SOWK11015 *Professional Communication in Human Services*

Term 2 - 2022

Profile information current as at 12/10/2024 12:59 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 2 - 2022

- 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).

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.

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

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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				

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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
Red Globe Press (Bloomsbury)
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 paper and eBook versions of the 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: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Communication in Human Services	Core text (Healy), chapters 1 and 2 Additional readings on Moodle	Introduce yourself and post your thoughts in the discussion forum Please select intended campus for Residential School Activity (Moodle) Please add Residential class to MyTimetable

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Working/Therapeutic Alliance and Communication	**Readings and recordings on Moodle** **Core text (Healy), pp. 4-6 and 24 - 39** **Geldard, Geldard & Foo, chapter 2**	Reflective practice discussion forum post

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Use of Self and Communication	• Harms, L 2007, Working with people: communication skills for reflective practice, Chapter 4 • Geldard, Geldard & Foo Chapter 3	Reflective practice discussion forum post

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Self Determination and Communication	Geldard, Geldard & Foo, pp. 7-9 AASW Code of Ethics 2020	Reflective practice discussion forum post

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Empathy and Communication	Harms, L 2015, Working with People: Communication skills for reflective practice, Chapter 4	Reflective Practice discussion forum post **Assessment 1: Attendance at Residential School (Pass/Fail)** Due: Week 5 Friday (12 Aug 2022) 9:00 am AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Active Listening Skills - Attending and Following Skills	Bolton R 1986, People skills: how to assert yourself, listen to others, and resolve conflicts Core text (Healy), chapter 4	
Week 7 - 29 Aug 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Active Listening Skills: Reflection skills	• Gledard, D & Geldard, K 2017, Basic Personal Counselling, Pearson, Sydney: Chapter 6,7,8, 10 • Bolton, R 1986, People skills: how to assert yourself, listen to others, and resolve conflicts	Reflective practice discussion forum post
Week 8 - 05 Sep 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Active Listening Skills: Use and Abuse of Questions	Geldard, Geldard & Foo, chapter 9	**Audio/Visual and Written Critique** Due: Week 8 Monday (5 Sept 2022) 11:59 pm AEST
Week 9 - 12 Sep 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Culture and Communication	Core text (Healy), chapter 6	Reflective practice discussion forum post
Week 10 - 19 Sep 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Aboriginal and Torres Strait Islander Communication	Yarning and listening: yarning and listening through stories	The Australian Dream: Recommended viewing for Assessment
Week 11 - 26 Sep 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Communication across the Life Span	Core text (Healy), chapter 7 and 8	Reflective practice discussion forum post
Week 12 - 03 Oct 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Reflective practice in Human Services	Core text (Healy), Chapter 11 Geldard, Geldard and Foo, Part 7 - Professional Issues	**Culture and Professional Communication** Due: Week 12 Monday (3 Oct 2022) 11:59 pm AEST
Review/Exam Week - 10 Oct 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 17 Oct 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Assessment 1: Attendance at Residential School (Pass/Fail)

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, over a three-day period. You will need to select the location

you will be attending in MyTimetable. This is non-negotiable and the dates cannot be changed.
The Residential School will be held on Friday 12th August - Sunday 14th August from 9:00am - 5:00pm.
The locations for Residential School are:
Brisbane, QLD
Rockhampton, QLD
Geraldton, WA

Assessment Due Date
Week 5 Friday (12 Aug 2022) 9:00 am AEST

Mandatory attendance

Return Date to Students
Week 6 Monday (22 Aug 2022)

Confirm students' attendance

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

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

assessmentOutcome

- 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

assessmentGradAttribute

- Communication
- Team Work
- Ethical practice

2 Audio/Visual and Written Critique

Assessment Type
Practical and Written Assessment

Task Description
PART A: Active Listening Skills Audio-Visual Demonstration

You are to:
Engage in a 10-minute discussion with another student about a challenging work experience or challenging learning experience. This discussion is to be recorded for submission. Please ensure the discussion is not about significant personal issues as this is not a counselling session, rather it is a demonstration of active listening and therapeutic communication skills. Your Audio-visual recording, should demonstrate the following:

- the use of communication skills which include, empathy and sensitive use of self
- the ability to apply the AASW values of respect and self-determination in the helping context, and
- the Active Listening Skills clusters that are practiced during the Residential School; particularly attending, following and reflecting.

- **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 (1800 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 are to critically reflect on:
  - your application of attending skills identifying areas of strength and challenges.
  - your application of following skills identifying areas of strength and challenges.
  - your application of reflecting skills identifying areas of strength and challenges.
  - your application of self-determination in the helping context.
  - your ability to demonstrate sensitive use of self and your understanding of this in a therapeutic context, and
  - your ability to demonstrate empathy in a therapeutic context

  As part of your critique summary, you are required to reflect overall 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, plus how it will impact future practice.
  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, not a formal essay, you can write in first-person perspective, or you can refer to the parties as ‘speaker/help seeker’ and ‘active listener’.

Assessment Due Date
Week 8 Monday (5 Sept 2022) 11:59 pm AEST

Return Date to Students
Week 10 Friday (23 Sept 2022)

Weighting
60%

Assessment Criteria
PART A - Audio-Visual Recording

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, body language and visual cues. 5%	Advanced demonstrated ability of technical skills in a 10-minute simulated learning activity (several technical skills evident, with excellent understanding shown of their application to simulated activity).	Very good ability to demonstrate technical skills in a 10-minute simulated learning activity (many technical skills evident, with very good understanding shown of their application to simulated activity)	Good demonstrated ability of technical skills in a 10-minute simulated learning activity, (many technical skills evident with reasonable/good understanding shown of their application to simulated activity)	Adequate demonstrated ability of technical skills in a 10-minute simulated learning activity (some skills evident, but limited understanding of application to simulated activity)	Limited or no ability to demonstrate technical skills in a 10-minute simulated learning activity (limited or no skills evident)
Demonstrated capacity to convey empathy in a helping context and sensitive use of self in response to client discussions and behaviour. 10%	Advanced demonstrated capacity to convey empathy in a helping context. Advanced Sensitive use of self in response to client discussions and behaviour.	Very good ability to demonstrate and convey empathy in a helping context. Very good Sensitive use of self in response to client discussions and behaviour.	Good ability to demonstrate and convey empathy in a helping context. Good Sensitive use of self in response to client discussions and behaviour.	Adequate ability to demonstrate and convey empathy in a helping context. Adequate Sensitive use of self in response to client discussions and behaviour, but further refinement is required	Limited or no ability to convey empathy in a helping context. Limited or no sensitive use of self in response to client discussions and behaviour
Demonstrated ability to apply the AASW value of respect and self-determination in a helping context. 5%	Advanced ability to apply the AASW value of respect and self-determination in a helping context. Listener shows great respect for the speaker's story and does not interrupt.	Very good ability to apply the AASW value of respect and self-determination in a helping context. Listener shows respect for the speaker's story and does not interrupt.	Good ability to apply the AASW value of respect and self-determination in a helping context. Listener is able to convey respect for the speaker, but may interrupt.	Adequate ability to apply the AASW value of respect and self-determination in a helping context. Listener is able to convey respect for the speaker, but may start to give advice or intervene.	Limited or no ability to apply the AASW value of respect and self-determination in a helping context. Listener attempts to give advice or rushes the speaker
Demonstrated ability to apply attending skills, following skills and reflective skills to simulated learning assessment. 20%	Advanced technique demonstrated (4 or more of the skills are demonstrated for each of the 'clusters').	Very good technique demonstrated (3-4 of the skills are demonstrated for each of the clusters).	Good technique demonstrated (2-3 of the skills are demonstrated for each of the clusters).	Satisfactory technique demonstrated (1-2 of the skills are demonstrated for each of the clusters).	Inappropriate or inadequate use of attending, following, reflecting skills demonstrated.
TOTAL/40%					

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, following and reflecting skills. 20%	An ability to apply attending, following, and reflecting skills in a highly effective manner, and an advanced level of analysis and critique of these skills, demonstrating high level awareness and learning.	An ability to apply attending, following, and reflecting skills in a moderately effective manner, and a very high level of analysis and critique of these skills, demonstrating very good awareness of own skills.	A good ability to apply attending, following, and reflecting skills in an effective manner, and a good level of analysis and critique of these skills, demonstrating good awareness of these skills.	Appropriate or adequate ability to apply attending, following, and reflecting skills and production of a critique of these skills, demonstrating some awareness and learning	Inappropriate or inadequate application of attending, following, and reflecting skills with limited or no critique of these skills. Limited awareness demonstrated.
Demonstrated ability to critique the application of respect and self-determination in the helping context. 5%	An advanced level of analysis and critique of these skills and their importance in a helping context, citing many examples.	A very high level of analysis and critique of these skills and their importance in a helping context, citing some examples.	A good level of analysis and critique of these skills in a helping context. Some awareness of importance with an example given.	Appropriate or adequate production of a critique of these skills in a helping context. Adequate awareness of importance but lacking in examples.	Inappropriate or inadequate application of self-determination with limited or no critique of these skills. Lacking in awareness of importance and examples.
Demonstrated ability to critique empathy and use of self, plus an awareness of the importance of these skillsets in a therapeutic context. 10%	A highly informative critique of these skills, providing examples from the audio-visual and comparison to literature.	A very good level of analysis and critique of these skills, with particularly good awareness of their importance in practice.	A good level of analysis and critique of these skills, with good awareness of their importance in practice.	Appropriate or adequate critique of these skills, with some awareness of their importance in practice.	Inappropriate or inadequate use of self and limited capacity to convey empathy with limited or no critique of these skills, with limited awareness of their importance.
Demonstrated ability to critique overall skills and interaction and consider the impact of future skills if they are not refined or remain unchanged. 20%	Advanced reflective practice skills and knowledge that has produced surprising and exceptional meaningful insights.	Particularly good reflective practice skills and knowledge that has produced some 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 some 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. APA referencing style used and guidelines followed relating to credible sources and amount of references required 5%	Advanced consultation of literature. Literature included is comprehensive and reflects quality academic research. APA style used with no mistakes (10 references or more)	Particularly good consultation of literature. Literature included is substantial and of a particularly good quality. APA style used with minimal mistakes (8-9 references)	Good consultation of literature. Good amount of literature included that is of a good quality. APA style used with some mistakes. (7 references)	Adequate consultation of literature. Literature included is adequate in quality and quantity. APA style used, but with many mistakes. (5-6 references)	Inadequate or inappropriate consultation of literature with reliance on internet sources or irrelevant and inappropriate references. APA style not used, several mistakes. (Less than 5 references)
TOTAL/60%					

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Please submit a cover sheet with your assessment. All students have access to OneDrive through CQU and therefore should save their A/V in OneDrive. Please include the link to your OneDrive file on your cover sheet. Please ensure that this link is set to: "accessible to anyone with the link". Seek support from TaSAC if you are unsure how to do this. Further instructions will be explained in the online tutorial.

assessmentOutcome

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

assessmentGradAttribute

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

3 Culture and Professional Communication

Assessment Type
Written Assessment

Task Description
You are a Social Worker in Training (SWIT) on placement within a health organisation. You are required to deliver a presentation to other Allied Health Professionals (e.g., Social Workers, Occupational Therapists, Physiotherapists, Speech Pathologists) which discusses communication with diverse groups, with a particular focus on working with Aboriginal and Torres Strait Islander patients/service users. Your task is to develop a PowerPoint presentation (20 slides maximum) with accompanying notes (1000 words) that addresses the following:

1. Describe how communication is culturally constructed and the implications of this for the human service professional.

1. Describe and contrast communication in Western culture vs. Aboriginal Australians or Torres Strait Islander culture and the implications for the human service worker.

1. Identify and discuss the implications of the socio-political and historical issues of working with Aboriginal or Torres Strait Islander people and how this influences communication. Highlight some of the past policies that may have caused mistrust for service users.

1. Identify how you might overcome communication barriers that have been created by these issues. What strategies might you implement?

1. Explore AASW Documentation (e.g., Code of Ethics and Practice Standards) and highlight recommendations from the profession in regard to working and communication with Aboriginal and Torres Strait Islander Peoples'.

Ensure that the material presented is explained using academic literature integrated within the PowerPoint. You must reference your work, both within the PowerPoint and in your accompanying notes.

Assessment Due Date
Week 12 Monday (3 Oct 2022) 11:59 pm AEST

Return Date to Students
Exam Week Monday (17 Oct 2022)

Weighting
40%

Assessment Criteria
SOWK11015 - Assessment 3 - Culture and Professional Communication - Marking Rubric

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Overall presentation quality (including any graphics, images, videos, etc.) is well-structured and engaging, clarity of information and academic language used. **10%**	Presentation is of an excellent quality, with information and inclusions that are clear and relevant. Language used is of an academic nature.	Presentation is of a very good quality, with information and inclusions that are mostly clear and relevant. Language used is of an academic nature with minor errors.	Presentation is of a good quality, with information and inclusions that are somewhat clear and relevant. Language used is mostly of an academic nature, with some errors.	Presentation is of an adequate quality, with adequate information and inclusions. Attempts have been made to use mostly academic language; however, many errors are present.	Presentation is of a poor quality, lacking in clarity and information. Language used is not academic in nature and contains several errors.
Demonstrates an understanding of how communication is culturally constructed, drawing on examples from literature. **15%**	Advanced understanding of how communication is culturally constructed, demonstrated clearly within the assessment, using many examples.	Very good understanding of how communication is culturally constructed, demonstrated well in the assessment, using some examples.	Good understanding of how communication is culturally constructed, demonstrated well in the assessment using an example.	Adequate understanding of how communication is culturally constructed. Attempts made to draw on examples to demonstrate this.	Inadequate of inaccurate analysis of how communication is culturally constructed. No examples present.
Demonstrated understanding of the contrast between Western culture and Aboriginal and Torres Strait Islander communication and the implications for the human service worker. **20%**	Advanced understanding of the contrast between Western culture and Aboriginal and Torres Strait Islander communication and the implications for the human service worker.	Very good understanding of the contrast between Western culture and Aboriginal and Torres Strait Islander communication and the implications for the human service worker.	Good understanding of the contrast between Western culture and Aboriginal and Torres Strait Islander communication and the implications for the human service worker.	Adequate understanding of the contrast between Western culture and Aboriginal and Torres Strait Islander communication and the implications for the human service worker.	Inadequate or inaccurate analysis of the contrast between Western culture and Aboriginal and Torres Strait Islander communication and the implications for the human service worker.
Demonstrates an understanding of how the past socio-political context influences communication and help-seeking behaviour by Aboriginal and Torres Strait Islander Peoples. **20%**	Advanced understanding, of these implications, citing many examples, and how this impacts help-seeking behaviour.	Very good understanding of these implications and how this impacts help-seeking behaviour. Some examples given.	Good understanding of these implications and how this impacts help-seeking behaviour. At least one example given.	Adequate understanding of these implications and how this impacts help-seeking behaviours. Adequate attempt to provide an example.	Inadequate or inaccurate analysis of these implications with limited or no ability to discuss the impacts.
Demonstrated understanding of communication strategies used with Aboriginal and Torres Strait Islander People's. **15%**	Advanced understanding of key communication strategies, their implementation and their importance. Using examples.	Very good understanding of key communication strategies, their implementation and their importance.	Good understanding of key communication strategies, their implementation and their importance.	Adequate understanding of key communication strategies and their importance.	Inadequate or inaccurate analysis of key communication strategies, lacking in awareness of importance.
Demonstrates understanding of the roles and responsibilities of the SW profession when communicating and working with Aboriginal and Torres Strait Islander People's. **10%**	Advanced understanding demonstrated of the roles and responsibilities of the SW profession when communicating with Aboriginal and Torres Strait Islander People's. References to the literature are present.	Very good understanding demonstrated of the roles and responsibilities of the SW profession when communicating with Aboriginal and Torres Strait Islander People's.	Good understanding demonstrated of the roles and responsibilities of the SW profession when communicating with Aboriginal and Torres Strait Islander People's.	Adequate understanding demonstrated of the roles and responsibilities of the SW profession when communicating with Aboriginal and Torres Strait Islander People's.	Inappropriate or inadequate analysis of the roles and responsibilities of the SW profession when communicating with Aboriginal and Torres Strait Islander People's.
Demonstrated consultation of literature relevant to the topic. APA referencing style used, and guidelines in assessment task outline followed relating to credible sources and minimum number of references. **10%**	Advanced consultation of literature. Literature included is comprehensive and reflects quality academic research. APA style used with no mistakes (10 references or more)	Very good consultation of literature. Literature included is substantial and of a very good quality. APA style used with minimal mistakes (8-9 references)	Good consultation of literature. Good amount of literature included that is of a good quality. APA style used with some mistakes. (6-7 references)	Adequate consultation of literature. Literature included is adequate in quality and quantity. APA style used with many mistakes. (at least 5 references)	Inadequate or inappropriate consultation of literature with reliance on internet sources or irrelevant and inappropriate references. APA style not used; several mistakes (less than 5 references)
TOTAL					

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

Please include a cover page with your submission. You should submit two files for this assessment: PowerPoint and Word

files.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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