



SOWK12011 Social Group Work and Family Work

Term 2 - 2019

Profile information current as at 11/05/2024 03:30 pm

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 - 2019

- Bundaberg
- Mixed Mode
- 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 Evaluation

Feedback

Some feedback suggested students would like visual as well as written resources to assist in understanding concepts as well as consideration for a prescribed text

Recommendation

Revise current unit resources

Feedback from Student Evaluation

Feedback

Some students felt earlier positioning of the residential school may assist their learning

Recommendation

Investigate options for an earlier residential school

Feedback from Student Evaluation

Feedback

Feedback suggest assessments were helpful to the overall understanding and learning of the unit content

Recommendation

Retain current assessments

Feedback from Unit Coordinator Reflection

Feedback

A current pass/fail assessment could be subsumed into an existing graded assessment

Recommendation

Include the reflective portfolio in the critique

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
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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 and Resources

Textbooks

There are no required textbooks.

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

Georgia Nichol Unit Coordinator
g.nichol@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• 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 all audio-visual streams loaded to the Moodle site.• Open every link at Moodle as additional important information is sometimes hidden.• Review Assessment Tasks and post your first questions for clarification or learning.	Additional readings and resources can be found at 'Links to readings and resources'.	Oncampus tutorials begin for those students opting to complete the residential school in the weekly mode in Bundaberg or Rockhamptom. Please see Moodle for times, days and locations

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Flexible learning

This unit is based on the philosophy of Community-Focused Learning or Problem-Based Learning. 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 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Residential School Noosa and Geraldton Campus (6th September - 8th September 2019) Social group work program (Duo or trio submission -1500 words) Due: Week 7 Monday (2 Sept 2019) 6:00 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Family work AV submission (Individual submission 20 minutes) Due: Week 12 Friday (11 Oct 2019) 6:00 pm AEST Critique (Individual submission 2000 words) Due: Week 12 Friday (11 Oct 2019) 6:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

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

Assessment Type

Written Assessment

Task Description**Focus statement:**

You are required to form 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 this assessment is Fatout, M. (1992) Models of Change in Social Group Work. New York: Aldine de Gruyter. Chapter 1 referred to as 'the mainstream model' is provided in the additional reading list on Moodle.

This assessment item is informed by the mainstream model. Using the existing knowledge you have acquired to date, you are to develop session by session activities for your own **social group work program**. The relevance and need for such a program should be demonstrated through supporting academic literature.

As a social work student, having participated in your own groupwork process in preparation for this program submission, you are also required to reflect on your own groupwork experience. In an individual submission you are to demonstrate your experiencing, reflecting and analysing skills in relation to the groupwork process.

Role of student

You are to place yourselves in the role of social work students on your first field education experience. Your

supervisor has requested your group to develop a social group work program and demonstrate integration of evidence based sources to inform the content. As students, you would expect to be co-facilitating this program with your supervisor as lead facilitator. You are to use the social group work method.

Details

Social Group work Program

An example of a past student submission is loaded to Moodle.

Prompts are provided below as guidance around the types of programs you may develop:

- 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 are not limited to the above themes or social issues. You will need to consult and gain approval from the unit co-coordinator before proceeding with your topic and research.

Dependent on the client group selected, and the particular needs of your client group, the group work experience will generally be four to six sessions.

Individual Reflection

Each group member must submit their own reflection on the groupwork experience. Drawing on the literature and your knowledge of reflective and reflexive practice you are to prepare a **500-word response** addressing the following:

- As you participated in and assessed the group's *formation*, what developmental changes did you notice both in yourself and in the group?
- Recalling your experience in the group, what groupwork *role(s)* did you find yourself playing and was this familiar or unfamiliar for you?
- Identify a *challenge* you experienced in the groupwork process. How did you respond and what might you have done differently if given the opportunity?
- Apply groupwork *theory* to a dynamic you noticed in your groupwork experience
- Considering your groupwork experience, what *insights* have you gained/learned about working partnerships that can be applied to professional practice?

Submission Format

The social group work program will be presented in A4 landscape with the following information or column headings conveying the complexity of information required to facilitate a social group work program. The following are provided as a guide to the required headings, however you may incorporate additional topics:

- 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;
- 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 for your groupwork program. 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 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.

Your individual reflection should be referenced and uploaded by each individual student to Moodle

Assessment Due Date

Week 7 Monday (2 Sept 2019) 6:00 pm AEST

Moodle submission in word doc only

Return Date to Students

Week 9 Friday (20 Sept 2019)

Moodle

Weighting

30%

Assessment Criteria

SOWK12011 -ASSESSMENT 1: Social Groupwork and Family Work

	Fail	Pass	Credit	Distinction	High Distinction
Application of social groupwork philosophy and principles to the program (6 marks)	The application of social groupwork philosophy and principles were either absent or are not clearly recognisable	Application of key social groupwork principles and philosophy were clear and logical	The application of key principles and philosophy of social groupwork were evident and illustrated	Applies an insightful understanding of the key principles and philosophy of social groupwork	Superior understanding of the key principles and philosophy of social group work were applied
Application of knowledge about groupwork dynamics to the program (6 marks)	Application of groupwork dynamics have not been adequately addressed	Groupwork dynamics are clear and logical.	Groupwork dynamics are well considered and illustrated	Applies a comprehensive understanding of groupwork dynamics	Superior understanding of the complexity of groupwork dynamics were demonstrated

Development of program informed by social work literature (6 marks)	Application of social work literature is not evident or with absence of cohesion	Use of social work literature evident in the program development or critique	Social work literature well-articulated. Relevant literature demonstrated with cohesion	Very good argumentation, application and analysis of the social work literature	Effective application of social work literature. Excellent argumentation of critique with key literature evident in the analysis
Comprehensive response to briefing provided in unit profile and discussions at Moodle (2 marks)	Unit profile brief and Moodle discussions have not been adhered to	Adherence to the brief provided for this submission with a cohesive presentation of the discussions in Moodle	An effective demonstration of the brief provided in the unit profile with consideration for the Moodle discussion evident in the submission	Excellent adherence to the brief provided in the unit profile was visible with an insightful understanding of the Moodle discussion evident in the submission.	A thorough demonstration of the brief provided in the unit profile with a comprehensive understanding of the Moodle discussions evident in the submission
Application of reflective practice skills to groupwork experience (6 marks)	Limited or no evidence of reflection applied to the groupwork experience	Application of reflective practice skills were evident but superficial. Links to groupwork experience were tenuous	Evidence of reflective practice skills and application to the groupwork experience. Greater depth needed	Very good detail and quality of reflections evident and applied to the groupwork experience	Superior reflective practice skills were evident and applied to the groupwork experience
Professional preparation and presentation: clarity of written expression including accurate spelling, grammar and referencing (2 marks)	Major difficulties with academic presentation. Inappropriate paraphrasing and/or multiple spelling, grammar or referencing errors noted	Some errors present. Lack of clarity or logical sequence noted. Focus of attention is required to improve academic reference style	Professional presentation evident with clear expression. Some minor errors in spelling, grammar or referencing. More careful editing is required	Very good professional presentation. Clear expression and insignificant errors in academic accuracy	Excellent academic presentation following all academic referencing conventions, fully correct with no errors noted.
Demonstrated breadth and quality of reference list (2 marks)	Very limited research and reading evident in reference list	Evidence of appropriate academic reading and research evident in the reference list	Good breadth of reading and research evident in the final reference list	Very good breadth of reading and research present in final reference list	Excellent breadth and quality of material evident in final reference list

Comments

/30

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 be penalised

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 AV 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 theatre 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 interviewees and you must establish this at the outset with the individuals 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.

Further advice and instruction can be found in Moodle under 'Assessment'

Assessment Due Date

Week 12 Friday (11 Oct 2019) 6:00 pm AEST

MP4 submission see details below in submission area

Return Date to Students

Exam Week Friday (25 Oct 2019)

Please note that students should anticipate return of Assessment 2 and 3 at the same time and as late as 1st November 2019

Weighting

30%

Minimum mark or grade

Students must pass either Assessment 2 or 3 to pass the unit overall

Assessment Criteria

SOWK12011 -ASSESSMENT 2: Social Groupwork and Family Work

	Fail	Pass	Credit	Distinction	High Distinction
Application of family work principles and AASW social work values into practice with families (5 marks)	The application of family work principles and AASW social work values are not clear and/or were absent from practice example	Application of 1-2 AASW social work values were illustrated in practice example. Family work principles were appropriate but required more attention.	Application of family work principles were clearly present and 3-4 AASW social work values demonstrated in the practice example	Application of family work principles were illustrated with confidence. 5-6 AASW social work values were demonstrated in the practice example	Application of 6 or more AASW social work values were evident in the practice example. Application of family work principles demonstrated with competence
Demonstrate the application of assessment skills in practice including different perspectives and narratives (9 marks)	Application of assessment skills was inadequate or inappropriate	Clear and logical facilitation of assessment evident in the practice example. Development needed in exploring issues in more depth	Good assessment skills demonstrated in the practice example. Student was able to explore more than one issue in depth and remain aware of the range of perspectives within the family	Comprehensive assessment skills illustrated in the practice example. A range of issues were addressed in detail and an awareness of competing perspectives and agendas was also noted	Outstanding assessment skills demonstrated with evidence of complex problem exploration and facilitation of family discussion that considered dynamics, roles and competing agendas
Demonstrate application of knowledge of family dynamics, roles and relationships (9 marks)	Very limited or no application of knowledge of family dynamics, roles or relationships	Knowledge of family dynamics, roles and relationships was clear and appropriate. Further depth required	Knowledge of family dynamics, roles and relationships was evident and informed the discussion	Application of family work knowledge regarding the subtleties of roles and relationship dynamics was demonstrated well	Application of knowledge of the subtleties and complexity of family relationships was demonstrated in the practice example excellently. Use of this knowledge informed the family discussion
Ability to create professional setting drawing on one school of family work practice (4 marks)	Application of a school of family therapy was absent or inappropriately portrayed. Limited or no ability to create a professional setting was evident	A school of family therapy was considered and effort to apply key principles was demonstrated. Ability to create a professional setting was illustrated clearly	An effective and logical application of one school of family therapy was illustrated with the ability to create a professional setting	At least one school of family therapy was effectively facilitated in the practice recording. Very good management of the professional setting was evident	A thorough demonstration of one school of family therapy was provided with excellent facilitation and management of the professional setting
Demonstrated use of self in the helping relationship (3 marks) Comments: /30 Marker:	Inappropriate or inadequate use of self in the helping relationship	Adequate use of self in the helping relationship. Reflective practice required	Good demonstration of use of self in the helping relationship evident	Very good demonstration and skillful use of self in the helping relationship	Excellent use of self in the helping relationship demonstrating complex skills

Referencing Style

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

Submission

Online

Submission Instructions

Upload the link to the online copy submission on cloud drive along with the Assessment Cover Sheet on Moodle. The preferred cloud drive is GoogleDrive. Instructions will be available in Moodle. Please note: An additional copy of the audio visual recording must be retained by the student. 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 Unit 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 school.
- Link your assessment of your interpersonal skills with the knowledge of family dynamics, roles and relationships presented in this unit and at the compulsory residential school.
- Provide evidence of reflective and reflexive practice, linking to your own personal values, beliefs, bias, considering what prompted your thinking, responses and reactions
- 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 (11 Oct 2019) 6:00 pm AEST

Moodle submission

Return Date to Students

Exam Week Friday (25 Oct 2019)

Please note that students should anticipate return of Assessment 2 and 3 at the same time as late as 1st November 2019

Weighting

40%

Minimum mark or grade

Students must pass either Assessment 2 or 3 to pass the unit overall

Assessment Criteria**SOWK12011 -ASSESSMENT 3: Social Groupwork and Family Work**

	Fail	Pass	Credit	Distinction	High Distinction
Demonstrated capacity to apply concepts from at least one school of family therapy to social work practice with families (8 marks)	Demonstrated understanding and application of family therapy concepts to family work practice was absent, inadequate or inappropriate	Effort to apply concepts from at least one school of family therapy to family work practice was recognizable	The application of key concepts was illustrated and efforts made to link these to family work practice	Applies an insightful understanding of at least one school of family therapy to family work practice	Provides elaborate and insightful application of key concepts of at least one school of family therapy to family work practice
Application of relevant social work literature for professional practice with families experiencing similar presenting issues (8 marks)	Application of social work literature relevant to family work practice was unclear, absent or poorly illustrated	Application of relevant social work literature is clear and recognisable.	Social work literature relevant to family work practice is well chosen and linked to presenting issues of the family	Excellent application of relevant social work literature with links made to the presenting issues of the family	Outstanding application of relevant social work literature with examples specifically related to the presenting issues included
Demonstrated capacity to articulate the skills demonstrated or required guided by at least one school of family therapy (8 marks)	Capacity to articulate skills required for family work practice guided by at least one school of family therapy was poor or absent	Articulation of skills was clear and logical. Effort to link these to at least one school of family therapy were recognizable	Key skills necessary for family work practice were evident with links made to a school of family therapy. Examples were recognizable and relevant	Very good understanding of the key skills necessary for family work practice guided by at least one school of family therapy with relevant examples provided	Most effective presentation of key skills drawing from one or more schools of family therapy. Illustrative examples provided from recording or applied to family work practice
Demonstrated awareness and capacity to reflect on the use of self and link to examples in recording (8 marks)	Student's reflections were inappropriate or was unable to reflect on the use of self or give examples as evidence in the recording	Awareness of and capacity to reflect on the use of self was evident but limited or superficial	Student able to reflect on the use of self as a component of practice and make some links to examples in the practice recording	Demonstrated very good awareness of and reflection on the use of self as a component of practice providing in practice examples from recording	Comprehensive and insightful awareness of self with rich descriptions and reflections on the fit between personal and professional practice. Examples made to practice recording.
Demonstrated ability to synthesise and present cohesive arguments in a formal academic writing style (2 marks)	Arguments lacked logic and relevance; topic not appropriately addressed or academic presentation absent	Arguments were recognizable, but some difficulties with readability were evident. Greater attention required to improve academic writing.	Ability to synthesise and present cohesive arguments was evident using appropriate content with relevance demonstrated.	Very good synthesis and presentation of arguments. Submission was clear, logical and cohesive	Excellent presentation and argumentation of critique was evident with skillful structure and attention to cohesion
Formal academic written communication: accurate presentation and preparation including spelling, grammar and punctuation (2 marks)	Major difficulties with academic accuracy noted. Inappropriate written communication and/or major spelling, grammar and punctuation errors	Some errors with writing style noted. Focus of attention to improve academic writing needed	Good written communication. Minor errors evident. More careful editing is required	Good academic written communication. Accurate preparation with insignificant spelling, grammar or punctuation errors	Well written submission following all academic conventions. No errors noted

Adherence to the Harvard system of referencing (2 marks)

Incorrect or inadequate adherence to Harvard referencing system

Adequate adherence to Harvard referencing system with 5-6 inconsistencies noted

Good adherence to Harvard referencing system with 3-4 inconsistencies noted

Very good adherence to Harvard referencing system with 1-2 inconsistencies noted

Excellent adherence to the Harvard Referencing system. No errors noted

Breadth and quality of reference list (2 marks)

Inadequate evidence of research in reference list

Relevant sources evident but limited in the reference list

Good evidence of the breadth of research and reading in reference list

Excellent evidence of the breadth and quality of the research and reading in preparation for the submission

Outstanding reference list with superior quality references and breadth of reading and research evident

Comments

/40

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 Residential School Attendance

Assessment Type

Portfolio

Task Description

A residential school is a compulsory component for this unit. You are required to attend a three-day residential in Noosa or Geraldton OR weekly tutorials in Rockhampton or Bundaberg. You are required to complete a log of hours as evidence of this. Your on-campus tutor will provide you with this log of hours and you are required to sign in for each session. Your tutor will submit this log of hours on your behalf.

During the on-campus session, there will be several group activities and group presentations. All students are expected to be involved in the group activities and contribute to group presentations. More information about this will be presented at on-campus sessions.

You must pass this assessment to pass the unit. Failure to pass this assessment will result in failing this unit.

Assessment Due Date

Please See University Timetable for dates and times

Return Date to Students

Upon completion of the compulsory on-campus sessions

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Marking Criteria

Attend on campus residential

Demonstrated participation in learning activities, which include group work, role play, fish bowl activities, and oral presentations.

Pass

Student is present for the full duration of the residential program (24 hours)

Student participates in group work, role play, fish bowl activities, and oral presentations

Fail

Student is absent from the residential or partially attends

Student does not participate in role plays, fish bowl activities, and oral presentations.

Referencing Style

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

Submission

No submission method provided.

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