SOWK12008 *Theories of Change for Professional Practice I*
Term 1 - 2021

Profile information current as at 29/04/2024 01:49 am

All details in this unit profile for SOWK12008 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

In this unit you will be offered a range of learning opportunities to engage with key theories that have informed professional social work practice. This unit presents both structural and personal theories, and how these can be integrated for professional practice, such as working with change and complexity. Structural theories include post modernism, critical theory and ecological perspectives; personal theories include psychological approaches, humanism, grief, loss and trauma-informed practice. This unit also explores change models and how these inform the development of assessment and intervenion strategies. You will engage in the process of critical reflection and exploring your values and beliefs, in order to develop an emerging ethical theoretical framework for your professional social work practice.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

SOWK11015 Professional Communication in Human Services
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

- Online

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. **Written Assessment**
Weighting: 50%
2. **Presentation and 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 Have your say

Feedback
Unclear assessment requirements

Recommendation
Two actions need to be undertaken: -Additional teaching resources developed to support revisory learning about a formal academic essay: -Students being introduced to Problem-Based Learning will require greater explanation of the key aspects of this approach so they are prepared for their assignments being developed utilising this learning approach

Feedback from Have your say

Feedback
Relevance of resources to assessment requirements

Recommendation
Clear sign posts at Moodle between resources provided and links to assessment tasks.

Feedback from Have your say

Feedback
Develop a planned approach if the Unit Coordinator is leaving before the completion of the Unit

Recommendation
An alternative Unit Coordinator be appointed as soon as it is known that the current Unit Coordinator is not available for the full term.

Unit Learning Outcomes

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

1. Identify theoretical perspectives that have informed the professional practice of social work
2. Analyse theoretical perspectives and apply to social work practice contexts
3. Integrate social work theories with your emerging professional practice frameworks
4. Appraise and critically reflect on feedback drawn from your experiences in professional learning contexts.

This unit addresses components of Practice Standard Objectives (2003): 1,2,3 and 6
These suggested amendments are in line with the ASWEAS (2020) and anticipate the further changes needed for the 2022 re-accreditation process for the existing BSW.

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 - Written Assessment - 50%	●	●	●	●
2 - Presentation and Written Assessment - 50%		●	●	

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 - Written Assessment - 50%	●	●	●	●			●	●		
2 - Presentation and Written Assessment - 50%	●	●	●				●	●		

Textbooks and Resources

Textbooks

SOWK12008

Prescribed

Modern Social Work Theory
Edition: 5th (2020)
Authors: Malcolm Payne
Macmillan
ISBN: 9781352011087
Binding: Paperback

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

Jan Pascal Unit Coordinator
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Peter Camilleri Unit Coordinator
p.camilleri@cqu.edu.au
Venkat Pulla Unit Coordinator
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Agnieszka Sobolewska Unit Coordinator
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Schedule

Week 1 Social Work Theory and Practice: Knowledge Base of Social Work - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: Social Work Theory and Practice: Knowledge Base of Social Work • Moodle site will have welcome and the lectures available to watch. They have been recorded on Echo360 and are explanation of the PowerPoints. • Zoom sessions will be available but these are not compulsory but drop in times for a chat. • Assessment tasks are outlined and important to read carefully.	Textbook Payne, M. (2020) Modern Social Work Theory 5th Edition, Macmillan. Chapters 1 & 2	

Week 2 - The Practice of Social Work - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

Lecture 2: The Practice of Social Work
In this lecture look at where social workers practice; where they practice; who they practice with; what issues they work with; social workers methods of practice and the levels of intervention.

Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan.
Chapter 3

Week 3 - Systems Theory and Bio-Psychological-Social-Spiritual (SPSS) Framework - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Systems Theory and Bio-Psychological-Social-Spiritual (SPSS) Framework In this lecture we look at the Systems Approach in Social Work; Ecosystems Perspective; BPSS Framework; and Focus on Spirituality.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 9	

Week 4 Psychodynamic Theory and Attachment Theory - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Psychodynamic Theory and Attachment Theory In this lecture we examine the basic ideas of Psychodynamic Theory; treatment in classical psychoanalysis; classical attachment theory and new developments in attachment.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapters 4 & 5	

Week 5 Person Centred Practice - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Person Centred Practice In this lecture we explore the origins of person centred practice - examining humanism and existentialism. Person centred practice has been an essential aspect of social work. The lecture focuses on the work of Carl Rogers and how his therapeutic approach and ideas have influenced social work practice.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 13	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 Problem Solving and Task Centred Theories and Practice Approaches - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Problem Solving and Task Centred Theories and Practice Approaches In this lecture we explore the development of problem solving including the its origins and basic principles. We will also examine the critiques of problem solving model. Task centred model will be examined as it came out of the critique of bout psychodynamic approach and more specifically problem solving. The task centred model will be outlined in some detail.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 6	**Essay** Due: Week 6 Friday (23 Apr 2021) 11:59 pm AEST

Week 7 Crisis Intervention and Trauma Informed Practice - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Lecture: Crisis Intervention and
Trauma Informed Practice
In this lecture we look at the
development of Crisis Intervention.
The focus recently on trauma informed
practice has been a very development
in reframing social work practice who
work with people who have
experienced trauma through natural
disasters, war and other violent
experiences, child abuse and sexual
abuse (as children or adults) and
intimate interpersonal violence.

Textbook Payne, M. (2020) *Modern
Social Work Theory* 5th Edition,
Macmillan.
Chapter 6

Week 8 Cognitive and Behavioural Approaches - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Cognitive and Behavioural Approaches In this lecture we begin with exploring classical learning theory and how that forms the basis of theses approaches. Cognitive Behaviour Therapy (CBT) has become the main form of intervention used with mental health issues. Other developments in this space such ACT and DBT.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 7	

Week 9 Motivational Interviewing - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Motivational Interviewing (MI) In this lecture we explore the origins of MI in practice fields of addiction and substance misuse. It was about confronting and challenging clients who were unwilling to change. As MI was rolled out it was adapted for a variety of practice settings. The focus is on using communication skills to guide people to develop more effective ways of living in the world. The basic principles are outlined.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 8	

Week 10 Strengths Perspective - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Strengths Perspective In this lecture we explore the development of strengths perspective. The authors of this approach argued that this was a major 'disruption' to how traditionally social work saw clients and how they worked with them. the focus was to move from 'deficients' to 'strengths'.	Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 11	

Week 11 Eco practice and Green social work - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Lecture: Eco practice and Green social work
This lecture's focus on eco social work or what has also been referred to as Green social work or environmental social work, is a recognition of the impacts of climate change on people and communities. Climate change will have a differential impacts with poor and vulnerable communities being the most affected. The previous lectures have explored recovery from disasters and as the climate changes become more extreme the effects of drought, bushfires and floods are likely to be come more significant. This lecture does address the issues what role social work has to play on dealing with the impacts of climate change.

Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan.
Chapter 16

Week 12 Review of Unit - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review of the unit		

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Presentation and written assessment Due: Review/Exam Week Friday (11 June 2021) 11:59 pm AEST

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Essay

Assessment Type
Written Assessment

Task Description
You are writing an essay on the topic: Social Work Theory
"Social work theory is a construction, interacting with a real world of social relations, but because it is a construction, we can adapt and develop it as we practice". Payne, M (2020, p30)

Malcolm Payne in his latest textbook on social work theory links knowledge, theory and practice. He sketches out that there are essentially four levels of theories in social work; theories about social work; theories of social work; theories that are contextual for social work; and theories of social work's practice and method. This essay provides you with the opportunity to explore what theories mean for you as a practitioner, how they can provide an understanding of the world and what that means for working with individuals, families and communities.
In this paper you should provide a brief introduction to the concepts of knowledge and theory. It is important to examine what theories means in the context of practice and what impacts they may have on how practitioner's work. You will find a number of different perspectives of theories in social work and how they contribute to practice. It is important to explore these ideas so that you are clear on what constitutes knowledge in social work and what theories are in social work and their contextual relevance for practice. For many students' theories are very confusing let alone their relevance to the realities of being a social worker.

Please note the following details

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on each page in a header.

· Write in the third-person perspective.

· Use formal academic language.

· Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online Harvard Referencing Style Guide.

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Assessment Due Date
Week 6 Friday (23 Apr 2021) 11:59 pm AEST

Return Date to Students
Week 8 Friday (7 May 2021)

Weighting
50%

Assessment Criteria

UNIT CODE SOWK12008
UNIT TITLE Theories of Change for Professional Practice 1
ASSESSMENT

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%
Demonstrated understanding of the relevant issues and concepts 40%	Excellent multi-faceted understanding of relevant key issues and concepts (33.8-40)	Well-developed understanding of relevant key issues and concepts (29.8-33.7)	Generally good understanding of relevant key issues and concepts (25.8-29.8)	Sound understanding of relevant key issues and concepts but fairly superficial or partial explanation (20-25.7)	Submission is missing aspects of relevant key issues and concepts or task requirements have been misunderstood. (<20)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Critical analysis and development of argument 40%	Distinctive and insightful critical analysis and well-founded developed argument (33.8-40)	Well-developed criteria analysis and argument (29.8-33.7)	Generally good analysis and argument (25.8-29.8)	Sound developed of argument and some critical analysis. (20-25.7)	Not able to develop an argument and little critical analysis (<20)	Did not undertake this aspect (0)
Use of literature, including coverage of relevant information, and interpretation and synthesis of information (10%)	A comprehensive range of relevant literature from scholarly sources has been evaluated and synthesised, substantially supporting the arguments. (8.45-10)	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments. (7.45-8.44)	Literature from scholarly sources has been summarised and incorporated, supporting key points (6.45-7.44)	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay. (4.95-6.44)	Literature from sources, most of which are not credible or relevant, and are tenuously related to the topic. (<4.95)	Little to no meaningful writing. (0)
Presentation, including clarity of written communication, organization of the material, and accuracy of Harvard referencing style	High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. Harvard referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. Harvard referencing conventions in both in-text referencing and the reference list have been used almost always accurately and consistently applied. (7.45-8.44)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Harvard referencing conventions in both in- text referencing and the reference list are in evidence but there are inconsistencies. (6.45-7.44)	Adequate written communication skills evident in presentation occasionally using the English conventions of grammar, paragraphing, punctuation, spelling and academic language. Attempt made to adhere to Harvard referencing conventions in both in- text referencing and the reference list, but with some errors and inconsistencies. (4.95-6.44)	Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Adherence to Harvard referencing conventions in both in-text referencing and the reference list is minimal. (<4.95)	Extremely poorly written. No use of any referencing system. (0)

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only

Learning Outcomes Assessed

- Compare and contrast the philosophical assumptions, ideologies and theoretical perspectives that have informed the profession of social work through time
- Analyse social theories and apply the theories to social work referral contexts
- Apply professional values and ethics to practice contexts
- Apply the philosophies, ideologies, and theories of social work to their emerging professional practice framework

Graduate Attributes

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

2 Presentation and written assessment

Assessment Type

Presentation and Written Assessment

Task Description

Assessment 2 – Presentation and written assessment
Type: Presentation and Written assessment
Due date: 11.59 pm 11 June 2021 (Week 13)
Weighting: 50%
Length: 10-minute podcast and 1000-word paper
Unit Coordinator: Professor Peter Camilleri
Learning Outcomes Assessed
· Analyse theoretical perspectives and apply to social work practice contexts
· Integrate social work theories with your emerging professional practice frameworks
Aim
This assessment is to provide you with the opportunity to demonstrate your ability to integrate theory and practice. You will be presented with a case scenario which will outline a service user/client present's circumstance including background etc. Your task will be to apply two theoretical/model/perspective/approaches to the case outlining the following:
· Brief overview of the theories/models chosen
· Why these are the most appropriate to use in this present case scenario
· How you would use these theories/models with the service user/client
· The challenges in using these models in practice situations
· As a beginning professional social worker why these theories/models would be important for you
The podcast will be 10 minutes maximum and in that you will provide a brief overview of the theories, why they are important in this case study and how you would use them. It is important in the podcast that you just do not read from notes but talk through the key points you wish to make.
You will also submit a 1000-word paper to present the challenges that your selected theories/models present in this case study. Finally, how this theories/models fit into your personal practice framework.
Instructions

Please note the following details

· Podcast – Approximately 10-minutes. You will want to script this out, but the intention is that you do not just read notes. You are expected to be able to present as a practitioner on a variety of material/issues etc. Be aware of your voice and how pace of the podcast. You will be talking to me and need to make it clear, concise and knowledgeable.

· In the podcast you will reference your work where appropriate. References to be added to the written paper.

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on each page in a header.

· As the written paper is based on a case scenario you do not need to be formal in your writing but use first person where appropriate.

· Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online Harvard Referencing Style

[Guide](#).

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Literature and references

In this assessment use at least 6 - 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies

Resources

· You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.

· We recommend that you access your discipline specific [library guide](#): [Social Work and Community Services Guide](#).

· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

· For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

· Practice the podcast and time yourself before submitting it on Moodle

· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Assessment Due Date
Review/Exam Week Friday (11 June 2021) 11:59 pm AEST

Return Date to Students
Exam Week Friday (18 June 2021)

Weighting
50%

Assessment Criteria

ASSESSMENT

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%
Demonstrated understanding of the relevant issues and concepts 40%	Excellent multi-faceted understanding of relevant key issues and concepts (33.8-40)	Well-developed understanding of relevant key issues and concepts (29.8-33.7)	Generally good understanding of relevant key issues and concepts (25.8-29.8)	Sound understanding of relevant key issues and concepts but fairly superficial or partial explanation (20-25.7)	Submission is missing aspects of relevant key issues and concepts or task requirements have been misunderstood. (<20)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Critical reflective analysis and ability to demonstrate link between theory and practice development of argument 40%	Distinctive and insightful critical reflective analysis that demonstrate the link between theory and practice (33.8-40)	Well-developed criteria analysis and linking with theory and practice (29.8-33.7)	Generally good analysis and linking with theory and practice (25.8-29.8)	Sound developed of argument and some linking of theory and practice. (20-25.7)	Not able to link theory with practice (<20)	Did not attempt to link theory with practice (0)
Use of literature, including coverage of relevant information, and interpretation and synthesis of information (10%)	A comprehensive range of relevant literature from scholarly sources has been evaluated and synthesised, substantially supporting the arguments. (8.45-10)	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments. (7.45-8.44)	Literature from scholarly sources has been summarised and incorporated, supporting key points (6.45-7.44)	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay. (4.95-6.44)	Literature from sources, most of which are not credible or relevant, and are tenuously related to the topic. (<4.95)	Little to no meaningful analysis. (0)

Presentation, includes both podcast and written communication and accuracy of Harvard referencing style	High-level oral and written communication skills evident in presentation Harvard referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	Superior oral and written communication skills evident in presentation. Harvard referencing conventions in both in-text referencing and the reference list have been used almost always accurately and consistently applied. (7.45-8.44)	Clear oral written communication skills evident in presentation. Harvard referencing conventions in both in- text referencing and the reference list are in evidence but there are inconsistencies. (6.45-7.44)	Adequate oral written communication skills evident in presentation Attempt made to adhere to Harvard referencing conventions in both in- text referencing and the reference list, but with some errors and inconsistencies. (4.95-6.44)	Poor standard of oral and written communication skills evident in presentation. Adherence to Harvard referencing conventions in both in-text referencing and the reference list is minimal. (<4.95)	Extremely poorly written and poor oral communication skills. No evidence of referencing. (0)

Referencing Style

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

Submission
Online

Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only for the written part. Podcast can also be posted on Moodle site

Learning Outcomes Assessed

- Analyse social theories and apply the theories to social work referral contexts
- Apply professional values and ethics to practice contexts
- Apply the philosophies, ideologies, and theories of social work to their emerging professional practice framework
- Analyse their performance from feedback drawn from their involvement in professional learning contexts

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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