SOWK12010 *Theories of Change for Professional Practice II*
Term 2 - 2017

Profile information current as at 12/05/2024 05:07 pm

All details in this unit profile for SOWK12010 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

Students should be able to articulate the mix of philosophical assumptions informing the delivery of human services in Australia pointing to opportunities for change. Students should be able to apply taxonomy of professional knowledge to the relationships between these philosophies, ideologies, and social theories that will contribute to their emerging framework for social work practice. Students should be able to analyse and apply social theories to assist in making sense of individual relationships within societies and select and apply different social work intervention strategies within both meso and macro systems of society.

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. or SOWK11012 Introduction to Social Work A and SOWK11013 Introduction to Social Work B.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation and Written Assessment**
Weighting: 40%
2. **Group Work**
Weighting: 10%
3. **Written Assessment**
Weighting: 50%

Assessment Grading

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

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

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

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 feedback and Course Coordinator`

Feedback
Updating of course resources

Recommendation
The course resources will be reviewed.

Feedback from Student Feedback

Feedback
Increased interaction between the course coordinator and cohort.

Recommendation
Use of blackboard collaborate to discuss theories and topics at regular intervals.

Unit Learning Outcomes

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

1. Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
2. Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
3. Compare the philosophies, ideologies, and theories of social work and integrate then into your emerging professional practice framework.
4. Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

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 - Presentation and Written Assessment - 40%	●	●	●	
2 - Group Work - 10%	●	●		●
3 - 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 - Presentation and Written Assessment - 40%	•	—	•	•	•	•	•	•		
2 - Group Work - 10%	•	•	•		•	•	•	•		
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
SOWK12010
Prescribed
Critical Practice in Social Work
Edition: 2nd (2009)
Authors: Adams, R., Dominelli, L. & Payne, M.
Palgrave Macmillan
Basingstoke , UK
Binding: Paperback
SOWK12010
Prescribed
Social Work: From Theory to Practice
Edition: 2nd re (2011)
Authors: Connolly,M. &Harms, L.
Cambridge University Press
Melbourne , VIC , Australia
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Paloma Cesare Unit Coordinator
p.cesare@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Orientation to the unit. Ensure that you have read the unit profile thoroughly. Check every drop down box in the unit profile. View the all audio-visual streams loaded to the Moodle site at the 'Streams' section. Open every link at the unit Moodle site as additional important information is sometimes hidden.	See recommended text and information on moodle for the unit semester.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Flexible learning This unit is based on the philosophy of Community-Focused Learning or problem-based learning explained in the streams at Moodle. This unit does not have a weekly study schedule but is instead is designed on the principles of flexible learning meaning you have choices about where you start and finish your learning. The unit comprises seven modules that can be explored in any order of interest to you: -Structural-Functional Theory -Radical and Critical Theory -Feminist Theory -Systems Theory -Cultural sensitivity -Anti-oppressive practice and -Postmodernism Removing Weeks 1 & 12 from your study schedule, this means that while the amount of time you devote to each module may vary; just under a fortnight of readings and research devoted to each.		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Group Oral Presentation and Written Assessment Due: Week 7 Friday (1 Sept 2017) 11:45 pm AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Self and Peer Assessment (SPA) Due: Week 8 Friday (8 Sept 2017) 11:45 pm AEST

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Proposal to Council for Community Education project (Individual submission 2000 words and 15 page powerpoint) Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Group Oral Presentation and Written Assessment

Assessment Type
Presentation and Written Assessment

Task Description
This assessment task requires you to work in collaboration with student peers in a group work activity. Your group will examine how theories of change inform social works' understanding of Australian society and the challenges this can create for communities and individuals.

Your role
This activity is a group activity. You will be assigned in pre-selected groups randomly. The groups will have up to 6 participants. Your group will provide an oral presentation and a written assessment.
You are a member of a small working party who have volunteered to co-ordinate and present a response about theories of change in relation to the social issue selected. The oral presentation is part of the World Social Day celebratory events to examine how social workers have influenced social change historically and in current times.
As a working group you need to focus on a range of theoretical perspectives the social work profession uses in contemporary practice. Your group is required to select two of the theories below and examine how these theories have contributed to social work.

> · Structural Functional Theory
> · Systems Theory
> · Radical and Critical Theory
> · Feminist Theory
> · Cultural sensitivity
> · Anti-Oppressive practice
> · Postmodernism

Oral Presentation (20 minutes)
Your group is required to provide a presentation for World Social Work Day (WSWD):

> · Use Community Focus Learning to guide the group work process.
> · Select one case scenario from the Moodle site.
> · Examine two theories in relation the case scenario and its relevance for working in relation to the community you have chosen. This is not a case response but is an analysis of the theories in relation to the case scenario.
> · Examine the historical context of social work in relation to the theories of change selected and the relevance to contemporary social work practice.
> · Discuss the relevance of the historical context to the chosen theories.
> · Examine the values and principles that underpin social work practice in relation to the relevant social issue.
> · Identify the strengths and challenges of the chosen theories in relation to the social issue selected.
> · Provide a 20 minute presentation via Zoom. Times to be advised on Moodle.
> · Each group member must make some contribution to the final product.
> · Your group is encouraged to utilise creativity to engage with your audience.

Written Assessment (2000 words)
Your group is required to submit a written assessment which presents the research that was undertaken to inform the oral presentation.
The written assessment should include:
. All topics discussed in the oral presentation.
. A reflection on the group process with reference to Community Focused Learning (CFL).
. This reflection should include challenges, pivotal events/changes that took place and strengths of group.
. A reflection on the social work valiues and principles used to work with your student peers and group.
. Each group member must make some contribution to the final product.

Assessment Due Date
Week 7 Friday (1 Sept 2017) 11:45 pm AEST
NB Moodles does not permit Sunday submissions. Actual due date: Sunday 24th August

Return Date to Students
Week 9 Friday (15 Sept 2017)

Weighting
40%

Assessment Criteria
Oral Presentation
· Demonstrated ability to critically analyse the theories; its usefulness and applicability for working in relation to the case scenario selected.
· Demonstrated ability to examine the historical context and the relevance to contemporary social work practice.
· Demonstrated ability to critically analyse strengths and challenges of the chosen theories.
· Demonstrated ability to integrate the values and principle social work practice in relation to the analysis of the case scenario.
· Demonstrated ability to synthesise material and provide logical and cohesive argument in an oral presentation.
. Effective use of time to present information.
. Effectiveness of communication in presentation and engagement with audience which includes creativity and originality.
Written Assessment:
· Ability to critically analyse the theories; its usefulness and applicability for working in relation to the case scenario selected.
· Ability to examine the historical context and the relevance to contemporary social work practice.
· Ability to critically analyse strengths and challenges of the chosen theories.
· Ability to integrate the values and principle social work practice in relation to the analysis of the case scenario.
· Evidence of broad research, including access to peer reviewed literature, research, and resources. There should be limited use of material from websites.
· Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard). There should be limited use of direct quotes (no more than 2).

Referencing Style

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

Submission
Online Group

Submission Instructions
Provide reference list to unit co-ordinator at beginning of presentation.

Learning Outcomes Assessed

- Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
- Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
- Compare the philosophies, ideologies, and theories of social work and integrate then into your emerging professional practice framework.

Graduate Attributes

- Communication

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

2 Self and Peer Assessment (SPA)

Assessment Type
Group Work

Task Description
This assessment requires that you undertake a self-assessment and a peer assessment of your students peers in the group work activities for Assessment 1.

The on-line tool for this assessment task will be forwarded to your student email account accompanied by a news announcement and reminders at Moodle. You will have an opportunity at the completion of the group work to give feedback in relation to group participation. Unit co-ordinators have access to each student's name and their scoring. You will not have access to the identity of group members or their individual scoring. You will receive a single averaged score out of 10 in your student email account.

e on-line feedback system will allow you to use assess group members on the following participation criteria. Only scores based on the Likert scales will be forwarded to student email accounts but please consider providing additional comments in the relevant sections to rationalise your decision.

Assessment Due Date
Week 8 Friday (8 Sept 2017) 11:45 pm AEST

Return Date to Students
Monday (11 Sept 2017)

Weighting
10%

Assessment Criteria
· Was dependable in attending group meetings (Likert Scale)
· Willingly accepted assigned tasks (Likert Scale)
· Contributed positively to group discussions (Likert Scale)
· Completed work on time or made alternative arrangements (Likert Scale)
· Helped others with their work when needed (Likert Scale)
· Did work accurately and completely (Likert Scale)
· Contributed their fair share of the work (Likert Scale)
· Worked well with other group members (Likert Scale)
· Overall was a valuable member of the team (Likert Scale)
· The group member listens to others (Likert Scale)
· Additional comments (Comment)

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Compare the assumptions of influential philosophies and interpret how these different ideas inform specific

theories that determine the delivery of human services and the practice of social work.
  - Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
  - Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

Graduate Attributes

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

3 Proposal to Council for Community Education project (Individual submission 2000 words and 15 page powerpoint)

Assessment Type
Written Assessment

Task Description
Focus statement
The theories presented in this unit are pitched at a macro analysis of the organisation of society. A 'community' is one of several macro systems of social work concern and practice. This assessment item requires you to:

1. Choose a community in which to locate this submission.
2. Assess some of the most urgent concerns located in that community and support this with some evidence of needs communicated for example some sources might include local or media reports, news items, local neighbourhood data, the ABS, personal communications from key stakeholders such as social workers, welfare workers, police, paramedics, teachers.
3. Propose a community awareness raising/community education project that will raise the community's awareness of the issue and its social consequences, and
4. Show how the theories of change presented in this unit inform the final project you are proposing.

Your role
Imagine you are in the role of a community development officer with your local municipal council.
Performance/Product
A fifteen slide Powerpoint presentation complemented with a 2000 written word oral presentation that you would hypothetically present to Council seeking approval. There is no required structure for the submission except the following criteria:

- Articulate your professional/theoretical support for the design of the proposed project in order to demonstrate your professional rigour to Council. Detailed justification of the proposal and the activities must be supported with theoretical concepts. Be mindful of the presentation of theoretical concepts to an audience unfamiliar with those perspectives.
- Assess and analyse data available from key stakeholders in your own local neighbourhood or community who have been/are seeking awareness raising at a community level
- Locate social work interventions in the published literature where there is evidence of outcomes via community awareness raising or community education for the same or similar social issues.
- Consider the diversity of your local community members when processing information/language, learning, and change through community educatio.
- Consider how you would address the concern with Aboroginal and Torres Strait Islander people?

Please Note:
You are not required to develop a project or activities beyond awareness raising. You are not required to propose solutions to Council. Instead, in keeping with the principles of community development you are raising consciousness about local community needs based on evidence and research you have gathered to complement popular sources of information such as the media. Completion of this project will then allow you to assess who and how people in the community might then come forward with solutions and support.
If you intend on approaching the community of concern please consult with the Course Coordinator before doing this.

Assessment Due Date
Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students
Monday (16 Oct 2017)

Weighting
50%

Assessment Criteria

- Identifies evidence of needs communicated in community.
- Applies appropriate social theories to guide community awareness project.
- Justifies project proposal informed by social work values.
- Locates possible activities at a community level in published social work literature linked to community awareness raising.
- Presents plan of community awareness project that demonstrates socially inclusive activities.
- Demonstrates ability to consider how to to address the specific needs of Aboriginal and Torres Strait Islander people.
- Evidence of broad research, including access to peer reviewed literature, research, and resources. There should be limited use of material from websites.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard). There should be limited use of direct quotes (no more than 2).

Referencing Style

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

Submission
Online

Submission Instructions
Please create your own coversheet providing your name, student number, and word count excluding reference list and appendices. Ten percent above or below the specified wordage is acceptable.

Learning Outcomes Assessed

- Compare the assumptions of influential philosophies and interpret how these different ideas inform specific theories that determine the delivery of human services and the practice of social work.
- Apply these theories to case scenarios in social work practice using an analysis informed by the values of the profession.
- Compare the philosophies, ideologies, and theories of social work and integrate then into your emerging professional practice framework.

Graduate Attributes

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

Academic Integrity Statement

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

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

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

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

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

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

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

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

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

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

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