



# SOWK11016 Human Services and Statutory Contexts

## Term 2 - 2018

Profile information current as at 10/05/2024 12:55 pm

All details in this unit profile for SOWK11016 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 25-07-18

Assessment 1 Online Quiz(zes) correction to Minimum mark or grade. To achieve an overall pass in Assessment 1 Quiz(zes), students need to participate in and pass the respective group discussion for the quiz, and achieve at least 50% of the overall grade for the assessment (overall total of five quizzes). If students do not attempt the quiz, they will not receive any marks for that quiz or a pass in the corresponding group discussion.

## General Information

### Overview

You will examine the relationship between human services and statutory contexts, and will develop an understanding of the importance of integrating knowledge of statutory systems and processes with human services practice and professional ethics. You are introduced to the origins of the statutory contexts for human service in Australia, and to the role which human service practitioners are required to play within these contexts. Particular statutory areas are explored in some detail.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2018

- Distance

### 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. **Online Quiz(zes)**

Weighting: 50%

#### 2. **Group Discussion**

Weighting: Pass/Fail

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluation

##### Feedback

The requirements of Assessment 3 need further clarification.

##### Recommendation

There were three Assessment 3 zoom sessions provided throughout term. These sessions provided students with the opportunity to come along and discuss their chosen topic with the unit coordinator and their peers, and seek clarification on areas. Student comments in the evaluation indicate that students who attended these sessions found them to be very helpful. Students will be encouraged to attend these sessions and or view the recordings. In light of the feedback the unit coordinator will also review the assessment task and criteria.

#### Feedback from Student evaluation.

##### Feedback

Students would like to see some of the online lectures updated.

##### Recommendation

Review and update online lectures.

## Unit Learning Outcomes

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

1. Explain the origins of the statutory frameworks within which human service workers practice
2. Articulate the difference between criminal and civil statutory processes and law
3. Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
4. Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
5. Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 50%	•	•	•	•	•
2 - Group Discussion - 0%	•	•	•	•	•
3 - Written Assessment - 50%	•	•	•	•	•

## 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 - Online Quiz(zes) - 50%	•	•	•	•		•				
2 - Group Discussion - 0%	•	•	•	•		•				
3 - Written Assessment - 50%	•	•	•	•		•				

## Textbooks and Resources

### Textbooks

SOWK11016

#### Prescribed

##### **Integrating Human Service Law, Ethics and Practice**

Edition: 4th edn (2016)

Authors: Kennedy, R., Richards, J., Leiman, T.

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780190302726

Binding: Paperback

#### **Additional Textbook Information**

There is also an e-version of this textbook available through the CQUni Bookshop. The ISBN is **9780190302733**.

[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

**Madonna Chesham** Unit Coordinator

[m.chesham@cqu.edu.au](mailto:m.chesham@cqu.edu.au)

## Schedule

### **Week 1 - 09 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The law and human services	Chapter 1 & 2 Visit the study week schedule on Moodle for the Week 1 set readings and activities.	

### **Week 2 - 16 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
The Australian judicial system	Visit the study week schedule on Moodle for the Week 2 set readings and activities.	Complete Quiz 1.

### **Week 3 - 23 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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The place of law within practice frameworks	Chapter 3 Visit the study week schedule on Moodle for the Week 3 set readings and activities.	Complete Group Discussion and re-sit Quiz 1.
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#### **Week 4 - 30 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Professionals and agencies as legal entities?	Chapter 4 Visit the study week schedule on Moodle for the Week 4 set readings and activities.	Complete Quiz 2.

#### **Week 5 - 06 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Managing information	Chapter 5 Visit the study week schedule on Moodle for the Week 5 set readings and activities.	Complete Group Discussion and re-sit Quiz 2.

#### **Vacation Week - 13 Aug 2018**

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

Module/Topic	Chapter	Events and Submissions/Topic
Evidence, witnesses and court reports	Chapter 6 Visit the study week schedule on Moodle for the Week 6 set readings and activities.	Complete Quiz 3.

#### **Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Legal accountability	Chapter 7 Visit the study week schedule on Moodle for the Week 7 set readings and activities.	Complete Group Discussion and re-sit Quiz 3.

#### **Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Crimes and victims	Chapter 8 Visit the study week schedule on Moodle for the Week 8 set readings and activities.	Complete Quiz 4.

#### **Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
An introduction to child protection and family violence law	Chapter 9 Visit the study week schedule on Moodle for the Week 9 set readings and activities.	Complete Group Discussion and re-sit Quiz 4.

#### **Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Housing and income support	Chapter 10 Visit the study week schedule on Moodle for the Week 10 set readings and activities.	Complete Quiz 5.

#### **Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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Discrimination and harassment	Chapter 11 Visit the study week schedule on Moodle for the Week 11 set readings and activities.	Complete Group Discussion and re-sit Quiz 5.
<b>Week 12 - 01 Oct 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Revision	Chapter 12 & Revision Visit the study week schedule on Moodle for the Week 12 set readings and activities.	<b>Written Assessment</b> Due: Week 12 Friday (5 Oct 2018) 11:55 pm AEST
<b>Review/Exam Week - 08 Oct 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 15 Oct 2018</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Electronic Focused Interactive Learning Part A - Quiz (zes)

#### Assessment Type

Online Quiz(zes)

#### Task Description

Electronic Focused Interactive Learning (eFIL) is an innovative method of assessment that encourages active learning and communication among students, irrespective of location. The eFIL technique will be used in assessable online exercises in weeks 2, 4, 6, 8 and 10. In total there are 5 fortnightly quizzes and online group discussions to be completed.

#### What's Involved?

In weeks 2, 4, 6, 8 and 10 students will complete a multiple choice quiz. The questions will be based on the fortnight's unit content, with questions for each study week (i.e. quiz 1 will include questions from week 1 and week 2's unit content). Students will then have the opportunity to re-sit the quiz after discussing their answers with peers in a small group online discussion forum. The requirements of the group discussion are outlined in the Assessment 2 eFIL Part B - Group Discussion task. **Please note:** If students have passed the respective group discussion forum for the quiz, the highest mark achieved in the two attempts will go towards the overall mark in this assessment. Students who do not participate in and pass the group discussion forum will not receive any marks for that fortnight's quiz.

#### How is the eFIL different from a normal quiz?

eFIL assessment provides students with the opportunity to present and discuss their answers with a small group of students online, just as if they were in a classroom tutorial session.

From the Saturday to Wednesday evening following the completion of the fortnightly quiz, students will be able to enter a small group discussion forum, where they will have the opportunity to discuss and compare their answers with their peers. Students will then have until the Friday evening deadline to take the quiz a second time, with the benefit of knowing the views of other students.

There is NO opportunity to make up eFIL exercises due to their interactive nature. However in extenuating circumstances students can apply for an extension submitted through the AES (Assessment Extension System) located on the unit Moodle site. In situations where an extension is approved, the student will not be able to partake in the small group discussion forum for that fortnight's quiz but will be graded on their first attempt of the quiz.

A detailed schedule of dates, times and quiz content will be posted on Moodle.

Each fortnight's eFIL exercise will comprise a weighted 10% of the unit grade.

#### Number of Quizzes

5

#### Frequency of Quizzes

Fortnightly

#### Assessment Due Date

ONGOING - eFIL activities (quiz and group discussion) are due fortnightly for weeks 2,4,6,8 & 10 of term. The quiz is completed in Moodle and undertaken in whatever setting you choose. A detailed schedule of dates, times and quiz

content will be posted on Moodle.

### **Return Date to Students**

Quiz results will be calculated immediately, however the quiz result may not reflect the final grade for that efil exercise. Students who do not participate in and pass the Group Discussion will not be awarded marks for that fortnight's quiz.

### **Weighting**

50%

### **Minimum mark or grade**

To achieve an overall pass in this assessment students must attempt each of the 5 quizzes, participate and pass the respective group discussion for each quiz, and achieve at least 50% of the overall grade for this assessment.

### **Assessment Criteria**

- Completion of the quiz and the group discussion task for the respective fortnight's quiz (Students who do not participate in and pass the group discussion forum will not receive any marks for that fortnight's quiz).
- Demonstrates understanding of fortnightly study topics.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Instructions can be found on the Moodle website.

### **Learning Outcomes Assessed**

- Explain the origins of the statutory frameworks within which human service workers practice
- Articulate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
- Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## **2 Electronic Focused Learning Part B - Group Discussion**

### **Assessment Type**

Group Discussion

### **Task Description**

As part of the Electronic Focused Interactive Learning (eFIL) assessment task students are required to participate in a small group online discussion forum after the completion of each quiz in weeks 2, 4, 6, 8, and 10. In total there are five fortnightly quizzes and online discussions to be completed. The discussion forums are designed to encourage active learning and communication among students, irrespective of location. Students will then have the opportunity to re-sit the quiz after discussing their answers with peers in a small group online discussion forum. The Unit Coordinator will allocate students to small groups for this task. A detailed schedule of dates, times and quiz content will be posted on Moodle.

Each eFIL exercise includes the quiz and group discussion and comprises. **Please note:** Irrespective of student's result in the quiz, students who do participate in and pass that fortnight's group discussion forum will not receive any marks for that quiz.

You are expected to adhere to acceptable netiquette protocols in all your communications on the Moodle site.

### **What's Involved?**

From the Saturday to Wednesday evening following the completion of the fortnightly quiz, students will be able to enter a small group discussion forum, where they will have the opportunity to discuss and compare their answers with their peers. Students will then have until the Friday evening deadline to take the quiz a second time, with the benefit of



knowing the views of other students.

The following points may help facilitate discussion in your small group forum:

- Post an explanation about WHY you chose the answers you selected for the quiz and participate in the group discussion.
- Respond to another student about their answer selection and discuss the content so that it provides insight and learning for your student peer.

### **Assessment Due Date**

ONGOING - Group discussion forums will take place fortnightly for weeks 3,5,7,9 and 11 of term. A detailed schedule of dates for quizzes and group discussion forums will be posted on Moodle

### **Return Date to Students**

#### **Weighting**

Pass/Fail

#### **Minimum mark or grade**

Pass/Fail (Students must participate in at least three of the fortnightly group discussion forums to achieve an overall pass in this assessment)

### **Assessment Criteria**

- Participates in at least three of the online group discussion forums (Students who do not participate in and pass the group discussion forum will not receive any marks for that fortnight's quiz).
- Demonstrates an ability to interact with peers and discuss learning and insights gained in Human Services and Statutory Contexts.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

A detailed schedule of quizzes and group discussion forums will be posted on Moodle.

### **Learning Outcomes Assessed**

- Explain the origins of the statutory frameworks within which human service workers practice
- Articulate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
- Explain how statutory systems impact on the work of human services workers, clients, organisations and the community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## **3 Written Assessment**

### **Assessment Type**

Written Assessment

### **Task Description**

Drawing on the unit material for weeks one to twelve, and other sources you have located through independent research, describe how the knowledge required by human service workers of the judiciary system, legal accountability and statutory obligations is crucial to effective professional human service practice in one of the following practice contexts.

- Child Protection

**OR**

- Youth Justice

### **Product**

In essay format describe how the legal framework is relevant to the human service worker (professional context), the client and to the organisational context. Your paper needs to include the knowledge required by human service workers working in the chosen statutory context.

- Judiciary system – The court system or other mechanisms for the application of law or dispute resolution, including court processes and procedures, and legislative interventions.
- Statutory obligations – The legal obligations and duties of human service workers in the chosen statutory context.
- Legal accountability – The legal rules and standards that guide safe and adequate human service practice in the chosen statutory context, and the legal implications for human service workers.

Give one or two examples of how these are evident in practice. When appropriate, refer to the relevant legislation, and cite and interpret specific sections which are relevant. Make sure all sources are properly cited, and use your own words to describe your understanding of any facts or ideas discussed, rather than use strings of quotes (quotes, especially quotes on their own, seldom demonstrate learning and understanding of course content).

### **Word limit**

2000 words (excluding references and appendices). You must remain within 10% of the word limit (maximum 1% of the overall mark will be deducted for every 100 words over or below).

### **Assessment Due Date**

Week 12 Friday (5 Oct 2018) 11:55 pm AEST

Upload submission via Moodle

### **Return Date to Students**

Exam Week Friday (19 Oct 2018)

### **Weighting**

50%

### **Assessment Criteria**

- Describes the knowledge required by human service workers of the judiciary system relevant to the chosen practice context.
- Describes the knowledge required by human service workers of legal accountability relevant to the chosen practice context.
- Describes the knowledge required by human service workers of statutory obligations which are relevant to the chosen practice context.
- Uses the text, course readings and other sources to accurately describe the area of law and legal procedures and responsibilities relevant to the practice context.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard) and adheres to the word limit.

Important note: Criteria are equally weighted. See the unit Moodle page for detailed assessment criteria rubrics.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Upload submission via Moodle

### **Learning Outcomes Assessed**

- Explain the origins of the statutory frameworks within which human service workers practice
- Articulate the difference between criminal and civil statutory processes and law
- Differentiate between the discrete jurisdictions within statutory systems with reference to the roles which human service workers are required to implement
- Explain how statutory systems impact on the work of human services workers, clients, organisations and the

- community
- Explain the interaction of statutory systems and processes with professional codes of ethics in human service practice.

#### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

## Academic Integrity Statement

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

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

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

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

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

#### **What is a breach of academic integrity?**

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

#### **Why is academic integrity important?**

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

#### **Where can I get assistance?**

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

#### **What can you do to act with integrity?**

**Be Honest**

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

**Seek Help**

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

**Produce Original Work**

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