



SOWK12011 Social Group Work and Family Work

Term 2 - 2020

Profile information current as at 29/04/2024 08:12 am

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.

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 - 2020

- Bundaberg
- Online
- 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).

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%

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



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%	•		•	•	•	•	•

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%	•	•	•	•			•	•		

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
- Zoom capacity (web cam and microphone)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Jeannie Duggan Unit Coordinator

j.a.duggan@cqu.edu.au

Peter Camilleri Unit Coordinator

p.camilleri@cqu.edu.au

Shirley Ledger Unit Coordinator

s.ledger@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Orientation and Introduction to Unit	Additional readings and resources can be found at 'Links to readings and resources'.	Weekly tutorials will be held in this unit as specified by the Unit Coordinator. Please see Moodle for times, days and any preparation required.

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social group work - Overview The Mainstream Model Core Concepts - Group Goals, Group Structure Planning for Assessment 1 - Forming Duo's or Trio's	Fatout, M. (1992) Models of Change in Social Group Work. New York: Aldine de Gruyter. Chapter 1	: Lecture via Zoom See Moodle for details

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Social Group Work Group Communication Group development	Resources in reading list on Moodle	Lecture / Workshop - see Moodle

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Social Group Work Power relationships in groups Termination	Resources in reading list on Moodle	Lecture / Workshop - see Moodle
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Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Tenets of Family Therapy Skills for Practice		Lecture / Workshop - see Moodle

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Family of Origin Intergenerational Family Work Working with Genograms	Readings and resources on Moodle	Lecture / Workshop - see Moodle

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Structural Family Work	Readings and resources on Moodle	Lecture / Workshop - see Moodle Social group work program (Duo or trio submission -1500 words) Part A and Part B Due: Week 7 Monday (31 Aug 2020) 6:00 pm AEST

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Conjoint Family Work	Readings and resources on Moodle	Lecture via Zoom - see Moodle

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Feminist Family Work	Readings and Resources on Moodle	Lecture / Workshop See Moodle Submit Assessment 1 Part A

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Consultations	Library List	Consultations Submit Assessment 2 and 3 Complete Assessment 1 Part B SPA Survey Family work AV submission (Individual submission 20 minutes) Due: Week 10 Friday (25 Sept 2020) 6:00 pm AEST Critique of familywork skills demonstration (Individual submission 1500 words) Due: Week 10 Friday (25 Sept 2020) 6:00 pm AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Practice Frameworks	Library List	Recorded Zoom Lecture

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study	Library List	

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study	Library List	

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

SOWK12011 usually has a mandatory residential school. Due to travel restrictions with COVID, the learning normally conducted during the intensive residential school will be conducted via workshops and lectures delivered through Moodle. These will be synchronous and asynchronous delivery modes.

Assessment Tasks

1 Social group work program (Duo or trio submission -1500 words) Part A and Part B

Assessment Type

Written Assessment

Task Description

Part A

Assessment 1 30% Social Groupwork Program in Duos or Trios

Part A worth 20% - 1500 words Program Plan

Focus Statement:

You are required to form working partnerships with other students for this assessment task. 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 groupwork program. The relevance and need for such a program should be demonstrated through supporting academic literature.

As a social work student, you have participated in your own groupwork process in preparation for this submission. You are also required to reflect on your own groupwork experience in Part B.

Your role:

Imagine you are social work students sharing the same placement in a human service organisation.

Context:

Your field educator has asked you to research the needs of your community and develop a groupwork program that could be accessed by the services offered in the organisation. Your social groupwork program should demonstrate your knowledge of this model and the integration of evidence based sources to inform the content of the program. As students you will be expected to co-facilitate this program with your supervisor as the lead facilitator.

Product/Performance:

You have 1500 words to present your social groupwork program. It should be presented in A4 landscape with the following information or column headings conveying the complexity of information required to facilitate a social groupwork program.

- 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).

This is provided as a guide for headings, however you may incorporate additional topics

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

You will need to consult and gain approval from the unit co-coordinator before proceeding with your topic and research.

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

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.

Weighting: Part A 20%

Word Count: 1500 words. *The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.*

Part B

Part B worth 10% - Self Peer Assessment (SPA)

This assessment requires that you undertake a self assessment and a peer assessment of participation and contribution to the group learning assessment task based on the criteria below.

The link to the on-line survey is sent to your student email account. You will receive the survey one week after the submission of Assessment 1. The collation of average scores from this survey will form the basis of the 10% weighting and will be loaded to Moodle gradebook.

NB Unit Coordinators have access to each student's name and their scoring. However, you will not have access to the identity of group members or their individual scoring. You are not evaluating the accuracy of ideas or resources brought by individual members to the assessment, rather you are evaluating participation and contribution.

Assessment Criteria (SPA Online Survey) 10%

- Was dependable in attending group meetings (Likert Scale)
- Willingly accepted assigned tasks (Likert Scale)
- Contributed positively to group discussions (Likert Scale)
- Completed work on time or made alternative arrangements (Likert Scale)
- Helped others with their work when needed (Likert Scale)
- Did work accurately and completely (Likert Scale)
- Contributed their fair share of the work (Likert Scale)
- Worked well with other group members (Likert Scale)
- Overall was a valuable member of the team (Likert Scale)
- The group member listens to others (Likert Scale)
- Additional comments (Comment)

Assessment Due Date

Week 7 Monday (31 Aug 2020) 6:00 pm AEST

Moodle submission in word doc only

Return Date to Students

Week 9 Friday (18 Sept 2020)

Moodle

Weighting

30%

Assessment Criteria

SOWK12011 -ASSESSMENT 1: Social Groupwork and Family Work Part A 20%					
Criteria	Fail 0%- 49%	Pass 50% - 64%	Credit 65% - 74%	Distinction 75% - 84%	High Distinction 85% - 100%
Application of social groupwork philosophy and principles to the program (25%)	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 (25%)	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 (20%)	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 (10%)	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
Professional preparation and presentation: clarity of written expression including accurate spelling, grammar and referencing (10%)	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 (10%)	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

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
- Analyse their own performance based on feedback drawn from their involvement in professional learning contexts.

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

Assessment 2 30% Audio Visual Recording of Family Work Skills

Focus Statement:

Application of the necessary skills, knowledge and values for the facilitation of a session with at least two family members

Your Role:

Imagine you are a social work or human service student undertaking a placement in a human service organisation

Context:

Your field educator is now proposing that for more in-depth supervision to occur, with client consent, you will record a fifteen-minute excerpt of work undertaken for analysis and critique

Produce/Performance:

A fifteen-minute recording of a simulated family work session involving your professional response to at least 2 people imagining themselves to be a presenting family of the service is required for submission.

Your submission must not be edited, but show an uninterrupted, unedited 15 minute segment of family work practice.

For continuity of learning, students that have completed assessment tasks for SOWK12009 Casework and Casemanagement may continue with their 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.

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 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.

In preparation for this submission you must undertake the following assessment with anyone offering to role play for you before proceeding to a recording:

- all people involved in this product are imagining and playing a part in a simulated learning activity
- all participants are at least 18 years of age
- the social issue negotiated should not be closely related to past, present or future events for the role player and you must establish this at the outset with the individual who agrees to assist you
- encourage your participants to draw on their experiences of/create composites of other people they know as opposed to themselves
- provide your participants with an opportunity to debrief or discuss the simulated experience after it has concluded including: what they thought and how they felt about the experience, breakthroughs in their own thinking about the character they played, unexpected emotions, what they would have said if they had more time, how the person who adopted the client role is different from the simulated learning part the played, what they might do to finish their connection with the person they played
- inform them of their right to contact the unit coordinator immediately if any distress results from their participation for appropriate support and actions to be put into place
- inform them that the University requires them to sign a form consenting to their involvement (to be provided at Moodle) which must be scanned and uploaded in Moodle

Key tips for successful completion:

- Approach your role play participants early in the term. Previous students have been able to complete their video recording after hours at residential school with students in their small learning group
- Always test run your recording equipment before attempting the full 20-minute product.
- The camera and audio must focus on you but is useful to have both participants in the frame
- If time permits, undertake several recordings so you have a choice about which to submit in the end.

- Even when working with people you know well provide your participant with only the essential information needed. The less information provided, the less anxious your volunteer is likely to be. Sometimes participants become anxious for you if they have too much information to recall. After providing them with the basic scenario give them permission to develop the role in any direction they wish. Give them permission to improvise and let them know that there are no right or wrong ways of creating the person. It's your task to fit in with their narrative not theirs to fit in with you.
- In preparation for the critique (Assessment task # 3) – find a critical friend in the class and swap recordings asking for their honest feedback.

Keep in mind that the complexity of the topic selected is not being assessed; it is your response to the family's presentation at the 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, cultural and physical safety for both you and your role players must always be considered in this style of experiential professional education

Format:

If you are adhering to social distancing, the audio-visual recording can be recorded using the video conferencing format of Zoom. All students have access to a student Zoom account. Zoom recordings should be saved and named with your full name and student number and attached to your cover page and submitted to Moodle.

Alternatively, if you are recording in person with your participants, you may upload your recording to a cloud drive or storage such as One Drive or Google Drive. All students have a One Drive account and therefore this is the preferring file sharing platform. The file link should be checked to ensure it is available for editing and viewing by anyone with this link. Please contact TASAC for any queries related to shared drive storage. The link to your audio-visual recording should be attached to your cover page and submitted to Moodle.

Documentation

A consent form must be signed by all participants and uploaded to Moodle. An assessment cover sheet must also be completed and attached to the audio-visual recording. Assessment cover sheets must include the submission link if uploaded to Moodle.

Submission

Upload an assessment cover sheet to Moodle with either a copy of your Zoom recorded audio visual or the link to the cloud storage or drive that you uploaded your audio-visual recording to.

Assessment Due Date

Week 10 Friday (25 Sept 2020) 6:00 pm AEST

Upload an assessment cover sheet to Moodle with either a copy of your Zoom recorded audio visual or the link to the cloud storage or drive that you uploaded your audio-visual recording to.

Return Date to Students

Exam Week Friday (23 Oct 2020)

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

Criteria	Fail 0%- 49%	Pass 50% - 64%	Credit 65% - 74%	Distinction 75% - 84%	High Distinction 85% - 100%
Application of family work principles and AASW social work values into practice with families (20%)	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 (30%)	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 (30%)	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 (10%)	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 (10%)	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 of familywork skills demonstration (Individual submission 1500 words)

Assessment Type

Written Assessment

Task Description

Focus Statement

Submission of a formal academic analysis of assessment #2

Your Role:

Imagine you are a student on placement and your field educator has asked you to write a formal academic critique of your recorded family work practice

Produce/Performance

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 ie a written analysis of your strengths and limitations against the guidance of the knowledge, skills and theory you have acquired over the course of your studies including that presented throughout term

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.

Assess Due: Week 10 Friday

Return Due: Exam Week

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

Weighting 40%

Assessment Due Date

Week 10 Friday (25 Sept 2020) 6:00 pm AEST

Moodle submission

Return Date to Students

Week 12 Friday (9 Oct 2020)

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					
Criteria	Fail 0% - 49%	Pass 50% - 64%	Credit 65% - 74%	Distinction 75%- 84%	High Distinction 85% - 100%
Demonstrated capacity to apply family work principles and ideas, linking to examples in the recording (15%)	Demonstrated understanding and application of family work principles and idea and application to examples was absent, inadequate or inappropriate	Effort to apply family work principles and ideas to practice was recognizable	The application of family work principles and ideas was illustrated, and efforts made to link these to practice examples	Applies an insightful understanding of family work practice linking ideas clearly to examples illustrated in recording	Provides elaborate and insightful application of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding

Demonstrated capacity to apply theoretical knowledge and concepts to the family's presenting issues (15%)

Ability to apply theoretical knowledge and concepts to the family's presenting issues was either absent, inaccurate or inappropriate

Effort to apply theoretical concepts and knowledge to the presenting issues of the family was present and appropriate

The application of theoretical knowledge and concepts to the family's presenting issues was accurate.

The application of theoretical knowledge and concepts to the family's presenting issues was clearly articulated and demonstrated sound understanding

Superior application of theoretical knowledge and concepts was evident

Application of relevant social work literature for professional practice with families experiencing similar presenting issues (15%)

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 for family work practice (15%)

Capacity to articulate skills required for family work practice was poor or absent

Articulation of skills was clear and logical. Effort to link this to family work practice was recognisable

Key skills necessary for family work practice were evident. Examples were recognizable and relevant

Very good understanding of the key skills necessary for family work practice with relevant examples provided

Effective presentation of key skills necessary for family work. Examples provided from recording or applied to family work practice were excellent

Demonstrated awareness and capacity to reflect on the use of self and link to examples in recording (15%)

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.

Adherence to instructions and teaching input provided in Moodle throughout term (10%)

Poor adherence to the teaching input provided in Moodle throughout term

Some adherence to the teaching input provided in Moodle throughout term

Good adherence to the teaching input provided in Moodle throughout term

Very good adherence to the teaching input provided in Moodle throughout term

Excellent adherence to the teaching input provided in Moodle throughout term

Demonstrated ability to synthesise and present cohesive arguments in a formal academic writing style (5%)

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 (5%)

Major difficulties with academic accuracy noted. Inappropriate written communication and/or major spelling, grammar punctuation and referencing 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, punctuation or referencing errors

Well written submission following all academic conventions. No errors noted

Breadth and quality of reference list (5%)

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

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
- Analyse their own performance based on feedback drawn from their involvement in professional learning contexts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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