



SOWK12010 Theories of Change for Professional Practice II

Term 2 - 2022

Profile information current as at 20/04/2024 07:43 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 - 2022

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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
1 - Presentation and Written Assessment - 40%	•	•	•	
2 - Group Work - 10%	•	•		•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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

Modern Social Work Theory

Edition: 5th (2020)

Authors: Payne, M.

Bloomsbury

Binding: eBook

Additional Textbook Information

This is the same textbook as for SOWK12008.

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

Agnieszka Sobolewska Unit Coordinator

a.sobolewska2@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Orientation & Introduction to the Unit	Payne (2020) Chapter 3 Readings and resources on Moodle	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Critical theory approaches	Payne (2020) Chapter 15 Readings and resources on Moodle	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Feminist approaches	Payne (2020) Chapter 17 Readings and resources on Moodle	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Anti-oppressive and rights-based approaches	Payne (2020) Chapter 18 Readings and resources on Moodle	

Week 5 - 08 Aug 2022		
Module/Topic	Chapter	Events and Submissions/Topic
General system theory	Payne (2020) Chapter 9 Readings and resources on Moodle	
Vacation Week - 15 Aug 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 22 Aug 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Ecosystem theory	Payne (2020) Chapter 9 Readings and resources on Moodle	
Week 7 - 29 Aug 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Complex systems theory	Payne (2020) Chapter 9 Readings and resources on Moodle	Professional Development Presentation & Written Assessment (Group Submission) Due: Week 7 Monday (29 Aug 2022) 9:00 am AEST Self and Peer Assessment of Group Work Due: Week 7 Monday (29 Aug 2022) 9:00 am AEST
Week 8 - 05 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Postmodernist Approaches	Payne (2020) Chapter 11 Readings and resources on Moodle	
Week 9 - 12 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Strength based approaches	Readings and resources on Moodle	
Week 10 - 19 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Narrative ways of working	Payne (2020) Chapter 12 Readings and resources on Moodle	
Week 11 - 26 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Indigenous approaches	Readings and resources on Moodle	
Week 12 - 03 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice and theory	Readings and resources on Moodle	Proposal for an Awareness Raising Project Due: Week 12 Friday (7 Oct 2022) 11:45 pm AEST
Review/Exam Week - 10 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Professional Development Presentation & Written Assessment (Group Submission)

Assessment Type

Presentation and Written Assessment

Task Description

Type: Presentation & Written assessment

Weighting: 40%

Length: PowerPoint Slides & 2000 word written submission

Unit Coordinator: Dr Agnieszka Sobolewska

Task Focus

You are required to work in group of four developing a PowerPoint presentation and a written assessment. There is no oral presentation.

Context and your role

You are located in a human service organization of your choice that provides a range of services across the state. Anglicare, Uniting Care, Centrelink are examples of the organisational contexts you may want to position yourself as being in, or you may choose another community or government agency. You and your three social work colleagues have agreed to present at the annual interagency interprofessional forum. Each year, different social issues are explored at the forum, bringing practitioners' voices and agencies' perspectives. This year's theme is the housing crisis and women. You are asked to focus on three theoretical approaches relevant to your social work practise in reference to a case study. This is to help others understand how social workers bring unique contribution among different professions and how they apply theories when working with complex issues.

The case study

Vicky is a 52 year old woman who recently has gone through a divorce with John to whom she was married for 29 years. Vicky feels lost in starting her life all over again.. She currently lives with her 27 year old daughter and her young family as a temporary measure. Other than high school, Vicky has no formal education. For many years, she was a busy stay at home mother, raising her three children who are now adults. Her employment history is tied to helping her ex-husband run his own business predominantly doing the admin and invoicing. As her ex-husband went bankrupt, with the divorce, there was very limited payout that she received. She has no property, and also needs to find employment.

Instructions

At the start of the term, you will be provided with instructions on Moodle on forming a group of four. Your group will examine three theories of change that inform social workers' understanding of individuals' relationships with their social environment. You can choose from theories that are covered in the first half of the unit which include critical, feminist, and system theories. With theories as your starting point, you are to raise awareness of social work's theoretical eclecticism in order to understand the relationships between individuals' lives and their relationships with their environments.

You will:

- Locate and agree on a regional organisational context, and service within that organisation, that provides the best base for this assessment task.
- Briefly examine the history of the three theories and how/why they became part of the social work profession's eclectic theoretical mix.
- Examine how the theories help understand the client's lived experience.
- Discuss the strengths and challenges of the chosen theories in relation to the organisational context and service selected.

One submission per group only is required. Please ensure the names of all people who have contributed to the submission are included on the coversheet.

Literature and references

In this assessment use at least 10 contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or 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 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- 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](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your written assessment and PowerPoint presentation via the unit Moodle site in Microsoft Word format for the written assessment. One submission per group is required.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

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.

Assessment Due Date

Week 7 Monday (29 Aug 2022) 9:00 am AEST

Return Date to Students

Week 9 Monday (12 Sept 2022)

Weighting

40%

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%	F Absent Content	MARKS
Presentation and Structure: Spelling, grammar and clarity of written communication, organisation of the material (20%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (17-20)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (15-16.5)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible. (13-14.5)	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret. (10-12.5)	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret. (<10)	Very poor written communication skills. No adherence to the English conventions of grammar, paragraphing, punctuation, spelling (0).	.. /20

Examination of the history of the three chosen theories and how they became part of the social work profession's eclectic theoretical mix (20%)	Excellent examination. (17-20)	Very good examination. (15-16.5)	Good examination. (13-14.5)	Adequate examination. (10-12.5)	Inadequate examination. (<10)	Very poor or no examination. (0)	/20
Application of the theories to the organisational context and to help understand the client's lived experience (30%)	Excellent application (25.6-30)	Very good application (22.5-25)	Good application (19.5-22)	Satisfactory application (15-21.5)	Unsatisfactory application (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)/30
Discussion on strengths and challenges of the chosen theories in the context of their applicability to the case study and the chosen organization (20%)	Excellent discussion (17-20)	Very good discussion (15-16.5)	Good discussion (13-14.5)	Adequate discussion (10-12.5)	Poor Discussion (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)/20
Referencing...(10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. (<5)	No evidence of any referencing. (0)	... /10
Total Marks							/100

Referencing Style

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

Submission

No submission method provided.

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 Self and Peer Assessment of Group Work

Assessment Type

Group Work

Task Description

Type: Survey

Due date: Time 09:00 am (AEST) Date Monday, August 29, 2022 (Week 7)

Weighting: 10%

Length: n/a

Task Description

The aim of this assessment is to undertake a survey that deals with group work undertaken in Assessment 1 by you and the members of your group.

1. This assessment requires that you undertake group assessment of the participation and contribution to the group learning assessment tasked in Assessment 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 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: Self assessment:



Learning Outcomes Assessed

· Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

Assessment Due Date

Week 7 Monday (29 Aug 2022) 9:00 am AEST

Return Date to Students

Weighting

10%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

No submission method provided.

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 for an Awareness Raising Project

Assessment Type

Written Assessment

Task Description

Weighting: 50%

Length: 1500 words

Task

The focus of this assessment is to use theory to inform practice. You will use story-telling theories to design an awareness raising project focusing on a social issue in your community. You will develop three workshops or events with an awareness raising or educational focus. You are not required to propose solutions.

Your role

Imagine that you are a social worker within a community agency who was assigned with the responsibility of developing a theoretically informed short-term project focusing on a prominent social issue in your community. You are writing a report explaining the needs of the community, the rationale for the project, and the three initiatives that you are proposing to include as part of the project.

Instructions

You are required to do the following:

1. Examine the community in which you live and identify one of the most prominent social issue.
2. Use a range of sources to describe the nature and extent of the social issue of concern. Sources might include media reports, local statistical data.
3. Propose a community awareness raising/community education project that will raise the community's awareness of the issue and its social consequences. This will include the development of three events or workshops. You will discuss how the project will achieve its awareness raising aims.
4. Discuss how the story telling theories presented in this unit inform the design of the three events/workshops. 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.
5. Consider the diversity of your local community members, and discuss inclusion considerations when engaging people who identify as First Nations People or/and people from culturally and linguistically diverse backgrounds.

Literature and references

In this assessment use at least 10 contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or 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 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- You will write in the first-person as it is your reflection on your 'self'.
- 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](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

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

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.

Assessment Due Date

Week 12 Friday (7 Oct 2022) 11:45 pm AEST

Return Date to Students

Exam Week Friday (21 Oct 2022)

Weighting

50%

Assessment Criteria

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	Absent F	MARKS
Presentation and Structure - overall submission (20%)						
Excellent written communication skills. (17-20)	Very good written communication skills. (15-16.5)	Good written communication skills. (13-14.5)	Satisfactory written communication skills. (10-12.5)	Unsatisfactory written communication skills. (<10)	Very poor written communication skills. (0)/20
Discussion of the social issue & the community needs in relation to the proposed project (30%)						
Comprehensive and detailed discussion of the social issue and the community needs. Detailed discussion as to how the project will explore the chosen issue (25.6-30)	Comprehensive discussion of the social issue and the community needs. Discussion as to how the project will explore the chosen issue (22.5-25)	Discussion generally well covers the social issue and the community needs. Some parts are more detailed than others (19.5-22)	Discussion adequately covers the social issue and the community needs. Some parts are less clear and difficult to read (15-21.5)	Unsatisfactory discussion, minimal or very confusing and unclear discussion of the social issue and the community needs, and how the project will explore these (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)/30
Application of the concepts of story-telling theories to guide project's design (30%).						
Consistent with comprehensive examination and detailed links between theories and Proposal (25.6-30)	Frequent with comprehensive examination and detailed links between theories and proposal. (22.5-25)	Occasional, with some examination and detail of links between theories and proposal (19.5-22)	Occasional, with limited examination and detail of links between theories and proposal (15-21.5)	Rare, with very limited examination and detail of links between theories and proposal (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)/30
Inclusion of First Nation's Peoples and/or culturally and linguistically diverse perspectives (10%)						
Very comprehensive inclusion evident in proposal (8.45-10)	Comprehensive inclusion evident in proposal (7.5-8.4)	Sound inclusion evident in proposal (6.5-7.4)	Adequate inclusion evident in proposal (5-6.4)	Poor inclusion evident in proposal (<5)	No inclusion evident in proposal (0)/10
Referencing (10%).						
All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. (<5)	No evidence of any referencing. (0)/10
Total Mark /100						

Referencing Style

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

Submission

No submission method provided.

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