



SOWK11015 Professional Communication in Human Services

Term 1 - 2020

Profile information current as at 03/05/2024 04:52 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.

Corrections

Unit Profile Correction added on 02-04-20

Residential attendance and Assessments

As you are aware there are daily announcements from the government in relation to COVID19 and social distancing. Different states and territories are now closing their borders due to COVID19. Therefore, we are advising any students undertaking Professional Communication in Human Services: SOWK11015, who were planning on attending residential school on May 1st – May 3rd, that the residential will no longer be held. Additionally, Assessment 2, which was linked to the residential attendance has changed and can be found on Moodle under the Assessments Tab.

The changes are as follow:

Previous Assessment 1: On campus activity – CANCELLED

Assessment 2 : Practical and Written Assessment CHANGED TO Portfolio: Active Listening Activities due in Monday 1st June at 9:00am Week 12.

Assessment 3: NO CHANGE.

General Information

Overview

This unit introduces students to professional communication skills within social welfare work and the human services industry. Students will acquire knowledge about the cultural context of communication. Students will develop an understanding of the nature and contexts of professional helping relationships and how these differ from non-professional relationships; the importance of the working alliance and communication; the use of self; and how to facilitate self-determination when communicating. Students will develop practical skills and knowledge in professional active listening skills, and in reflective practice and writing. Students will be required to 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 1 - 2020

- Mixed Mode

Attendance Requirements

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

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. **On-campus Activity**

Weighting: Pass/Fail

2. **Practical and Written Assessment**

Weighting: 60%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

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

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

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 Your Say

Feedback

Students reported that the residential was too early in the term and there was insufficient learning prior.

Recommendation

The timing has been changed to allow students to be better prepared to learn

Feedback from Have Your Say

Feedback

Students reported that they were unhappy with the assessment return time frame

Recommendation

The submission and return date are going to be changed when the unit is delivered in Term 1

Feedback from Have Your Say

Feedback

Students report that the assessment requirements were unclear.

Recommendation

Currently there are individual zoom sessions that address each of the assessments and the requirements; written Hints and Tips of how to address the requirements; and ALC support embedded in the unit that are tailored around each assessment item. However, the assessments are being modified and reduced in number, to increase focus on some key skills and knowledge that students are required to develop.

Feedback from Email feedback

Feedback

Students stated that feedback for assessments was useful and comprehensive.

Recommendation

Continue to provide relevant and comprehensive feedback.

Feedback from Email feedback

Feedback

Students stated that the unit was well supported and they enjoyed the learning.

Recommendation

Continue to provide a range of resources to engage students in the learning.

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. Describe the importance of the working alliance; self-determination and the use of self; when communicating in a professional context
3. Demonstrate effective professional listening and active listening communication skills
4. Demonstrate the ability to reflect on professional active listening communication skills and use reflective writing to critique skill development
5. Describe the application of cross cultural awareness and knowledge when communicating with culturally diverse groups, including Australian Aboriginal and Torres Strait Islanders.

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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - On-campus Activity - 0%	•	•	•	•	
2 - Practical and Written Assessment - 60%	•	•	•	•	
3 - Written Assessment - 40%					•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - On-campus Activity - 0%	•				•			•		
2 - Practical and Written Assessment - 60%	•		•	•	•			•		

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Written Assessment - 40%	•		•	•		•	•	•		

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

Cengage Learning Australia

South Melbourne , Vic , Australia

ISBN: 9780170364362

Binding: Paperback

Additional Textbook Information

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> The eBook of Basic Personal Counselling can be purchased the publisher's website here:

https://www.cengagebrain.com.au/shop/isbn/9780170364362?utm_source=cengageau&utm_medium=productpage

[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 - 09 Mar 2020

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

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Working/Therapeutic Alliance and Communication	Please refer to Moodle for unit readings and activities.	

Week 3 - 23 Mar 2020

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

Week 4 - 30 Mar 2020

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

Week 5 - 06 Apr 2020

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

Vacation Week - 13 Apr 2020

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

Week 6 - 20 Apr 2020

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

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills: Use & Abuse of Questions	Please refer to Moodle for unit readings and activities.	Compulsory Residential Attendance Due: Week 7 Friday (1 May 2020) 9:00 am AEST

Week 8 - 04 May 2020

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

Week 9 - 11 May 2020

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 (1500 words) Due: Week 9 Monday (11 May 2020) 5:00 pm AEST

Week 10 - 18 May 2020

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 - 25 May 2020

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

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Please refer to Moodle for unit readings and activities.	Communication with Aboriginal and Torres Strait Islander People (2000 words) Due: Week 12 Friday (5 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Compulsory Residential Attendance

Assessment Type

On-campus Activity

Task Description

Students will participate in role plays and develop active listening skills with student peers in group work activities during residential. Students must attend the 3 day compulsory residential. The residential is delivered on multiple campuses across Australia. Please select the location you will be attending in **MyTimetable**. You can enter this information 2 weeks prior to the start of term. Please contact nursingandmidwifery@cqu.edu.au if you have difficulties selecting the location.

The residential will be held on **Friday 1st May - Sunday 3rd May from 9:00am - 5:00pm**. The locations you are able to attend are:

- Noosa, Qld
- Bundaberg, Qld:
- Rockhampton, Qld
- Geraldton, WA
- Port Pirie, SA

Assessment Due Date

Week 7 Friday (1 May 2020) 9:00 am AEST

Residential commences at 9:00am on Friday 1st May at 9:00am and ends on Sunday 3rd May at 5:00pm

Return Date to Students**Weighting**

Pass/Fail

Minimum mark or grade

Attendance at residential is compulsory. You must attend all of the residential and complete 24 hours to pass the unit 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
Demonstrates the ability to apply active listening skills	Student participates in learning activities, which include group work, role play, fish bowl activities, and oral presentations	Student does not participate in role plays, fish bowl activities, and oral presentations.

Demonstrates an understanding of the professional social work context and an ability to apply professional communication skills, including the working alliance, self-determination, the use of self, in a professional context

Student participates in learning activities, which include group work, role play, fish bowl activities, and oral presentations

Student does not participate in role plays, fish bowl activities, and oral presentations.

Demonstrates the ability to reflect on active listening skills in role plays and fish bowl activities

Student participates in reflective practice about their development of active listening skills and provides constructive feedback to student peers

Student does not participate in role plays, fish bowl activities, and oral presentations.

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
- Describe the importance of the working alliance; self-determination and the use of self; when communicating in a professional context
- Demonstrate effective professional listening and active listening communication skills
- Demonstrate the ability to reflect on professional active listening communication skills and use reflective writing to critique skill development

Graduate Attributes

- Communication
- Team Work
- Ethical practice

2 Part A: Video Demonstration of Active Listening Skills (10 minutes) and Part B: Written Critique (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, 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 (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 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 Monday (11 May 2020) 5:00 pm AEST

Return Date to Students

Week 12 Monday (1 June 2020)

Weighting

60%

Assessment Criteria

Part A: Active Listening Skills Demonstration (10 minutes)

Note: Please refer to the *Comprehensive Marking Guide* Available on Moodle to meet the standards below

Marking Criteria	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. 3 marks	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
Demonstrated capacity to convey empathy in a helping context 4 marks	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)	Inappropriate or inadequate use of empathy demonstrated
Demonstrated ability to apply the AASW value of respect and self-determination in a helping context 5 marks	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)	Inappropriate or inadequate use of self-determination demonstrated
Sensitive use of use self in response to client discussions and behaviour 4 marks	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)	Inappropriate or inadequate use of the use of self demonstrated
Demonstrated ability to apply attending skills to simulated learning assessment 4 marks	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)	Inappropriate or inadequate use of attending skills demonstrated
Demonstrated ability to apply following skills to simulated learning assessment 5 marks	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)	Inappropriate or inadequate use of following skills demonstrated
Demonstrated ability to apply reflective listening skills to simulated learning assessment 5 marks	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)	Inappropriate or inadequate use of reflective skills demonstrated
5 marks					
TOTAL					/30

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 5 marks	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 attending skills with limited or no critique of these skills
Demonstrated ability to critique following skills 5 marks	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 following skills with limited or no critique of these skills

Demonstrated ability to critique reflection skills 5 marks	An ability to apply reflective skills in an advanced 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 the application of self-determination in the helping context 3 marks	An ability to apply reflective skills in a 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 self-determination with limited or no critique of these skills
Demonstrated ability to critique use of self 3 marks	An ability to apply reflective skills in a 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 use of the use of self with limited or no critique of these skills
Demonstrated ability to critique empathy 3 marks	An ability to apply reflective skills in a 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 use of empathy 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 3 marks	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	Inappropriate or inadequate critique of active listening skills and the implications for the future if skills remain unchanged
Demonstrates consultation of literature relevant where relevant 3 marks	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	Inappropriate or inadequate literature review
TOTAL					/30

Referencing Style

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

Submission

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
- Describe the importance of the working alliance; self-determination and the use of self; when communicating in a professional context
- Demonstrate effective professional listening and active listening communication skills
- Demonstrate the ability to reflect on professional active listening communication skills and use reflective writing to critique skill development

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

3 Communication with Aboriginal and Torres Strait Islander People (2000 words)

Assessment Type

Written Assessment

Task Description

You are required to watch the 4 audio-visual scenarios and answer the questions below. The audio visual link can be located on Moodle and titled *Assessment Item 2*. The audio visual scenarios are approximately 20 minutes in total. Your readings should inform your questions and where relevant, cite the literature. Watch the 4 videos via the video links. Answer the following questions. Responses to each question should be approximately 125 words in length.

Scenario 1: Communication

1. What is important to this Indigenous man?
2. What qualities did the nurse show and what values and beliefs does she bring to the encounter?
3. What worked in this scenario to improve the relationship between the nurse and client?
4. The patient understands when the nurse used the blocked radiator as a metaphor for his blood pressure. What other methods could you use to explain issues to clients? How would you know if you were successful in making yourself understood?

Scenario 2: Drunken stereotype

5. How do you think this Indigenous man felt about the way he was being treated by the security guard?
6. How would you feel if this patient were your father or grandfather?
7. What qualities did the nurse show and what values and beliefs does she bring to the encounter?
8. How could this scenario have played out if the nurse had held the same incorrect and discriminatory assumptions as the security guard?
9. If the story in this scenario were told to other members of this man's family and community, how might this influence their views about health services and their health seeking behaviour?

Scenario 3: Passing On

10. What is important to the Indigenous patient's daughter?
11. What values and beliefs does the nurse bring to the encounter?
12. How could the nurse have improved her communication with the patient's daughter?

Scenario 4: Stolen

13. Why do you think the patient's daughter was angry?
14. What impact has the Stolen Generation had on Indigenous people, particularly in relation to working with and communicating with human service workers?
15. How can human service professionals improve their communication Aboriginal and Torres Strait Islander people?

Assessment Due Date

Week 12 Friday (5 June 2020) 5:00 pm AEST

Return Date to Students

Monday 22nd June

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 7 marks	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
Demonstrated understanding of how personal values influence communication 7 marks	Advanced understanding of how personal values influence communication	Very good understanding of how personal values influence communication	Good understanding of how personal values influence communication	Adequate understanding of how personal values influence communication	Inadequate or inaccurate analysis of how personal values influence communication

Demonstrates an understanding of communication strategies used with Aboriginal or Torres Strait Islander people 7 marks	Advanced understanding of key communication strategies	Very good understanding of key communication strategies	Good understanding of key communication strategies	Adequate understanding of key communication strategies	Inadequate or inaccurate analysis of key communication strategies
Demonstrates an understanding of how the past socio-political context influences communication and help-seeking behaviour by Aboriginal and Torres Strait Islander people 7 marks	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
Demonstrates capacity to reflect on scenarios and the implications for professional communication with Aboriginal and Torres Strait Islander people 7 marks	An ability to apply reflective skills in a highly effective manner	An ability to apply reflective skill in a very good manner	An ability to apply reflective skills in an effective manner	Appropriate or adequate ability to apply reflective skills and production of a critique of these skills	Inappropriate or inadequate application of reflective skills
Demonstrated consultation of literature relevant to the topic 5 marks	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.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the application of cross cultural awareness and knowledge when communicating with culturally diverse groups, including Australian Aboriginal and Torres Strait Islanders.

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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