



# SOWK12008 Theories of Change for Professional Practice I

## Term 1 - 2022

Profile information current as at 03/05/2024 12:42 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 intervention 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 - 2022

- 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
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### 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

Bloomsbury

ISBN: 9781352011081

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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Paul Watkin** Unit Coordinator

[p.watkin@cqu.edu.au](mailto:p.watkin@cqu.edu.au)

**Shirley Ledger** Unit Coordinator

[s.ledger@cqu.edu.au](mailto:s.ledger@cqu.edu.au)

**Jan Pascal** Unit Coordinator

[j.pascal@cqu.edu.au](mailto:j.pascal@cqu.edu.au)

## Schedule

### Week 1 Social Work Theory and Practice: Knowledge Base of Social Work - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1: Social Work Theory and Practice: Knowledge Base of Social Work <ul style="list-style-type: none"><li>• Moodle site will have welcome and the lectures available to watch. They have been recorded on Echo360 and are explanation of the PowerPoints.</li><li>• Zoom sessions will be available but these are not compulsory but drop in times for a chat.</li><li>• Assessment tasks are outlined and important to read carefully.</li></ul>	Textbook Payne, M. (2020) Modern Social Work Theory 5th Edition, Macmillan. Chapters 1 & 2	

### Week 2 - The Practice of Social Work - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 21 Mar 2022

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) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapter 9	

### Week 4 Psychodynamic Theory and Attachment Theory - 28 Mar 2022

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) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapters 4 & 5	

### Week 5 Person Centred Practice - 04 Apr 2022

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) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapter 13	

### Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 Problem Solving and Task Centred Theories and Practice Approaches - 18 Apr 2022

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 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 psychodynamic approach and more specifically problem solving. The task centred model will be outlined in some detail.	Textbook Payne, M. (2020) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapter 6	<b>Essay - Social Work Theory (1800 words)</b> Due: Week 6 Friday (22 Apr 2022) 6:00 pm AEST

### Week 7 Crisis Intervention and Trauma Informed Practice - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### 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 - 02 May 2022

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 these 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) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapter 7	

## Week 9 Motivational Interviewing - 09 May 2022

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) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapter 8	

## Week 10 Strengths Perspective - 16 May 2022

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) <i>Modern Social Work Theory</i> 5th Edition, Macmillan. Chapter 11	

## Week 11 Eco practice and Green social work - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Review of the unit		<b>Presentation and written assessment (10 min podcast and 1000 word paper)</b> Due: Week 12 Friday (3 June 2022) 6:00 pm AEST

### Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Essay - Social Work Theory (1800 words)

#### Assessment Type

Written Assessment

#### Task Description

##### Aim (1800 words)

The aim of this assessment is for you to explore the relationship between theory and social work practice, that is why and how a theory can inform practice.

There are different theories that social workers use. In this assessment, you will examine the importance of the theory/practice link and its mechanisms.

You are writing an academic essay on the topic of social work theory and practice.

Harms and Connolly (2019) observe that social workers draw on a variety of theoretical perspectives to inform their practice and understand the diverse settings in which they work. They further assert that the disciplinary nature of social work's interpretive lenses influence the application of knowledge and theory and what we understand theory to be. In your essay, you are required to examine why theories are used in social work practice, and how they inform social work interventions. In your essay, you are to consider one of the theories covered in week 1-5: systems theory, bio-psychosocial spiritual framework, psychodynamic theory, attachment theory, person centred practice. Your discussion should draw on concepts and issues related to the relationship between theory and practice. Focus on one social work practice area. Examples of social work practice areas are: children and families, family and domestic violence, unemployment, homelessness, mental health, health. However, you can focus on another social work practice area not listed. If you are unsure about the topic, please check in with the Unit Co-ordinator. In your essay, please discuss some criticisms pertaining to using the theory in practice.

#### Literature and references

In this assessment use at least 10 contemporary references (<5 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: for example, the Australian Association of Social Workers.

- 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 the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic

Learning Centre has an online [APA \(7<sup>th</sup> edition\) 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.

## Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery 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.
- 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

Week 6 Friday (22 Apr 2022) 6:00 pm AEST

Submission via Moodle

## Return Date to Students

Week 8 Friday (6 May 2022)

Feedback via Moodle

## Weighting

50%

## Assessment Criteria

### ASSESSMENT 1

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	F (Absent Content)	MARKS
Demonstrated understanding of the relevant issues and concepts (40%)	Excellent multifaceted understanding of relevant key issues and concepts	Very good understanding of relevant key issues and concepts	Good understanding of relevant key issues and concepts	Sound understanding of relevant key issues and concepts but superficial or partial explanation	Poor understanding of relevant key issues and concepts Submission is missing aspects of relevant key issues and concepts.	Submission is missing most aspects of task. Little evidence of task requirements.	...../40
Critical reflective analysis and ability to demonstrate link between theory and practice; development of argument (40%)	Distinctive and insightful critical reflective analysis that demonstrates 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	Did not attempt to link theory with practice (0)	...../40
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)	...../10
Presentation, includes both podcast and written communication and accuracy of APA referencing style (10%)	Excellent oral and written communication skills evident in presentation. APA referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	Very good oral and written communication skills evident in presentation. APA referencing conventions in both in-text referencing and the reference list have been used accurately and consistently with minimal mistakes. (7.45-8.44)	Good oral written communication skills evident in presentation. APA referencing conventions in both in-text referencing and the reference list have been used with some mistakes (6.45-7.44)	Adequate oral and written communication skills evident in presentation Attempt made to adhere to APA referencing conventions in both in-text referencing and the reference list, but with errors and inconsistencies. (4.95-6.44)	Poor standard of oral and written communication skills evident in presentation. Adherence to APA referencing conventions in both in-text referencing and the reference list is minimal. (	Extremely poorly written and poor oral communication skills. No evidence of referencing. (0)	...../10
Total Marks							...../100

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

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

## Learning Outcomes Assessed

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

## Graduate Attributes

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

## 2 Presentation and written assessment (10 min podcast and 1000 word paper)

### Assessment Type

Presentation and Written Assessment

### Task Description

**Length: 10-minute podcast and 1000-word paper**

#### Aim

The aim of this assessment is for you to demonstrate your ability to integrate theory and practice. You will analyse two theories/models and apply them to a case study.

#### Instructions

In this assessment, position yourself as a beginning social worker. In the case scenario, Alicia contacts your agency (a community agency) for support.

Alicia is a 25-year-old female. She was living with Chris, her boyfriend of two years until a few weeks ago. The home was rented in his name. Chris was becoming increasingly controlling, and on one occasion he hit her. Alicia's sister Amy has been very supportive and encouraged Alicia to leave the relationship. Alicia has been reluctant to report the matter and does not have a protection order. Alicia moved back to live with her parents as a temporary arrangement, as Amy has a family and two small children of her own. The two bedroom place feels too small to house three adults, and Alicia finds herself clashing with her parents' strong Christian beliefs. Alicia would like to get a place of her own, but she is not able to afford most of the places that are currently for rent and doesn't have the cash for bond.

Alicia is currently unemployed and as a jobseeker, she has mutual obligations. She has done retail and hospitality roles in the past, and in the last two years, and she was helping Chris run his business. She finished year 10 and found the academic work hard due to her learning difficulties. Alicia also lacks the confidence to look for work.

Alicia feels anxious about her current circumstances. She has also been drinking alone a few nights each week. Her ex-boyfriend has started to text her again, wanting to make a fresh start. Alicia is missing him and is feeling lonely.

Please follow the steps below to complete your assessment task:

1. Choose any of the two theories/models covered in this unit that you believe are the most appropriate to apply in this case study.
2. Provide a brief overview of the theories/models chosen.
3. Explain why you consider your chosen theories/models as the most appropriate to use in this particular case scenario.
4. Discuss how you would use these theories/models in working with the service user/client.
5. Consider the challenges in using the theories/models in practice.
6. As a beginning professional social worker, examine why the theories/models would be important for you.

#### Podcast

The podcast will be 10 minutes long. 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 talk through the key points you wish to make rather than just read from the notes.

#### Written Assessment

You will also submit a 1000-word paper to examine the challenges that your selected theories/models present in this case study. You will discuss how the theories/models align with social work values and professional goals.

#### Literature and references

In this assessment use at least 8 contemporary references (<5 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: for example, the Australian Association of Social Workers.

### Requirements

**Podcast** – It will be approximately 10-minutes long. You are expected to be able to present as a practitioner. Be aware of your voice and the pace of the podcast. Practice the podcast and time yourself before submitting it on Moodle.

References used in the podcast to be added to the references section in the written paper.

Podcast can be recorded in PowerPoint.

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. You may write in the first-person perspective.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA 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.

### Resources

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

We recommend that you access your discipline specific [library guide](#): the [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.

### Assessment Due Date

Week 12 Friday (3 June 2022) 6:00 pm AEST

### Return Date to Students

Exam Week Friday (17 June 2022)

### 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%	Marks
Demonstrated understanding of the relevant issues and concepts. (40%)	Excellent multi-faceted understanding of relevant key issues and concepts.	Well-developed understanding of relevant key issues and concepts.	Generally good understanding of relevant key issues and concepts.	Sound understanding of relevant key issues and concepts but fairly superficial or partial explanation.	Submission is missing aspects of relevant key issues and concepts or task requirements have been misunderstood.	...../40
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.	Well-developed criteria analysis and linking with theory and practice.	Generally good analysis and linking with theory and practice.	Sound developed of argument and some linking of theory and practice.	Not able to link theory with practice.	...../40

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.	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments.	Literature from scholarly sources has been summarised and incorporated, supporting key points.	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay.	Literature from sources, most of which are not credible or relevant, and are tenuously related to the topic.	...../10
Presentation, includes both podcast and written communication and accuracy of APA (7th ed) referencing style. (10%)	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.	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.	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.	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.	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.	...../10

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### 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 theoretical perspectives and apply to social work practice contexts
- Integrate social work theories with your emerging professional practice frameworks

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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