# SOWK12008 *Theories of Change for Professional Practice I*
## Term 1 - 2024

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 - 2024

* 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 Student evaluation

**Feedback**

Most students indicate they are highly satisfied with all aspects of the unit.

**Recommendation**

The unit coordinator will continue to explore ways of helping students make connections between theory and practice.

### Feedback from Unit Coordinator

**Feedback**

Students who attend the Zoom sessions indicate the sessions facilitate their learning and application of theory to practice. However, there is minimal student attendance at Zoom sessions and participation in unit forums.

**Recommendation**

The unit coordinator will explore ideas for increasing student engagement with weekly unit content and their peers.

# 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
Bloomsbury
ISBN: 9781352011081
Binding: eBook

**Additional Textbook Information**
The prescribed textbook can be accessed online at the CQUniversity Library website. Access may be limited. If you would prefer your own copy, purchase either paper or eBook versions at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

### 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

**Madonna Chesham** Unit Coordinator
m.chesham@cqu.edu.au

## Schedule

**Week 1 Social Work Theory and Practice: Knowledge Base of Social Work - 04 Mar 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

| Social Work Theory and Practice: Knowledge Base of Social Work | Textbook Payne, M. (2020) Modern Social Work Theory 5th Edition, Macmillan. Chapters 1<br>Visit the study module on the unit Moodle site. | • Take some time to carefully read the unit profile, including the assessment tasks, and orientate yourself to the unit Moodle site, beginning with the welcome video.<br>• There are twelve study modules with recorded lectures, readings and resources on the topic. The welcome video discusses ways students can engage with the modules during the term and for assessment completion.<br>• Weekly Zoom sessions will facilitate student engagement with that week's study topic. Attendance is optional.<br>• It is highly recommended that students attend the Assessment Zoom sessions.<br>• A schedule of Zoom sessions is located in the Virtual Classes tile on the unit Moodle site. |

### Week 2 - Evaluating Theory for Social Work Practice - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Evaluating Theory for Social Work Practice<br>This week explores where social workers practice, who they practice with, what issues they work with and how context informs social workers' theories, methods and interventions for practice.<br>Part 1 of the module explores a framework for evaluating the appropriateness of theory to social work practice values and ethics, and context.<br>Part 2 examines Aboriginal and Torres Strait Islander ways of knowing and doing social work and incorporating critical reflection to understand the cultural lens of our practice. | Textbook Payne, M. (2020) Modern Social Work Theory 5th Edition, Macmillan.<br>Chapters 2 & 3<br>Visit the study module on the unit Moodle site. | Both Parts 1 & 2 comprise critical learning for this unit that students are advised to revisit throughout the term, particularly when selecting and evaluating theories for assessment purposes. |

### Week 3 - Systems Theory and Bio-Psychological-Social-Spiritual (SPSS) Framework - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Systems Theory and Bio-Psychological-Social-Spiritual (SPSS) Framework<br>This week 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.<br>Chapter 9<br>Visit the study module on the unit Moodle site. | |

### Week 4 Psychodynamic Theory and Attachment Theory - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Psychodynamic Theory and Attachment Theory<br>This week 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.<br>Chapters 4 & 5<br>Visit the study module on the unit Moodle site. | |

### Week 5 Person-centred Practice - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| | | |

Person-centred Practice
This week 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
Visit the study module on the unit Moodle site.

## Vacation Week - 08 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

## Week 6 Problem-solving and Task-centred Theories and Practice Approaches - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Problem Solving and Task Centred Theories and Practice Approaches This week we explore the development of problem-solving, including its origins and basic principles. We will also examine the critiques of the problem-solving model. Task centred model will be examined as it came out of the critique about the 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 Visit the study module on the unit Moodle site. | **Social Work Theory Essay** Due: Week 6 Friday (19 Apr 2024) 6:00 pm AEST |

## Week 7 Crisis Intervention and Trauma Informed Practice - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Crisis Intervention and Trauma-informed Practice This week we look at the development of Crisis Intervention. The focus recently on trauma-informed practice has been an important development in reframing social work practice when working with people who have experienced trauma. | Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 6 Visit the study module on the unit Moodle site. | |

## Week 8 Cognitive and Behavioural Approaches - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |
| Cognitive and Behavioural Approaches This week 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 when working with people with mental health issues. Other developments in this space such Acceptance and Commitment Therapy (ACT) and Dialectical Behaviour Therapy (DBT). | Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan. Chapter 7 Visit the study module on the unit Moodle site. | |

## Week 9 Motivational Interviewing - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

Motivational Interviewing (MI)
This week we explore the origins of MI in the practice fields of addiction and substance misuse. MI has now been adapted for a variety of practice settings. The basic principles are outlined.

Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan.
Chapter 8
Visit the study module on the unit Moodle site.

**Week 10 Strengths Perspective and Solution Focused Therapy - 13 May 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Strengths Perspective & Solution Focussed<br>This week we explore the development of strengths perspective and solutions focussed therapy. The authors of this approach argued that this was a major 'disruption' to how traditional social workers saw clients and how they worked with them. the focus was a move from 'deficiencies' to 'strengths'. | Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan.<br>Chapter 11<br>Visit the study module on the unit Moodle site. | |

**Week 11 Narrative Practice - 20 May 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Narrative practice<br>This module focuses on narrative practice developed by Michael White and David Epston. The study materials highlight the postmodern influences on the unique way narrative theory understands problems and people's relationships with problems and power constructs. It aims to increase people's agency in the storying of identity. | Textbook Payne, M. (2020) *Modern Social Work Theory* 5th Edition, Macmillan.<br>Chapter 12<br>Visit the study module on the unit Moodle site. | |

**Week 12 Revision - 27 May 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Revision week. | | **Theory and Practice PowerPoint Presentation** Due: Week 12 Friday (31 May 2024) 6:00 pm AEST |

**Review/Exam Week - 03 Jun 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Exam Week - 10 Jun 2024**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

# Assessment Tasks

## 1 Social Work Theory Essay

**Assessment Type**
Written Assessment

**Task Description**

**Aim**

The aim of this assessment is for you to explore the relationship between theory and social work practice, that is, why and how theory informs practice. Harms and Connolly (2023) observe that social workers draw on various theoretical perspectives to inform their practice and understand the diverse settings in which they work. In this assessment, you will

discuss and compare your knowledge of two theories and examine their relationship to social work practice.

**Instructions**

You are writing an academic essay on social work theory and practice; you are required to compare two theories and examine why theories are used in social work practice and how they inform social work interventions.

In your essay, you will choose **two** theories covered in weeks 3 -11: systems theory, psychodynamic and attachment theory, person-centred, problem-solving and task-centred, crisis intervention and trauma-informed practice, cognitive behavioural therapy, motivational interviewing, strengths and solution-focused and or narrative practice.

Your comparative analysis should:

- Compare and contrast the similarities and differences between the two theories, including their core tenets, origin, and purpose, and how they inform social work intervention.
- Summarise the theories' key critiques, comparing their main limitations and strengths and how this knowledge can inform their use in social work practice. For instance, are the theories widely used or contradicted for a particular practice area, and why?
- Referring to the AASW Code of Ethics (2020), compare the relevance and suitability of the theories to social work values and ethics.
- Compare and evaluate the theories's capacity to respond appropriately to diverse service users and practice contexts.

**Word Limit**

1800 words

You must remain within 10% of the word limit. The word count is considered from the first word of the introduction to the conclusion's last word. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Penalties will apply for late submissions as per CQUniversity's late submission procedure.

**Literature and references**

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

**Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 or double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include a title page including details of the unit code and name, unit coordinator, assessment number and word count.
- Include page numbers on each page in a footer.
- 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 Referencing Style Guide.

**Generative AI**

Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content.   For this assessment, you may use Gen-AI to help you understand the question, explain research concepts, and check that references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI.

You should not use Gen-AI to create or critically analyse the content or write or rewrite any part of your assessment.

You should know that Gen-AI output can be incorrect and include fictitious references and sources.

## Resources

- You can support your argument using unit-provided materials and other credible sources (e.g., journal articles and books). The quality and credibility of your sources are essential.
- We recommend you access your discipline-specific library guide: the Social Work and Community Services Guide.
- 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.

## Submission

Submit your assessment in Microsoft Word via the assessment submission area on the unit Moodle site.

## References

Harms, L., & Connolly, M. (2023). *Social work: from theory to practice, 4th edition*. Cambridge University Press, Australia.

**Assessment Due Date**
Week 6 Friday (19 Apr 2024) 6:00 pm AEST
Submission via Moodle

**Return Date to Students**
Week 9 Tuesday (7 May 2024)
The return date accounts for public holidays.

**Weighting**
50%

**Assessment Criteria**

| Criteria | HD 84.5-100% | D 74.5 – 84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|---|
| Compares and contrasts two theories for social work practice (10%) | Excellent multi-faceted comparative analysis of two theories. | Very good comparative analysis of two theories. | Good comparative analysis of two theories. | Basic comparative analysis of two theories and a superficial or partial explanation. | Inadequate or incorrect understanding of the core tenets of two theories. | ............./10 |
| Compares the theories' relevance and suitability to social work values and ethics. (10%) | Excellent comparative analysis showing links between theory and professional values and ethics. | Very good comparative analysis showing links between theory and professional values and ethics | Good level of comparative analysis showing links between theory and professional values and ethics. | Basic analysis showing some links between theory and professional values and ethics. | Inadequate and/or poor analysis of the links between theory and professional values and ethics. | ............./10 |
| Summarises and compares the key critiques of each theory and how this knowledge can inform social work practice (10%) | Advanced comparative critique of the strengths and limitations of the chosen theories for social work practice. | Well-developed comparative critique of the strengths and limitations of the chosen theories for social work practice. | Sound comparative critique of the strengths and limitations of the chosen theories for social work practice. | Basic and/or partial comparative critique of the strengths and limitations of the chosen theories for social work practice. | Inadequate and/or poor critique of the two chosen theories for social work practice. | ............./10 |
| Comparatively evaluates the chosen theories' capacity to appropriately respond to diverse service users and practice contexts. (10%) | Comprehensive comparative evaluation of the capacity of chosen theories to respond to diverse communities and contexts. | Well-developed comparative evaluation of the chosen theories' capacity to respond to diverse communities and contexts. | Sound comparative evaluation of the chosen theories' capacity to respond to diverse communities and contexts. | Basic evaluation of the chosen theories to respond to diverse communities and contexts. | Inadequate and/or poor evaluation of the chosen theories' capacity to respond to diverse communities and contexts. | ............./10 |

| Use of literature, including coverage of relevant information and interpretation and synthesis of information (5%) | 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 to support 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. | ............/5 |
| Written communication within the word limit, showing correct grammar and spelling and accuracy of APA referencing style. (5%) | Outstanding level of written communication. The APA referencing conventions have been applied accurately and consistently in both in-text referencing and reference lists. | Very good written communication. In both in-text referencing and the reference list, APA referencing conventions have been used accurately and consistently with minimal mistakes. | Good written communication. APA referencing conventions in both in-text referencing and the reference list have been used with some mistakes | Adequate written communication. Attempts were made to adhere to APA referencing conventions in both in-text referencing and the reference list, but with errors and inconsistencies. | Poor standard of written communication. Adherence to APA referencing conventions in both in-text referencing and the reference list is minimal. | ............/5 |
| Total Marks/Percentage | | | | | | ........../50 |

## 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 Theory and Practice PowerPoint Presentation

## Assessment Type
Presentation and Written Assessment

## Task Description

### Aim

This assessment aims to demonstrate your ability to integrate theory and practice. Social work draws on a range of theories to explain and describe diverse human experiences and effect social change. You will analyse two theories/models and apply them to a case study to build your knowledge of how theory informs social work practice.

### Instructions

You will be provided with a case study under the *Assessment* tile on the unit Moodle site to demonstrate your ability to apply theory to practice. The case study will outline the service user's presenting circumstances and background information. In a 10-minute audiovisual (AV) PowerPoint presentation, you are to choose two theories/approaches you consider the most appropriate to understand and respond to the case study as a social worker. In this assessment, position yourself as a social work student in training (SWIT) delivering a presentation to peers.

Your PowerPoint presentation should:

1. Provide an overview of the theories/models chosen for social work practice.

2. Explain why the chosen theories/models are the most appropriate to this case study and social work practice in this context.

3. Discuss how you, as a social worker, would apply these theories/models in working with the service user/client. (How does the theory help you to explain and respond to the situation?) Provide examples of applying the chosen theories to the case study.

4. Discuss the challenges for social workers using the theories/models in the case study and context.

5. Examine the importance of the chosen theories/models to you and how this might influence your developing social work identity and professional practice framework. Identify the strategies you will utilise to consider the suitability of various theoretical perspectives to diverse service users, practice contexts, and social work values and ethics.

**Literature and references**

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

**Presentation Requirements**

- The AV PowerPoint Presentation will be **10 minutes in length**. Like essay word limits, penalties for going under and over 10% of the allocated time will be applied.
- You are positioned as a SWIT presenting to your peers. Be aware of your voice and the pace of the presentation. Practice the presentation and time yourself before submitting it on Moodle. An engaging presentation will discuss the key points rather than just reading from the PowerPoint slides.
- The PowerPoint must be referenced, and a reference list slide should be included.
- The presentation can be recorded in PowerPoint.
- Additional resources on designing, delivering and submitting a PowerPoint presentation will be provided on the unit Moodle site.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

**Resources**

- You can reference your argument with unit-provided materials and other credible sources (e.g., journal articles and books). The quality and credibility of your sources are important.
- ·We recommend you access your discipline-specific [library guide]: the [Social Work and Community Services Guide].
- 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].

**Generative AI**

Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content.   For this assessment, you may use Gen-AI to help you understand the question, explain research concepts, and check that references are in the correct format. If you use Gen-AI, you should

include a statement that declares that you have used Gen-AI and how you have used Gen-AI.

You should not use Gen-AI to create or critically analyse the content or to write or rewrite any part of your assessment.

You should know that Gen-AI output can be incorrect and include fictitious references and sources.

**Submission**
In the submission area on Moodle, upload your AV PowerPoint presentation recording by choosing the Echo360 tab and a copy of the PowerPoint without the video embedded. Students are advised to upload their recording via Echo 360 to avoid problems associated with media file size and access. The unit Moodle *Assessment* tile includes instructions on submitting video assessments using Echo 360: https://moodle.cqu.edu.au/mod/page/view.php?id=3340315&forceview=1.

Alternatively, you can submit a coversheet with a link to your OneDrive file and a copy of your PowerPoint. All students have access to OneDrive through CQU and should save their AV in OneDrive. If you choose this option, please ensure that this link is set to 'accessible to anyone with the link. '

If you are unsure how to do this after viewing the resources, seek support from TaSAC. Further instructions will be explained in an online Zoom session.

**Assessment Due Date**
Week 12 Friday (31 May 2024) 6:00 pm AEST

**Return Date to Students**
Exam Week Friday (14 June 2024)

**Weighting**
50%

**Assessment Criteria**

| Key Criteria | HD 84.5-100% | D 74.5 – 84.49% | C 64.50-74.49% | P 49.50-64.49% | F <49.5% | MARKS |
|---|---|---|---|---|---|---|
| Demonstrates understanding of the core tenets of two theories for social work practice (10%) | Excellent multifaceted understanding of the core tenets of two theories. | Very good understanding of the core tenets of two theories. | Good understanding of the core tenets of two theories. | Basic understanding of the core tenets of two theories, but a superficial or partial explanation. | Inadequate or incorrect understanding of the core tenets of two theories. | …………/**10** |
| Justifies and evaluates the use of the chosen theories in understanding and providing a social work response to the case scenario. (10%) | Comprehensive justification and evaluation of the use of the chosen theories in providing a social work response. | Well-developed justification and evaluation of the use of the chosen theories in providing a social work response. | Sound justification and evaluation of the use of the chosen theories in providing a social work response. | Basic justification and evaluation of the use of the chosen theories in providing a social work response. | Poor or unsubstantiated justification and evaluation of the use of the chosen theories in providing a social work response. | …………/**10** |
| Using examples demonstrates the social work application of the theoretical approaches to the case scenario and identifies associated challenges (10%) | Advanced application of the theoretical approaches to the case scenario. | Very good application of the theoretical approaches to the case scenario. | Good application of the theoretical approaches to the case scenario. | Basic application of some aspects of the theoretical approaches to the case scenario. | Inadequate or incorrect application of the theoretical approaches to the case scenario. | …………/**10** |
| Critically reflects on the interrelationship between theory, emerging social work identity, and professional practice framework. (10%) | Advanced critical reflection. | Very good level of critical reflection. | Good critical reflection. | Basic critical reflection. | Limited demonstration of critical reflection. | …………/**10** |
| Use of literature, including coverage of relevant information and interpretation and synthesis of information (5%) | 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 to support 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. | …………/**5** |

| | | | | | | |
|---|---|---|---|---|---|---|
| An engaging and technically well-presented AV PowerPoint presentation within the time limit showing correct grammar and spelling and accuracy of APA referencing style. (5%) | Innovative and engaging PowerPoint presentation within the time limit and grammar, spelling and referencing conventions. | Creative and engaging PowerPoint presentation within the time limit and grammar, spelling and referencing conventions. | Engaging PowerPoint presentation within the time limit with minimal grammar, spelling and referencing errors. | Basic PowerPoint presentation within the time limit with mostly accurate grammar, spelling and referencing. | Poor PowerPoint presentation, not within the time limit, with spelling and grammar errors and inadequate or incorrect referencing. | **............./5** |

| | |
|---|---|
| Total Marks | **........../50** |

## 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