SOWK12010 *Theories of Change for Professional Practice II*
Term 2 - 2023

Profile information current as at 19/05/2024 10:43 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
This unit examines a range of theories that have informed professional social work practice. You will be offered with learning opportunities to identify and critique key theories as well as apply them to contemporary social work practice. You will examine the usefulness of theories alongside their strengths and limitations in informing social work interventions in various fields of practice. In addition, you will engage in critical reflection to support your emerging ethical theoretical framework for professional social work practice.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
SOWK11015 Professional Communication in Human Services, 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 - 2023

* 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. **Creative work**
Weighting: 20%
2. **Case Study**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

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 SUTE Unit Comments

Feedback

I really enjoy learning about the underpinning theoretical perspectives that shape social work and how these are used in practice.

Recommendation

Continue to focus on the application of theories to practice in the content delivery.

Feedback from SUTE Unit Comments

Feedback

I found the teaching style and PowerPoint presentations a great help and allowed me to absorb and connect more.

Recommendation

Continue to follow the general format in how the key concepts are presented.

Feedback from SUTE Unit Comments

Feedback

The video lectures are helpful however I could consider recording a few shorter videos to cover the content/ break it up.

Recommendation

Review the delivery mode of the lecture material.

Unit Learning Outcomes

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

1. Analyse how key philosophies inform the delivery of human services and the practice of social work.
2. Analyse social work practice through a theoretical and social work values lens.
3. Justify the importance of integrating a philosophy, ideology or theory into your emerging professional practice framework.
4. Analyse the social context and how it influences social workers' understanding of individual issues or problems and how to initiate change.

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 - Case Study - 40%	•	•	•	•
2 - Creative work - 20%		•		•
3 - Written Assessment - 40%	•	•	•	

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				

Textbooks and Resources

Textbooks

SOWK12010

Prescribed

Modern Social Work Theory
Edition: 5th (2020)
Authors: Payne, M.
Bloomsbury
Binding: eBook

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 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Readings and resources on Moodle	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Systems	Readings and resources on Moodle	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Critical approaches	Readings and resources on Moodle	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Feminisms	Readings and resources on Moodle	**Your Ecomap** Due: Week 4 Monday (31 July 2023) 9:00 am AEST

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Eco-practice	Readings and resources on Moodle	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Anti-oppressive approach	Readings and resources on Moodle	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Rights-based & social justice approaches	Readings and resources on Moodle	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Postmodernist approaches	Readings and resources on Moodle	**Case Study** Due: Week 8 Monday (4 Sept 2023) 9:00 am AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Narrative ways of working	Readings and resources on Moodle	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
The cultural lens	Readings and resources on Moodle	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Strengths approaches	Readings and resources on Moodle	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice and theory	Readings and resources on Moodle	

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Proposal for a Community Awareness Raising Project Due: Review/Exam Week Monday (9 Oct 2023) 9:00 am AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Your Ecomap

Assessment Type
Creative work

Task Description
Due date: Monday, Week 4, 31 July 2023, 9:00 am AEST
Weighting: 20%
Length: Ecomap + 600 words
Unit Coordinator: Dr Agnieszka Sobolewska
Aim
The aim of this task is to demonstrate your understanding of the influence of social systems and ecological contexts on individuals. You will develop an ecomap and a written analysis about it with a focus on you in your social environments.
Instructions
Please follow the steps below to complete your assessment task:

(1) Create an ecomap to visually represent the relationships between you and your social systems either in the present or at any particular period of your life. Your social systems may include your: family, social networks, community resources and institutions (e.g. schools, workplaces, community and government organisations). Use symbols, lines, and other graphical elements to depict the nature and strength of these relationships.

(2) Write a reflective analysis that discusses the findings from your ecomap development. Analyse the strengths and the challenges presented in your ecomap. These could include resources and gaps, both tangible (e.g. education) and intangible (e.g. emotional support). Consider how these social systems may impact on your own well-being and sense of inclusion. Use relevant theoretical concepts to support your analysis. As in this assessment you are sharing personal information, please share what you would be comfortable discussing in a professional setting. In your discussion, please also consider how the ecomap can assist social workers' understanding of individual's circumstances and inform the process of initiating change.

Literature and references

In this assessment use at least 4 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

· Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on the top right side of each page in a header.

· 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 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.

Submission

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

Learning Outcomes Assessed

· Analyse social work practice through a theoretical and social work values lens

· Analyse the social context and how it influences social workers' understanding of individual issues or problems and how to initiate change

Assessment Due Date

Week 4 Monday (31 July 2023) 9:00 am AEST

Return Date to Students

Vacation Week Monday (14 Aug 2023)

Weighting

20%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 – 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS

Criterion						
Visual representation of the ecomap depicting the person and social systems; and the nature and strength of these relationships (30%)	The relationships between the individual and their formal and informal social systems are depicted. Symbols and lines are used to depict the nature and strength of relationship. The ecomap is clear and easy to interpret. The product demonstrates adherence to the process of generating ecomaps. (25.35-30.0)	The relationships between the individual and their formal and informal social systems are depicted. Symbols and lines are used to depict the nature and strength of relationship. The product demonstrates adherence to the process of generating ecomaps with minimal errors or omissions. (22.35-25.34)	The relationships between the individual and their social systems are depicted. Nature and strength of the relationships are shown. Adherence to the process of generating ecomaps is mostly evident. (19.35-22.34)	The relationships between the individual and their systems are depicted. The product demonstrates partial adherence to the process of generating ecomaps. (14.85-19.34)	Limited representation of the ecomap. Little evidence of adherence to the process of creating ecomaps. (<14.85).	/30
Presentation and Structure. Clarity of written communication. Organisation of the material (10%)	Excellent written communication skills. Consistently adheres to the English conventions of grammar, paragraphing, punctuation, and spelling. Language is used with clarity, purpose, and logic. Information is presented in an organised, structured format and is easy to read. (8.5-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	......./10
Analysis of the ecomap and the relationships between the person and the social environment (25%)	A thorough and detailed analysis of the ecomap demonstrating insights on the role of social systems in influencing person's wellbeing and inclusion. Comprehensive examination of the strengths and challenges present in the social systems. (21.13-25.00)	Well-developed analysis of the ecomap that demonstrates very good understanding of the role of social systems in influencing person's wellbeing and inclusion. Comprehensive examination of the strengths and challenges present in the social systems with some minor omissions. (18.63-21.12)	Generally well-developed analysis of the ecomap that demonstrates good understanding on the influence of the role of social systems in influencing person's wellbeing and inclusion. Examination of the strengths and challenges present in the social systems. Some parts of the discussion are more detailed than others. (16.13-18.62)	Satisfactory analysis of the ecomap that demonstrates sound understanding of the role of social systems in influencing person's wellbeing and inclusion. Limited examination of the strengths and challenges present in the social systems. Some content is unclear or lacks detail. (12.38-16.12)	Unsatisfactory analysis of the ecomap. Insufficient examination of the strengths and challenges present in the social systems (<12.38).	............./25
Application of theoretical concepts (25%)	Comprehensive and detailed application of relevant theoretical concepts to guide the analysis. Concepts are well defined and consistently used to support the discussion. (21.13-25.00)	Very good application of relevant theoretical concepts to guide the analysis. Concepts are well defined and used to support the discussion. (18.63-21.12)	Relevant theoretical concepts are used to guide the analysis. Concepts are defined and used to support the discussion. Some parts of the discussion are more detailed than others. (16.13-18.62)	Relevant theoretical concepts are identified with limited application in discussion. There are inconsistences and limited detail present. (12.38-16.12)	Poor, irrelevant or no application of theoretical concepts to guide the analysis. Concepts are poorly defined. (<12.38).	/25
Use of references and APA referencing (10%)	All literature used is appropriate and scholarly. The literature has been evaluated and synthesised, substantially supporting the arguments. The APA referencing conventions have been applied accurately and consistently in both in-text referencing and reference lists.(8.45-10)	All literature used is appropriate and scholarly. The literature has been synthesised to support the arguments. In both in-text referencing and the reference list, APA referencing conventions have been used accurately and consistently with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. Literature has been summarised and incorporated, supporting key points. APA referencing in both in-text referencing and the reference list have been used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. Literature has been referred to in the paper. APA referencing in both in-text referencing and the reference list have been used with many mistakes. (5-6.4)	Most of the literature used is not credible or relevant or tenuously related to the topic. APA referencing in both in-text referencing and the reference list is minimal. (<5)	......./10

Total Marks

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Analyse social work practice through a theoretical and social work values lens.
- Analyse the social context and how it influences social workers' understanding of individual issues or problems and how to initiate change.

2 Case Study

Assessment Type
Case Study

Task Description
Due date: Monday, Week 8, 4 September 2023, 9:00 AM AEST
Weighting: 40%

Length: 1500 words
Unit Coordinator: Dr Agnieszka Sobolewska

Aim

The aim of this assignment is for you to consider how theoretical approaches can be used as lenses to inform social work practice and service delivery.

You will examine two theories of change covered during weeks 2-7 that can include: systems, critical approaches, feminisms, eco-practice, anti-oppressive approach, social justice & rights-based approaches.

Context

You are undertaking a field education placement in a human service organisation of your choice. Your supervisor has asked you to choose two theoretical approaches and provide a written analysis of how it would inform your work with a client (please see the case study description). The task requires you to apply two theories to examine how you would approach social work practice with the client. You are not required to engage in problem solving.

Case study

Sarah is a 36 year old single mother of two primary school aged children, living in a regional town. She finds it difficult to make ends meet and experiences ongoing stress. Her financial hardship was exacerbated after flooding in her area a few months ago, which caused significant damage to her house. She works part-time as a receptionist. She does not consider going full time as a viable option, as she is also a primary carer for her elderly father with complex care needs, who also lives locally. While he receives aged care support package at his home, Sarah provides the daily assistance and is the contact person for care related matters. She has two older brothers who live interstate. Neither her father nor her have contact with them.

Instructions

Please follow the steps below to complete your assessment task.

· Locate a regional organisational context, and service within that organisation, that provides the best practice context for this assessment task.

· Choose two theories covered in the first half of this unit. Briefly examine the theories' origin, how/why these became part of the social work profession's eclectic theoretical mix as well as their key propositions.

· Examine how the two theories can inform social workers' understanding of the client's circumstances, and how they can inform social work practice.

· Discuss the strengths and challenges of the chosen theories in relation to applying them to the case study in the chosen organisational context.

Literature and references

In this assessment use at least eight contemporary references (<10 years)to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

· Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on the top right side of each page in a header.

· 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 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.

Submission

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

Marking Criteria

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

Learning Outcomes Assessed
· Analyse how key philosophies inform the delivery of human services and the practice of social work.
· Analyse social work practice through a theoretical and social work values lens.
· Justify the importance of integrating a philosophy, ideology or theory into your emerging professional practice framework
· Analyse the social context and how it influences social workers' understanding of individual issues or problems and how to initiate change.

Assessment Due Date
Week 8 Monday (4 Sept 2023) 9:00 am AEST

Return Date to Students
Week 10 Monday (18 Sept 2023)

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%	MARKS
Presentation and Structure: Spelling, grammar and clarity of written communication, organisation of the material (10%)	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. (8.45-10)	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. (7.5-8.4)	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. (6.5-7.4)	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. (5-6.4)	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. (<5)	.. /10
Examination of the origin of the two chosen theories and their tenets (25%)	Comprehensive and detailed examination of the historical contexts in which the theories became part of social work practice. In depth examination of the key propositions of each theory demonstrating a nuanced understanding of their fundamental principles. (21.13-25.00)	Detailed examination of the origin of the two chosen theories and their tenets. Clear and thorough examination of the key propositions of each theory demonstrating a good understanding of their fundamental principles. (18.63-21.12)	The origin of the two chosen theories and their tenets are examined with clarity. The key propositions of each theory are described demonstrating an understanding of their fundamental principles. The depth or originality of the examination is limited. (16.13-18.62)	The origin of the two chosen theories and their tenets are examined. The key propositions of each theory are described demonstrating basic understanding of their fundamental principles. The information or arguments presented are generally accurate, although there may be gaps or lack of clarity. (12.38-16.12)	The origin of the two chosen theories and their tenets are insufficiently examined. The key propositions of each theory are insufficiently described. The information or arguments are incomplete or inaccurate. There are significant errors or omissions. (<12.38)	/25
Evaluation of the applicability of the theories to guide understanding of the client's circumstances and inform social work practice with the client (30%)	Comprehensive and detailed evaluation of the applicability of the two theories to guide understanding the client's circumstances and inform social work practice. Insights are presented into the theoretical distinctions, explaining the theories' unique perspectives. (25.35-30)	Well-developed evaluation of the applicability of the two theories to guide understanding the client's circumstances and inform social work practice. (22.35-25.34)	Generally well-developed evaluation of the applicability of the two theories to guide understanding the client's circumstances and inform social work practice. Some areas are less clear than others (19.35-22.34)	Satisfactory evaluation of the applicability of the two theories to guide understanding the client's circumstances and inform social work practice. Some content is unclear or lacks detail. (14.85-19.34)	Unsatisfactory evaluation of the applicability of the two theories to guide understanding the client's circumstances and inform social work practice. There is insufficient coverage. (<14.8)	...../30
Discussion of strengths and limitations of the chosen theories in the context of their applicability to the case study and the chosen organization (25%)	Excellent and multifaceted discussion of the strengths and limitations of the theories. The discussion is consistently focused on the case study and the chosen organization. (21.13-25.00)	Generally thorough discussion of strengths and limitations of the chosen theories in the context of the case study and the organization. (18.63-21.12)	Generally well-developed discussion of strengths and limitations of the chosen theories in the context of the case study and the organization. some areas less comprehensively addressed than others. (16.13-18.62)	Strengths and limitations of the theories are identified with no detailed elaboration. The consideration of the context – the case study and the chosen organization is limited. (12.38-16.12)	Insufficient discussion of theoretical strengths and limitations. Their applicability to the context is significantly limited and the discussion lacks sufficient content. (<12.38)	....../25

	All literature used is appropriate and scholarly. The literature has been evaluated and synthesised, substantially supporting the arguments. The APA referencing conventions have been applied accurately and consistently in both in-text referencing and reference lists. (8.45-10)	All literature used is appropriate and scholarly. The literature has been synthesised to support the arguments. In both in-text referencing and the reference list, APA referencing conventions have been used accurately and consistently with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. Literature has been summarised and incorporated, supporting key points. APA referencing in both in-text referencing and the reference list have been used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. Literature has been referred to in the paper. APA referencing in both in-text referencing and the reference list have been used with many mistakes. (5-6.4)	Most of the literature used is not credible or relevant or tenuously related to the topic. APA referencing in both in-text referencing and the reference list is minimal. (<5)	
Use of references and referencing (10%)						… /10

Total Marks /100

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

Learning Outcomes Assessed

- Analyse how key philosophies inform the delivery of human services and the practice of social work.
- Analyse social work practice through a theoretical and social work values lens.
- Justify the importance of integrating a philosophy, ideology or theory into your emerging professional practice framework.
- Analyse the social context and how it influences social workers' understanding of individual issues or problems and how to initiate change.

3 Proposal for a Community Awareness Raising Project

Assessment Type
Written Assessment

Task Description
Due date: Monday, Exam/Review Week, 9 October 2023, 9:00 AM AEST
Weighting: 40%
Length: 1500 words
Unit Coordinator: Dr Agnieszka Sobolewska

Task
The theories covered in this unit focus on empowerment and social change and consider the social organisation of society. A 'community' is one of several systems of social work concern and practice. In this assessment, you will apply two theories covered in the unit which you have not applied in the previous assessments, and use them for the purpose of developing a community awareness projectin your local area. In particular, you will design two workshops or events. You are not required to propose solutions but to consider how the theories can be used to initiate the process of change. Please also indicate on your cover sheet what theories you have already explored in your previous assessment task.

Your role
Imagine that you are a social worker in a community agency who was assigned with the responsibility of developing a theoretically informed project focusing on a prominent social issue in your community. You are writing a report in which you examine the community issue as the rationale for the project and propose two workshops or events that can help raise community awareness of the issue.

Instructions
You are required to do the following:
1. Identify a prominent social issue in your community and describe its nature, extent and impact using a range of sources (these can include media reports, local statistical data).
2. Propose two workshops or events that will raise the community's awareness of the issue and its social consequences. This will include a discussion of how they will achieve the consciousness raising aim.
3. Use social work values to inform the project's design. Explain how the project is informed by social work professional values.
4. Discuss how the two theories that you have chosen will inform your project. This will be the central focus of this assessment task. You will explain the key tenets of the chosen theories and how they will be applied to inform your project to achieve the community awareness raising aims. 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.

Literature and references
In this assessment use at least 8 contemporary references (<10 years)to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency,

authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian 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 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

Review/Exam Week Monday (9 Oct 2023) 9:00 am AEST

Return Date to Students

two weeks from submission

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%	MARKS
Presentation and Structure: Spelling, grammar and clarity of written communication, organisation of the material (10%)	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. (8.45-10)	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. (7.5-8.4)	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. (6.5-7.4)	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. (5-6.4)	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. (<5)	.. /10
Discussion of the social issue in relation to the proposed project (20%)	Comprehensive and detailed discussion of the social issue. Detailed discussion as to how the project will explore the chosen issue. (17-20)	Comprehensive discussion of the social issue. Discussion as to how the project will explore the chosen issue. (15-16.5)	Discussion generally well covers the social issue and how the project will explore it. Some parts are more detailed than other. (13-14.5)	Discussion adequately covers the social issue and how the project will explore it. Some parts are less clear and difficult to read. Some parts of the project's design are underdeveloped. (10-12.5)	Unsatisfactory, confusing and unclear discussion of the social issue and how the project will explore it. The project's design is inappropriate in terms of addressing the social issue. (<10)	/20

Application of the theoretical concepts to guide project's design (50%)	In depth examination of the theoretical concepts. Comprehensive and detailed application of the two theories to guide the project's design. The theoretical discussion is consistently focused on the project. (42.25-50.00)	Clear and thorough examination of the theoretical concepts. Comprehensive application of the two theories to guide understanding the project's design with minimal omissions or inconsistencies. Generally thorough theoretical discussion focused on the project. (37.25-42.20)	Generally well-developed descriptions of the theoretical concepts with some parts more detailed than others. Good application of the two theories to guide the project's design. The theoretical discussion is focused on the project with some areas being less clear than others. The depth or originality of the examination is limited. (32.25-37.20)	Very basic descriptions of the theoretical concepts that are generally accurate, although there may be gaps or lack of clarity. Satisfactory application of the two theories to guide the project's design. The theoretical discussion is not consistently related to the project's design. Some content is unclear or lacks detail. (24.75-32.24)	The origin of the two chosen theories and their tenets are insufficiently examined. The application of the two theories to guide the project's design is insufficient or inaccurate. There are significant errors or omissions. (<24.75)	/50
Integration of social work values into the project's design (10%)	Comprehensive integration of social work values throughout the project design, supported by detailed discussion. (8.45-10)	Social work values are very well integrated and supported by discussion. (7.5-8.4)	Good integration of social work values throughout the project design, supported by general discussion. (6.5-7.4)	Some integration of social work values is evident with limited discussion. (5-6.4)	Poor or no evidence of integration of social work values into the project design. (<5)	......./10
Use of references and APA referencing (10%)	All literature used is appropriate and scholarly. The literature has been evaluated and synthesised, substantially supporting the arguments. The APA referencing conventions have been applied accurately and consistently in both in-text referencing and reference lists. (8.45-10)	All literature used is appropriate and scholarly. The literature has been synthesised to support the arguments. In both in-text referencing and the reference list, APA referencing conventions have been used accurately and consistently with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. Literature has been summarised and incorporated, supporting key points. APA referencing in both in-text referencing and the reference list have been used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. Literature has been referred to in the paper. APA referencing in both in-text referencing and the reference list have been used with many mistakes. (5-6.4)	Most of the literature used is not credible or relevant or tenuously related to the topic. APA referencing in both in-text referencing and the reference list is minimal. (<5)	... /10
Total Marks						**/100**

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Analyse how key philosophies inform the delivery of human services and the practice of social work.
- Analyse social work practice through a theoretical and social work values lens.
- Justify the importance of integrating a philosophy, ideology or theory into your emerging professional practice framework.

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