Style

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

Submission

No submission method provided.

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 Residential attendance (All students must attend residential)

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 the following locations. Please select your preferred option in your student record and on the unit site on Moodle.

Noosa, Qld: 3 day intensive residential on August 2nd, 3rd, 4th from 9:00am - 5:00pm

Geraldton, WA: 3 day intensive residential on August 2nd, 3rd, 4th from 9:00am - 5:00pm

Port Pirie, SA: 3 day intensive residential on August 2nd, 3rd, 4th from 9:00am - 5:00pm

Bundaberg or Rockhampton campus: 2 hour Tutorials each week. Commences Week 1 - Week 12. The day and time for these tutorials will be announced on the Moodle site.

Assessment Due Date

Return Date to Students

Weighting

Pass/Fail

Minimum mark or grade

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

Assessment Criteria

Marking Criteria	Pass	Fail
Attend on campus residential	Student is present for the full duration of the residential program (24 hours)	Student is absent from the residential or partially attends
Demonstrated participation in learning activities, which include group work, role play, fish bowl activities, and oral presentations.	Student participates in group work, role play, fish bowl activities, and oral presentations	Student does not participate in role plays, fish bowl activities, and oral presentations.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Log of attendance submitted at residential.

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