SOWK12011 *Social Group Work and Family Work*
Term 2 - 2017

All details in this unit profile for SOWK12011 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 knowledge and practice of social group work and family work and analyse the relationship between different social theories and group work methods. Students should develop the skills of working with groups in various configurations and the ability to analyse the consequences and constructs consistent with various social work methodologies of group and family therapy, including conferencing. Students should be able to address the issues of practising in cross cultural and social exclusion contexts in their deployment of group work methods through the application of intervention plans and role plays. Students will be required to attend and participate in assessable tasks in the relevant residential school to complete the requirements of this unit.

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
SOWK12009 Casework and Case Management
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2017

- Bundaberg
- Distance
- Rockhampton

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).

Residential Schools
This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your [Residential School Timetable](#).

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

Class and Assessment Overview

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

Class Timetable

Regional Campuses

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

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 30%
2. **Practical Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 40%
4. **Portfolio**
Weighting: Pass/Fail

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

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student and staff feedback

Feedback

Ensure group allocations in the moodle site are efficiently made early in the term.

Recommendation

The Unit Coordinator will highlight submission processes and group allocation time frames in week 1 and regular Zoom sessions will assist students to engage in discussion about group work activities.

Unit Learning Outcomes

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

1. Compare the philosophical assumptions that underpin various models of group work and family therapy.
2. Apply the basic skills of working with a group to social work case scenarios.
3. Utilise a knowledge of group and family dynamics in their analysis of social work case scenarios.
4. Analyse their application of methods to social work case scenarios in written intervention plans informed by the differing theoretical constructs of the profession.
5. Select and justify the most appropriate social work method to be applied to an example of social exclusion in your local community.
6. Distinguish the elements of cross cultural competency including working in indigenous group and family contexts.
7. Analyse their own performance based on feedback drawn from their involvement in professional learning contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ∘ Introductory Level | ∘ Intermediate Level | ● Graduate Level | ∘ Professional Level | ∘ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 30%	●	●	●				
2 - Practical Assessment - 30%			●				
3 - Written Assessment - 40%	●		●	●	●	●	
4 - Portfolio - 0%	●						●

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Written Assessment - 30%	•	•	•	•		•	•	•		
2 - Practical Assessment - 30%	•	•	•			•	•	•		
3 - Written Assessment - 40%	•	•	•	•			•	•		
4 - Portfolio - 0%	•		•		•	•	•	•		

Textbooks

There are no required textbooks.

Additional Textbook Information
A study guide will be provided. A list of relevant texts in CQUniversity holdings will be provided at Moodle from first day of access.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Audio-visual recording equipment

Referencing Style

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

Teaching Contacts

Shirley Ledger Unit Coordinator
s.ledger@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
• Ensure that you have read the unit profile thoroughly. • Check every drop down box in the unit profile. • Check you have Windows Media Player or Quicktime loaded to your computer. Contact **servicedesk@cqu.edu.au** for assistance. • View the all audio-visual streams loaded to the Moodle site at the 'Streams' section. • Open every link at Moodle as additional important information is sometimes hidden. • Review Assessment Tasks and post your first questions for clarification or learning.	Additiónal readings and resources can be found at 'Links to readings and resources'.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Flexible learning This unit is based on the philosophy of Community-Focused Learning or Problem-Based Learning. This unit does not have a weekly study schedule as this is not the way professional learning occurs in the 'real world'. This unit is designed on the principles of flexible learning meaning you have choices about where you start and finish your learning. The unit comprises several topics that can be explored in any order: **Social group work** **-**group goals -group structure -group communication -group development **-**power in groups -termination **Family work** -intergenerational family work -structural family work -conjoint family work -feminist family work		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Social group work program (Duo or trio submission -1500 words) Due: Week 7 Friday (1 Sept 2017) 11:45 pm AEST

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Residential School Noosa and Geraldton Campus (8th September - 10th September 2017)

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Family work DVD submission (Individual submission 20 minutes) Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST **Critique (Individual submission 2000 words)** Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST **Reflective practice (Individual submission): Appendix to Assessment task # 3 Max 500 words** Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

1 Social group work program (Duo or trio submission -1500 words)

Assessment Type
Written Assessment

Task Description
Focus statement
You are required to form yourself into working partnerships with others for this assessment task. Go to the link FINAL GROUPS at the Moodle site for instructions.
The core reading for *both* **assessment options below is Fatout, M. (1992) Models of Change in Social Group Work. New York: Aldine de Gruyter. Chapter 1 referred to as 'the mainstream model' provided in the additional reading list at Moodle.**
For this assessment item informed by the mainstream model you may either:
1. Using the existing knowledge you have acquired to date, develop session by session activities for your own social group work program in any area of need that interests you OR
2. Locate an existing group work program and provide a critique of its knowledge base and activities by comparing and contrasting the approach with the philosophy of social group work and the values of the social work and human services professions. This will also require you to apply the central ideas of the mainstream model to assess where an existing group work program is similar to and different from it.
Role of student (Option 1)
Imagine you are students on placement who have been asked to review and integrate various sources of content to be delivered as co-facilitators alongside your field educator - using the social group work method.
Details
An example of a past student submission is loaded to Moodle.
Some suggestions to trigger your thinking for submission include:

- planning and scripting a social group work experience revolving around puppet shows delivering information about protective behaviours for groups of children aged 5-9 years (or any other developmentally similar age group);
- a social group work program for young women and/or young men who have been referred from high schools for self-harm and/or who are at risk of suicide;
- a program providing a plan for best practice critical incident debriefing for members of human services, community organisations, and associations who are at risk of encountering traumatic events in your local community; or
- a therapeutic and recreational social group work program for new clients of an aged care facility.

You may complete this assessment item focused on any other social issue of interest to you. You need to consult with the unit co-coordinator before proceeding with your topic and research.
Dependent on the client group selected, and knowledge acquired about their specific needs, the group work experience will generally be four to six sessions.
The format must be submitted as follows. A social group work program in A4 landscape with the following information or column headings conveying the complexity of information required to facilitate a social group work program including but not limited to:

- purpose of session;
- input/information to be delivered/rationale for input;
- instructions for group activity/rationale for activity according to group dynamics;
- social work literature informing responses to the social issue chosen; and
- method of evaluating client change (session by session and whole of program).

Product
You are not limited to the information provided here and you are encouraged to add or develop your own initiatives for this submission. Use these suggestions as a guide only.
In keeping with the succinctness required for such practice plans within an agency context, brief statements, headings, and a dot point format is acceptable. As above, you are encouraged to produce a matrix/table format showing sessions and their content/activities informed by social work literature, group dynamics, and the integration of any other relevant theory. For future practitioners' ease of reference to the research informing your program conventional academic referencing is required. You may consider using a preamble to the program submitted to contextualise and orient future workers to the approach you have taken and how it is informed.
This preamble may consider such issues as:

- the criteria that potential participants must meet in order to be suitable for the program in order to ensure the safety and success of clients as they work towards accomplishing their goals;
- a rationale for delivering the knowledge using the social group work method rather than other social work methods such as case management, family work, or community development;
- the aims and anticipated outcomes of client participation;
- practical issues associated with the context chosen (assess an actual site in your local community: church hall/school/human service; organisation), set up, and delivery of group work programs and how these issues will be co-ordinated;
- the management of co-facilitation roles; and
- cultural sensitivity

Role of student (Option 2)
You have decided to focus on an academic critique of an existing group work program. You are acknowledging and using the work of other professionals who have made their group work experiences available in public domains but subjecting those programs to a critique using the philosophy and principles of the mainstream model in social group work.
Details
An example of a group program available in the public domain will be provided at Moodle however you are free to source your own program from on-line environments or permission from practitioners in the field.
Product
A formal 2000 word analysis of the selected group work program comparing and contrasting it with the social group work model (i.e. in what ways does the group work program depart from the philosophy and principle of social group work and in what ways is it similar?). You are therefore required to demonstrate your understanding of the social group work model by applying it to the program you have found.

Assessment Due Date
Week 7 Friday (1 Sept 2017) 11:45 pm AEST
Moodle submission in word doc only

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

Weighting
30%

Assessment Criteria

- Application of social group work philosophy and principles to the program;
- Application of knowledge about group dynamics;
- Development of program (Option 1) informed by social work literature OR
- Critique of program (Option 2) informed by social work literature;
- Comprehensive response to briefing provided above in unit profile and discussions at Moodle;
- Professional preparation and presentation: clarity of written expression including accurate spelling, grammar;
- Adherence to the Harvard referencing system; and
- Breadth and quality of reference list.

Referencing Style

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

Submission
Online Group

Submission Instructions
Please create your own coversheet with the names of all contributors, each student number, and final word count excluding reference list and appendices. Ten percent above or below the wordage specified is acceptable. Submissions outside these parameters will impact on the criteria for grammar or reference list.

Learning Outcomes Assessed

- Compare the philosophical assumptions that underpin various models of group work and family therapy.
- Apply the basic skills of working with a group to social work case scenarios.
- Utilise a knowledge of group and family dynamics in their analysis of social work case scenarios.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Family work DVD submission (Individual submission 20 minutes)

Assessment Type
Practical Assessment

Task Description
Focus statement
Demonstrate and record the facilitation of a session with at least two family members.
Product
Assessment task # 2 must not be edited but show an uninterrupted, unedited 20 minute segment of family work practice.
For continuity of learning, students that have completed assessment tasks in SOWK12009 Casework and case management could continue on with their original client engaging the most important family member to emerge in that work. Alternatively, all students are free to submit this assessment task with new clients, scenarios, and social issues.
In this exercise, these skills are to be demonstrated within the context of an interview with at least two people performing the role of a client. It is important to remember that there is no 'perfect' interview or one single formula for demonstrating effective helping. You must engage reflectively with the concept of 'use of self' in your preparation for this exercise. This assessment item invites you to begin demonstrating *your* style of social work practice. Each submission/approach will be as unique as your peers accompanying you in this unit.
You are encouraged to undertake several practice attempts prior to recording/deciding on your final product for submission, in order to allow opportunities for you and the 'client' to become familiar with the interview process and the technical aspects of recording.
For ethical reasons it is important that you ensure all people involved in this product are playing a role and that a consent form provided at the site is uploaded before the final day of term.
It is not acceptable to engage children in the role-play. Local members of amateur theater groups or drama students may be happy to participate in the role play. The selected role play should not be closely related to an actual or past event for the interviewee and you must establish this at the outset with the individual who agrees to take the interviewee role. Encourage your performers to draw on their experiences of/create composites of other people they know well as opposed to themselves.
Keep in mind that the complexity of the topic selected is not being assessed; it is your response to a client's presentation at an agency that is being assessed for feedback. In other words, it is not necessary for you to work with an emotionally provocative issue or an overly complex social situation in order to demonstrate your competency and confidence with the family work method. Emotional and physical safety for both you and your role players must be considered at all times in this style of experiential professional education.
In-keeping with good professional practice, it is also advised that players in the role play are provided with an opportunity to debrief or discuss the role play after it has concluded. This debrief may involve having an opportunity to talk about how players found the role play experience including actual emotions experience or breakthroughs in their own thinking about the character they played, what they would have said if they had more time and opportunity, and how the person who adopted the client role is different from the role played.
To create the most authentic role play scenario possible (even when training with friends or family members you know very well) provide your role player with a few dot points about the case study/scenario outlining the nature of the issue you wish them to present with. The less information provided, the less anxious your volunteer is likely to be. To minimise any possible anxieties with your role player, after providing them with this information, give them permission to develop this role in any direction or form they wish. Allow them to improvise.
Despite these safeguards, ensure you encourage the person who volunteers to assist you, to contact you or the unit coordinator, for referrals to a human service organisation if their experience in this project raises unexpected issues/stressors for them. A consent form will be provided at Moodle for your volunteers to sign demonstrating they understand the nature of the task, possible ramifications, access to the audio-visual files and follow up if necessary.

Assessment Due Date
Week 12 Friday (6 Oct 2017) 11:45 pm AEST
Hard copy submission see details below in submission area

Return Date to Students
Exam Week Friday (20 Oct 2017)
Only assessments that are submitted with a SAE will be returned

Weighting
30%

Assessment Criteria

- Application of social work and human service principles and values into practice with families;
- Application of assessment skills in practice;
- Use of self in the helping relationship; and
- Demonstrated ability to create professional contexts conducive to client change drawing from at least one school of family work practice.

Referencing Style

- Harvard (author-date)

Submission
Offline Online

Submission Instructions
The hard copy audio visual recording, clearly named, and the Assessment Cover Sheet can be posted to Ms Georgia Nichol, CQUniversity, PO Box 1128, Noosaville QLD 4566. Only those students who provide a stamp self addressed envelope will have submissions returned. The hard copy must reach campus mail systems by the due date. OR Submission (Online) Upload the link to the online copy submission on cloud drive along with the Assessment Cover Sheet on Moodle. Please note: An additional copy of the audio visual recording must be retained by the student (on rare occasions recordings have been lost in transit). A student will receive zero marks for this assessment if their submission is lost in transit and they are unable to submit a copy of the audio visual recording when requested by the Course Coordinator.

Learning Outcomes Assessed

- Utilise a knowledge of group and family dynamics in their analysis of social work case scenarios.

Graduate Attributes

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

3 Critique (Individual submission 2000 words)

Assessment Type
Written Assessment

Task Description
Focus statement
You are to submit a formal academic analysis of Assessment task # 2.
Role of student
Imagine you are a student on placement and have been asked to record a brief contact with a family followed by a formal academic critique of your practice.
Product
This critique requires the application and integration of the theories of family and family work practice presented in this unit.
Overall, the focus of this submission is your ability to demonstrate your critique of family work skills, i.e a written analysis of your strengths and limitations against the guidance of at least one model of family therapy practice. As per the assessment criteria, you will also be assessed on your capacity to integrate the knowledge shared by social workers facing similar scenarios who have published their ideas and techniques.
Consider the following suggestions for the organisation of this critique:

- You are encouraged to develop hypotheses about the relationships within the family informed by the knowledge of family dynamics presented in this unit and at the compulsory residential.
- Link your assessment of your interpersonal skills with the knowledge of family dynamics presented in this unit and at the compulsory residential.
- Demonstrate the language you would have preferred to use at points where you have identified limitations in your practice. Use direct quotes in your critique to rework or revise the language used in Assessment item # 2 that you think could be improved.
- Identify additional assessment information that needs to be gathered if you believe you have not acquired a full understanding of the issues facing the family system or sub-systems.

- Devote final sections to your assessment about interventions for change such as activities or aides you think would assist you in moving the family toward the action-phase of the change process.
- Suggest input or knowledge that you suspect the family needs in order to accomplish those changes.
- Select possible techniques drawn from published literature that fit well with social work approaches to intervention.
- Suggest how you intend to continue evaluating the changes that the family seeks.

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

Return Date to Students
Exam Week Friday (20 Oct 2017)
Moodle

Weighting
40%

Assessment Criteria

- Demonstrated capacity to apply concepts from at least one school of family therapy to social work and human service practice with families;
- Application of relevant social work literature for professional practice with families experiencing similar presenting issues;
- Demonstrated capacity to articulate the skills demonstrated or required guided by at least one school of family therapy;
- Comprehensive response to briefing above in unit profile and discussion at Moodle;
- Demonstrated ability to synthesise and present cohesive arguments in a formal academic writing style;
- Formal academic written communication: accurate presentation and preparation including spelling, grammar, and punctuation;
- Adherence to the Harvard system of referencing; and
- Breadth and quality of reference list.

Referencing Style

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

Submission
Online

Submission Instructions
Please create your own coversheet providing your name, student number, and word count excluding reference list and appendices. Ten percent above or below specified wordage is acceptable. Submissions outside these parameters will impact on the criteria for grammar or reference list.

Learning Outcomes Assessed

- Compare the philosophical assumptions that underpin various models of group work and family therapy.
- Utilise a knowledge of group and family dynamics in their analysis of social work case scenarios.
- Analyse their application of methods to social work case scenarios in written intervention plans informed by the differing theoretical constructs of the profession.
- Select and justify the most appropriate social work method to be applied to an example of social exclusion in your local community.
- Distinguish the elements of cross cultural competency including working in indigenous group and family contexts.

Graduate Attributes

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

4 Reflective practice (Individual submission): Appendix to Assessment task # 3

Max 500 words

Assessment Type
Portfolio

Task Description
Focus statement
The family system is one of the most formidable influences in people's lives and this theme is constant whether families are present or absent across all of parts of an individual's lifecycle.

Your role
Engage with the importance of examining self, family, values, and the profession of social work.

Product
Reference to academic sources is not required for this submission. It is a reflective acccount. As per the assessment criteria links to AASW frameworks for practise are required.

This assessment task attracts no weighted marks and therefore no criteria but must be included as an Appendix to Assessment task # 3. Drawing on your knowledge of reflective and reflexive practice you are to create 100 words in response to each of the following reflective questions. These are a culmination of your own family-of-origin experiences, learning, and ideas therefore you are not required to support this assessment task with academic references. Use experiences at the compulsory residential to prompt discussion and reflection for this assessment task.

1. Name what appeared to you to be the most prominent beliefs that appeared to influence your professional conversation with the client family at different points in Assessment task # 2. What were/are the sources of these beliefs and their 'fit' with social work and human services values?

2. Overall, reflecting on the language you used throughout Assessment task # 2 what has it demonstrated to you about your capacity to practise social work or human service delivery?

3. Recalling your role play what thoughts did you experience that you did not share with the family? What blocked you from sharing those thoughts?

4. What emotions were you experiencing about the clients and their situation (not the Assessment task) and were they the same or different after your contact?

5. Give some examples about how your thoughts would change about the family dynamics if they were Aboriginal, Torres Strait Islander or from a culture in which English is a second language?

Assessment tas k# 4 must be included as an Appendix to Assessment task # 3 in one (1) Word document.

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

Return Date to Students
Exam Week Friday (20 Oct 2017)

Weighting
Pass/Fail

Assessment Criteria

- Capacity for concrete description of personal values in relation to family life;
- Discussion of impact of learning on personal values about family life; and
- Discussion of relationship between personal values and AASW practice standards and Code of Ethics.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Compare the philosophical assumptions that underpin various models of group work and family therapy.
- Analyse their own performance based on feedback drawn from their involvement in professional learning contexts.

Graduate Attributes

- Communication
- Critical Thinking
- Team Work
- 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