



SOWK11015 Professional Communication in Human Services

Term 1 - 2021

Profile information current as at 29/04/2024 10:16 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 you to professional communication skills within social work and the human services industry. You will acquire knowledge about the cultural context of communication. You 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. You will develop practical skills and knowledge in professional active listening skills, and in reflective practice and writing. You will be required to participate in assessable tasks in the relevant residential to complete the requirements of this unit. Attendance at residential is compulsory and is required under the Australian Social Work Education and Accreditation Standards 2020.

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 - 2021

- Mixed Mode

Attendance Requirements

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

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 to enjoy the assessment tasks because of their authenticity and relevance to social work practice.

Recommendation

Continue to use authentic assessment tasks.

Feedback from Have your say

Feedback

Students reported to like the Moodle site and learning resources provided on the Moodle site.

Recommendation

Continue to provide diverse learning opportunities and resources.

Unit Learning Outcomes

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

1. Apply effective professional listening and active listening communication skills
2. Describe and demonstrate the working alliance; self-determination and the use of self; when communicating in a professional context
3. Demonstrate critically reflective practice in relation to professional active listening communication skills
4. Apply 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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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
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%	•		•	•	•			•		
3 - Written Assessment - 40%	•		•	•		•	•	•		

Textbooks and Resources

Textbooks

SOWK11015

Prescribed

The Skilled Communicator in Social Work

Edition: 1st (2017)

Authors: Healy, Karen

Macmillan International Higher Education

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

Both books can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au>

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Communication in Human Services	Please refer to Moodle for unit readings and activities.
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Week 2 - 15 Mar 2021

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

Week 3 - 22 Mar 2021

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

Week 4 - 29 Mar 2021

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

Week 5 - 05 Apr 2021

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

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

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 - 26 Apr 2021

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 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Compulsory Residential Attendance
Active Listening Skills: Reflecting Skills	Please refer to Moodle for unit readings and activities.	Residential School attendance Due: Week 8 Friday (7 May 2021) 9:00 am AEST

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Communication	Please refer to Moodle for unit readings and activities.	Part A - Active Listening Skills Demonstration; Part B - Written Analysis Due: Week 9 Friday (14 May 2021) 5:00 pm AEST

Week 10 - 17 May 2021

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

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Communication Across the Life Span	Please refer to Moodle for unit readings and activities.	

Week 12 - 31 May 2021

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 Peoples Due: Week 12 Friday (4 June 2021) 5:00 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Residential School attendance

Assessment Type

On-campus Activity

Task Description

You will participate in role plays and develop active listening skills with your student peers in group work activities during the Residential School. You must attend the 3 day compulsory residential in order to meet AASW requirements. The Residential School is delivered on multiple campuses. You will need to select the location you will be attending in MyTimetable.

Assessment Due Date

Week 8 Friday (7 May 2021) 9:00 am AEST

Compulsory Residential School Attendance

Return Date to Students

Weighting

Pass/Fail

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, and demonstrates application of skills including the working alliance, self-determination and the use of self.	Student does not participate in activities and does not demonstrate application of skills.
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 reflective practice about their development.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Apply effective professional listening and active listening communication skills
- Describe and demonstrate the working alliance; self-determination and the use of self; when communicating in a professional context

Graduate Attributes

- Communication
- Team Work

- Ethical practice

2 Part A - Active Listening Skills Demonstration; Part B - Written Analysis

Assessment Type

Practical and Written Assessment

Task Description

Part A: Active Listening Skills Demonstration (10 minutes)

You are to engage in a 10-minute face-to-face discussion with another student about a challenging work experience or challenging learning experience. This discussion needs to be recorded for submission. Please ensure the discussion is not about significant personal issues. Demonstrate the use of 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 the Active Skills clusters that are practised during the Residential School: attending, following and reflection communication skills. It is important to consider the space and the use of furniture during the recording (e.g. chair set-up, noise or distractions in the environment); the attending skills are particularly relevant here.

Important Note: This demonstration is not a role play of counselling skills; it is a demonstration of active listening skills. Please also respect the privacy of participants and their confidentiality in discussions.

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

The purpose of this analysis is to give an opportunity for you to reflect on your skill development, areas of strength and areas that need further development. You should research and apply the relevant literature to this critique.

You are to critically reflect on your:

- application of attending skills identifying areas of strength and challenges.
- application of following skills identifying areas of strength and challenges.
- application of reflecting skills identifying areas of strength and challenges.
- application of self-determination in the helping context.
- ability to demonstrate sensitive use of self.
- ability to demonstrate empathy, and

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 core Unit text and weekly readings.

Use the above bullet points as a guide for your own critique. This is a reflective piece, however it still requires an introduction and conclusion. Your introduction should outline what you will cover in the reflection and the conclusion should provide a short summary of your key learnings.

Assessment Due Date

Week 9 Friday (14 May 2021) 5:00 pm AEST

Return Date to Students

Week 11 Friday (28 May 2021)

Weighting

60%

Assessment Criteria

Part A: Active Listening Skills Demonstration (10 minutes)

	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, body language and visual cues. 3 marks	Demonstrated ability of technical skills in a 10-minute simulated learning activity, such as use of space and arrangement of furniture, body language and visual cues.	Demonstrated ability of technical skills in a 10-minute simulated learning activity, such as use of space and arrangement of furniture, body language and visual cues.	Demonstrated ability of technical skills in a 10-minute simulated learning activity, such as use of space and arrangement of furniture, body language and visual cues.	Demonstrated ability of technical skills in a 10-minute simulated learning activity, such as use of space and arrangement of furniture, body language and visual cues.	Demonstrated ability of technical skills in a 10-minute simulated learning activity, such as use of space and arrangement of furniture, body language and visual cues.
Demonstrated capacity to convey empathy in a helping context. 4 marks	Demonstrated capacity to convey empathy in a helping context.	Demonstrated capacity to convey empathy in a helping context.	Demonstrated capacity to convey empathy in a helping context.	Demonstrated capacity to convey empathy in a helping context.	Demonstrated capacity to convey empathy in a helping context.
Demonstrated ability to apply the AASW value of respect and self-determination in a helping context. 5 marks	Demonstrated ability to apply the AASW value of respect and self-determination in a helping context.	Demonstrated ability to apply the AASW value of respect and self-determination in a helping context.	Demonstrated ability to apply the AASW value of respect and self-determination in a helping context.	Demonstrated ability to apply the AASW value of respect and self-determination in a helping context.	Demonstrated ability to apply the AASW value of respect and self-determination in a helping context.

Sensitive use of self in response to client discussions and client behaviour. 4 marks	Sensitive use of self in response to client discussions and behaviour.	Sensitive use of self in response to client discussions and behaviour.	Sensitive use of self in response to client discussions and behaviour.	Sensitive use of self in response to client discussions and behaviour.	Sensitive use of self in response to client discussions and behaviour.
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.
TOTAL/30					

Part B: Written Critique Marking Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrated ability to critique attending skills. 4 marks	An ability to apply attending skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply attending skills in a moderately effective manner, and a very high level of analysis and critique of these skills.	A good ability to apply attending skills in an effective manner, and a very good level of analysis and critique of these skills.	Appropriate or adequate ability to apply attending 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 following skills in highly effective manner, and an advanced level of analysis and critique of these skills.	An ability to apply following skills in a highly effective manner, and a very good level of analysis and critique of these skills.	A good ability to apply following skills in an effective manner, and a high level of analysis and critique of these skills.	Appropriate or adequate ability to apply following 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 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 the application of self-determination in the helping context. 4 marks	An advanced level of analysis and critique of these skills.	A very high level of analysis and critique of these skills.	A very good level of analysis and critique of these skills.	Appropriate or adequate 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 advanced level of analysis and critique of these skills.	A very high level of analysis and critique of these skills.	A good level of analysis and critique of these skills.	Appropriate or adequate production of a critique of these skills.	Inappropriate or inadequate use of self with limited or no critique of these skills.
Demonstrated ability to critique empathy. 3 marks	An advanced level of analysis and critique of these skills.	A very high level of analysis and critique of these skills.	A very good level of analysis and critique of these skills.	Appropriate or adequate 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 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.
Demonstrated consultation of literature relevant to the topic. 3 marks	Advanced consultation of literature. Literature included is comprehensive and reflects quality academic research.	Very good consultation of literature. Literature included is substantial and of a very good quality.	Good consultation of literature. Good amount of literature included, that is of a good quality.	Adequate consultation of literature. Literature included is adequate in quality and quantity.	Inadequate or inappropriate consultation of literature with reliance on internet sources or irrelevant and inappropriate references.
TOTAL/30					

Referencing Style

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

Submission

Online

Submission Instructions

The audiovisual recording is to be uploaded to a cloud drive or storage such as OneDrive (which all students will have as part of their student enrolment), and the submission link shared with the unit coordinator. The audiovisual recording must be saved in either Windows Media Player or VLC media player format. Media player and VLC software program are designed for viewing audiovisual recordings and are available to download for free from the Internet. Before submitting your audiovisual 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 YouTube (privately shared between yourself and the marker). Instructions for audiovisual

submission can be found on the Moodle site or students can contact TASAC for support.

Learning Outcomes Assessed

- Apply effective professional listening and active listening communication skills
- Demonstrate critically reflective practice in relation to professional active listening communication skills

Graduate Attributes

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

3 Communication with Aboriginal and Torres Strait Islander Peoples

Assessment Type

Written Assessment

Task Description

You are required to watch the 4 audiovisual scenarios and answer the questions below. The audiovisual link can be located on Moodle and titled Assessment Item 3. The audiovisual scenarios are approximately 20 minutes in total. You should review the literature included on the Moodle site (e.g. the weekly readings and core text) and use this to inform your questions; where relevant, cite the literature in your answers. Watch the 4 videos via the video links and answer the following questions. Responses to each question should be approximately 125 words in length.

Scenario 1: Communication

1. What is important to this patient?
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 patient?
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 service users? How would you know if you were successful in making yourself understood?

Scenario 2: Drunken stereotype

5. How do you think this person felt about the way he was being treated by the security guard?
6. How would you feel if this person 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 help seeking behaviour?

Scenario 3: Passing On

10. What is important to the 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 Aboriginal and Torres Strait Islander Peoples, particularly in relation to working with and communicating with human service workers?
15. How can human service professionals improve their communication with Aboriginal and Torres Strait Islander Peoples?

Assessment Due Date

Week 12 Friday (4 June 2021) 5:00 pm AEST

Return Date to Students

Exam Week Friday (18 June 2021)

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.
Demonstrated understanding of communication strategies used with Aboriginal and Torres Strait Islander Peoples. 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 Peoples. 7 marks	Advanced understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal and Torres Strait Islander Peoples.	Very good understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal and Torres Strait Islander Peoples.	Good understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal and Torres Strait Islander Peoples.	Adequate understanding of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal and Torres Strait Islander Peoples.	Inadequate or inaccurate analysis of the implications of the socio-political and historical issues and how this influences communication when working with Aboriginal and Torres Strait Islander Peoples.
Demonstrates the ability to reflect on the scenarios and the implications for professional communication with Aboriginal and Torres Strait Islander Peoples. 7 marks	An ability to apply reflective skills in a highly effective manner.	An ability to apply reflective skills in a very good manner.	An ability to apply reflective skills in an effective manner.	Appropriate or adequate ability to apply reflective skills.	Inappropriate or inadequate application of reflective skills.
Demonstrated consultation of literature relevant to the topic. 5 marks	Advanced consultation of literature. Literature included is comprehensive and reflects quality academic research.	Very good consultation of literature. Literature included is substantial and of a very good quality. (7-10)	Good consultation of literature. Good amount of literature included, that is of a good quality.	Adequate consultation of literature. Literature included is adequate in quality and quantity.	Inadequate or inappropriate consultation of literature with reliance on internet sources or irrelevant and inappropriate references.

TOTAL/40

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe and demonstrate the working alliance; self-determination and the use of self; when communicating in a professional context
- Demonstrate critically reflective practice in relation to professional active listening communication skills
- Apply 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