



# SOWK12010 Theories of Change for Professional Practice II

## Term 2 - 2021

Profile information current as at 25/04/2024 08:55 am

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 - 2021

- Online

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **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](#).

## 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**

Students valued the live zoom sessions on the range of theories covered in the unit.

**Recommendation**

Continue to provide live zoom sessions on the content in the unit.

#### Feedback from Have Your Say

**Feedback**

Students valued the live zoom sessions that covered the assessment requirements.

**Recommendation**

Continue to provide live zoom sessions re assessment requirements.

#### Feedback from Have Your Say

**Feedback**

Students valued the learning resources

**Recommendation**

Change the unit from theory modules to weekly learning content; and provide more learning resources and opportunities to engage with learning activities, such as group discussion forums.

## 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 them 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Presentation and Written Assessment - 40%</b>	•	•	•	
<b>2 - Group Work - 10%</b>	•	•		•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>3 - Written Assessment - 50%</b>	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>	•	•	•	•
<b>2 - Problem Solving</b>	•	•	•	•
<b>3 - Critical Thinking</b>	•	•	•	•
<b>4 - Information Literacy</b>	•			
<b>5 - Team Work</b>	•	•		
<b>6 - Information Technology Competence</b>				
<b>7 - Cross Cultural Competence</b>	•	•	•	
<b>8 - Ethical practice</b>	•	•	•	•
<b>9 - Social Innovation</b>				
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Presentation and Written Assessment - 40%</b>	•	—	•	•	•	•	•	•		
<b>2 - Group Work - 10%</b>	•	•	•		•	•	•	•		
<b>3 - Written Assessment - 50%</b>	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

SOWK12010

#### Supplementary

##### **Social Work: From Theory to Practice**

Edition: 3rd (2018)

Authors: Connolly, M and Harms, L

Cambridge University Press

Melbourne , Victoria , Australia

Binding: Paperback

#### Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM software
- ZOOM sessions

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Agnieszka Sobolewska** Unit Coordinator

[a.sobolewska2@cqu.edu.au](mailto:a.sobolewska2@cqu.edu.au)

**Paloma Cesare** Unit Coordinator

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

**Leone Hinton** Unit Coordinator

[l.hinton@cqu.edu.au](mailto:l.hinton@cqu.edu.au)

**Jan Pascal** Unit Coordinator

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

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Flexible learning

This unit is based on the philosophy of Community-Focused Learning or problem-based learning - elaborated on in the animation titled the Spiral of Life Long Learning located at Moodle. This unit does not have a weekly study schedule. The unit comprises four modules based on Connolly and Harms (2019). Several theories that will inform your assessment tasks are presented within the following modules.

#### Mountain moving theories

#### Systems theories

#### Story telling theories

#### Reflective and Reflexive practice

Please refer to readings and activities on Moodle site.

As the readings and resources are contained within each of these four modules you can move through them with your own flexible study schedule. The Spiral of Life Long Learning is intended to help you with this planning also.

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1</b> (allow 3 weeks for learning) <b>Week 1 of 3</b> <b>Mountain Moving Theories</b> <ul style="list-style-type: none"><li>• Radical theory</li><li>• Critical theory</li><li>• Intersectionality</li><li>• Feminism</li><li>• Anti-oppressive and rights based practice</li></ul>		Please refer to readings and activities on Moodle site.

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1</b> (allow 3 weeks for learning) <b>Week 2 of 3</b> <b>Mountain Moving Theories</b> <ul style="list-style-type: none"><li>• Radical theory</li><li>• Critical theory</li><li>• Intersectionality</li><li>• Feminism</li><li>• Anti-oppressive and rights based practice</li></ul>		Please refer to readings and activities on Moodle site.

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 (allow 3 weeks for learning) <b>Module 1</b> (allow 3 weeks for learning) <b>Week 3 of 3</b> <b>Mountain Moving Theories</b> <ul style="list-style-type: none"><li>• Radical theory</li><li>• Critical theory</li><li>• Intersectionality</li><li>• Feminism</li><li>• Anti-oppressive and rights based practice</li></ul>		Please refer to readings and activities on Moodle site.

**Week 5 - 09 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 (allow 3 weeks of learning) Week 1 of 3 <b>Systems theory</b> • Overview of systems theories	Please refer to readings and activities on Moodle site.	

**Vacation Week - 16 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 23 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 (allow 3 weeks of learning) Week 2 of 3 <b>Systems theory</b>		

**Week 7 - 30 Aug 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 (allow 3 weeks of learning) Week 3 of 3 <b>Systems theory</b>		Assessment Task 1: Monday 30 August 5pm submission to Moodle. Weighting 40%  <b>Professional Development (PD) Presentation and Materials (Group submission)</b> Due: Week 7 Monday (30 Aug 2021) 5:00 pm AEST

**Week 8 - 06 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3</b> (allow 3 weeks for learning) Week 1 of 3 <b>Story Telling Theories</b> • Post modernism • Narrative • Strengths • Yarning		Group participation and contributions Open 9am Friday 10 September

**Week 9 - 13 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3</b> (allow 3 weeks for learning) Week 2 of 3 <b>Story Telling Theories</b> • Post modernism • Narrative • Strengths • Yarning		Group participation and contributions Closed 5pm Friday 14 September Weighting 10%

**Week 10 - 20 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3</b> (allow 3 weeks for learning) Week 3 of 3 <b>Story Telling Theories</b> • Post modernism • Narrative • Strengths • Yarning		

**Week 11 - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4</b> (allow 2 weeks for learning) Week 1 of 2 <b>Reflective and reflexive practice</b>		

## Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4</b> (allow 2 weeks for learning) Week 1 of 2 <b>Reflective and reflective practice</b>		

## Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Task 3 due 9am Monday 11 October. Weighting 50%
		<b>Community practice proposal</b> Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

## Exam Week - 18 Oct 2021

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

### 1 Professional Development (PD) Presentation and Materials (Group submission)

#### Assessment Type

Presentation and Written Assessment

#### Task Description

##### Task Focus

This assessment task requires you to work in a collaborative learning group resulting in a creative workshop presentation (PD). This assessment task requires the group to present materials only. There is no oral presentation required.

#### 1. GROUP ALLOCATION - LOGISTICS

- You will be allocated by your lecturer to a group in your unit Moodle site.
- Each group will work within your allocated group site on Moodle (lecturer supported)
- Each member must make initial contact with each by Week 3
- Each group formulates set times/meetings/content/materials - all placed in the relevant group site. A timetable of the working group activities will be amended as the group work through this assessment.
- Presentation - utilise relevant presentation technology consistent with CQU's policy on technology use. For example, Microsoft powerpoint (PPT) or YouTube etc.
- Use creativity to engage your audience.
- One submission per group is required.
- Please ensure the Cover Page includes the names of your team members, who have contributed to the submission.

#### 2. CONTEXT AND YOUR ROLE

- Your organisational context is a multidisciplinary team delivering a service that is consistent with the following scenario (in italics below). Imagine you belong to a Community of Practice (COP) network of social workers that are geographically dispersed and employed by a multi-regional organisation of your choosing, e.g. Anglicare, Centacare, -Community Mental Health, Centrelink, or Child Safety etc
- Your group is tasked with presenting at the next PD event
- Your audience for this event includes management, community nurses, occupational therapists, welfare workers, psychologists.
- This presentation will be delivered using presentation software, in this instance (PPT or YouTube etc.). Other materials used in the presentation will need to be electronic (for submission purposes).
- Your overall task in this PD session is to raise your audience's awareness of social worker's theoretical eclecticism in order to understand the relationships between individual's lives and their relationships with their physical and social environment.

### 3. THE TASK

Scenario:

*Anna comes to see you because she's struggling to cope. She is a single mother with two school age children. She's extremely worried about providing for her family and is experiencing high levels of anxiety about her children's school attendance, their father's presence, custodial agreement, finances, and the unsuitability of her living arrangements.*

Theories from your Modules within the Unit:

Moving Mountains theories	Radical theory Critical theory Intersectionality Feminism Anti-oppressive and rights-based practice
Systems theory	
Story-telling theories	Post modernism Narrative Strengths Yarning

- Your group will examine three (3) theories (explored during term and in your study) that inform social worker's understanding of individual's relationships with their social environment, that is, groups, families, neighbourhoods.
- Briefly examine the history of these theories and how/why they became part of the social work profession's eclectic theoretical mix.
- The choice of three (3) theories help interpret or predict the stressors that Anna, her lived experience, and the relationships of those stressors with their physical and social environment.
- Using the scenario as a basis of giving examples to demonstrate and communicate your group's understanding of the chosen theories.
- Identify the strengths and challenges of chosen theories against the scenario and the selected service organisation.

### 4. WORK GROUP CHECKLIST Yes No

1. You have been allocated to a group		
2. You have identified the group site on Moodle		
3. Contact has been made between group-members		
4. Formulation of a timetable for group meetings, attendances, ongoing action sheet, task allocation, materials and content		
5. Discussion of presentation type for submission, evidence of creative approaches		
6. Use of Microsoft products, YouTube. etc		
7. Use of other e- materials		
8. One submission per group		
9. Names of all people who contributed to the submission on the Cover Sheet		

#### Assessment Due Date

Week 7 Monday (30 Aug 2021) 5:00 pm AEST

#### Return Date to Students

As per policy

#### Weighting

40%

#### Assessment Criteria

Unit: SOWK12010

Due Week 7

Assignment 1: Presentation and Material

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
<b>Presentation and Structure - overall submission.....(20%)</b>					

Discussion completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission. Excellent use of presentation software and e-materials Excellent originality and creativity to engage audience.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Very good use of presentation software and e-materials Very good originality and creativity to engage audience.	Discussion adequately conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission Good use of presentation software and e-materials. Good originality and creativity to engage audience	Discussion occasionally conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission Adequate use of presentation software and e-materials adequate originality and creativity to engage audience	Discussion unsuccessfully conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. Poor or little use of presentation software and e-materials Creativity to engage the audience is not evidenced.	...../20
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**Examination of theories as they apply to the scenario.....(20%)**

Comprehensive examination of the history of the 3 chosen theories and how they became part of the social work profession's eclectic theoretical mix.	Very good examination of the history of the 3 chosen theories and how they became part of the social work profession's eclectic theoretical mix.	Good examination of the history of the 3 chosen theories history and how they became part of the social work profession's eclectic theoretical mix.	Fair examination of the history of the 3 chosen theories history and how they became part of the social work profession's eclectic theoretical mix	Poor or no examination of the history of the 3 chosen theories history and how they became part of the social work profession's eclectic theoretical mix.	...../20
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**Apply the theories selected to the scenario and the organisation.....(30%).**

Excellent interpretation or prediction of how the theories help understand the stressors of Anna's lived experience.	Very good interpretation or prediction of how the theories help understand the stressors of Anna's lived experience.	Good interpretation or prediction of how the theories help understand the stressors of Anna's lived experience.	Fair interpretation or prediction of how the theories help understand the stressors of Anna's lived experience.	Poor or no description of how interpretation or prediction of how the theories help understand the stressors of Anna's lived experience.	...../30
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**Ability to discuss the strengths and challenges of the chosen theories for their applicability to the scenario and the chosen organisation .....(20%).**

Comprehensive discussion on strengths and challenges of the chosen theories as they apply to the scenario and chosen organisation.	Very good discussion on the strengths and challenges of the chosen theories as they apply to the scenario and chosen	Good discussion on the strengths and challenges of the chosen theories as they apply to the scenario and chosen	Adequate discussion on strengths and the challenges of the chosen theories as they apply to the scenario and chosen organisation.	Poor or no discussion on the strengths and challenges of the chosen theories as they apply to the scenario and chosen organisation.	...../20
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**Referencing .....(10%)**

All literature used is appropriate and scholarly. Minimum of <b>8</b> references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of <b>7</b> references. Harvard referencing formatted used with minimal mistakes	Most of the literature used is appropriate and scholarly. Minimum of <b>6</b> references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of <b>5</b> references Harvard referencing formatted used with many mistakes.	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	...../10
TOTAL MARKS					

### Referencing Style

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

### Submission

Online Group

### Submission Instructions

Submission of presentation, materials and reference list.

### 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 them 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 Group participation and contributions

### Assessment Type

Group Work

### Task Description

The aim of this assessment is to undertake a survey that deals with group work undertaken in Assessment 1.

### This Group Feedback and Survey Submission

**Open** 9.00am Friday 10 September 2021 Week 8

**Closed** 5.00pm Friday 17 September 2021 Week 9

1. This assessment requires that you undertake group assessment of the participation and contribution to the group learning assessment tasked in Assessment One (1).
2. The survey link will be in your Assessment module in Moodle.
3. Within this survey you will have an opportunity to comment on your peers and overall group contribution and work product in Assessment 1.
4. Survey instructions will be contained within the survey itself.
5. The collation of average scores from this survey will form the basis of the 10% weighting.
6. You are not evaluating the accuracy of ideas or resources brought by individual members to the assessment you are **evaluating participation and contribution**.
7. Submit your survey as instructed by your Unit Coordinator.

### Assessment Due Date

Survey submission Open 9am Friday 10 September 2021 Week 8. Closed 5pm Friday 17 September Week 9.

## Return Date to Students

As per policy

### Weighting

10%

### Assessment Criteria

The survey will allow you to assess group members on the following participation criteria.

Scores will be based on the Likert Scale (1-2-3-4-5; 1= least likely; 5=most likely) in the survey as well as additional comments to justify your assessment of group and member's participation and contribution.

1.	Was dependable in attending group meetings
2.	Willingly accepted assigned tasks
3.	Contributed positively to group discussions
4.	Completed work on time or made alternative arrangements
5.	Helped others with their work when needed
6.	Achieved a sound representation of the work product
7.	Contributed to their fair share of the work
8.	Worked well with other group members
9.	Overall was a valuable member of the group
10.	The group member listened to others

Additional comments:

### Referencing Style

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

### Submission

Online

### Submission Instructions

A survey link will be active on your Moodle site as instructed by your Unit Coordinator. The survey will allow you to assess group members on the following participation criteria. Scores will be based on the Likert Scale (1-2-3-4-5; 1= least likely; 5=most likely) in the survey as well as additional comments to justify your assessment of group and member's participation and contribution.

### 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 Community practice proposal

### Assessment Type

Written Assessment

### Task Description

#### Aim

The theories presented in this Unit are pitched at the social organisation of society. A 'community' is one of several systems of social work concern and practice. The focus of this assessment task is the use of theory to inform practice.

#### Instructions

Length: **2500 words**

This assessment task requires you to do the following:

### 1. CONTEXT AND YOUR ROLE

1. Imagine you are in the role of a community development officer with your local Council or Shire.
2. Your Community Programs Manager has asked you to submit a background proposal for its possible inclusion into the Council/Shire Operational Plan for the following year.
3. You are required to pick one Council/Shire from the list below:

Lockhardt River Aboriginal Shire Council	Doomadgee Aboriginal Shire
Torres Shire Council	South Burnett Regional Shire
Isaac Regional Council	Emerald Shire Council
Barcoo Shire Council	Charter's Towers Regional Council
Barcaldine Regional Council	Longreach Regional Council

### 2. THE TASK

1. In the community of the Council you chose, explore and identify **one** of the most prominent social issues of concern impacting adversely on people's well-being.
2. Use a diverse range of independent sources to describe the nature and extent of the social issue identified.
3. With the goal of raising your community's awareness of the social issue of concern and to begin a process of community engagement and change, use the Story-Telling theories presented in this Unit's Study to inform and design a sequence of three (3) community events - the basis of your background proposal.
4. The design of the three (3) community events must be supported with theoretical concepts.  
These three (3) community events are sequenced to be built upon and not repetitious.
5. Be mindful of the presentation of theoretical concepts to an audience unfamiliar with those perspectives and the ways in which language and concepts need to be conveyed
6. Locate social work interventions in the published literature or reports by reputable organisations in Australia where community awareness raising, engagement and change has been undertaken around the same or similar social issues.
7. Consider the diversity of your local community members when using information/language, learning and change.
8. Consider how you would address the issue selected might be viewed by First Nations People and people from culturally and linguistically diverse heritages.

#### Requirements

- 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 footer.
- This proposal has an Introduction and Conclusion
- The proposal has a coversheet
- This proposal has headers
- Write in the third-person perspective.
- Use formal academic language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

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

#### Assessment Due Date

Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

**Return Date to Students**

As per Policy

**Weighting**

50%

**Assessment Criteria**

Marking Criteria

Unit: SOWK12010

Due Course Review Week

Assignment 3: Community Practice Proposal

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
<b>Presentation and Structure - overall submission (10%)</b>					
Discussion completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission. Adherence to word length	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Mostly adheres to word length (+-10%)	Discussion adequately conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission. Adequately adheres to the word length (+-15%	Discussion occasionally conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission. Somewhat adheres to word length (+- 20%)	Discussion unsuccessfully conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission Does not adhere to word length (>/< 20%)	/.....10
<b>H</b>					
<b>Identifies Community and Its Issue .....(20%)</b>					
Very clearly identifies Council/Shire and comprehensively identifies diverse evidence of need/issue	<b>Very good</b> identification of Council/Shire and clear evidence of need/issue	<b>Good</b> identification of Council/Shire and adequate evidence of need/issue	<b>Fair</b> identification of Council/Shire and limited evidence of need/issue	Council/Shire identified but poor or no evidence of need/issue	...../20
<b>Applies the concepts of story-telling theories to guide proposal's design.....(20%).</b>					
Consistently with comprehensive examine and detail of links between theories and proposal	Frequently with comprehensive examination and detail of links between theories and proposal.	Occasionally, with some examination and detail of links between theories and proposal	Occasionally, with limited examination and detail of links between theories and proposal	Rarely, with very limited examination and detail of links between theories and proposal	...../20
<b>Integrates social work values with storytelling theories and proposal design .....(20%).</b>					
Articulates integration of social work values throughout the proposal	Very good discussion of social work values throughout the proposal	Good of social work values throughout the proposal	Adequate discussion of social work values throughout the proposal	Poor or no discussion of social work values throughout the proposal	...../20
<b>Demonstrates inclusion of First Nation's Peoples and/or culturally and linguistically diverse perspectives.....(10%)</b>					

Very comprehensive inclusion evident in proposal	Comprehensive inclusion evident in proposal	Sound inclusion evident in proposal	Adequate inclusion evident in proposal	Poor or no inclusion evident in proposal	...../10
<b>Referencing.....(20%)</b>					
All literature used is appropriate and scholarly. Minimum of <b>8</b> references Harvard referencing formatted used with no mistakes. Excellent evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is appropriate and scholarly. Minimum of <b>7</b> references. Harvard referencing formatted used with minimal. Mistakes Very good evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is appropriate and scholarly. Minimum of <b>6</b> references. Harvard referencing formatted used with some mistakes. Good evidence of broad independent research with scholarly balance between academic literature and online resources.	Some of literature used is appropriate and scholarly. Minimum of <b>5</b> references Harvard referencing formatted used with many mistakes. Adequate evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references Inadequate evidence of broad independent research with scholarly balance between academic literature and online resources.	...../20
TOTAL MARKS					

### Referencing Style

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

### Submission

Online

### Submission Instructions

Please upload to Moodle.

### 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 them 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