SOWK12011 *Social Group Work and Family Work*
Term 2 - 2021

Profile information current as at 12/05/2024 11:29 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 - 2021

- Mixed Mode

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 Feedback in Moodle

Feedback

As this unit was originally meant to have a residential school, I believe the material wasn't adjusted enough to suit online teaching without a residential school. At times it became quite confusing and impacted on experience and learning. Changes to staffing mid term exacerbated challenges for students.

Recommendation

Should a residential school need to be cancelled, the content, resources and staffing needs to be adjusted to ensure continuity and matching to assessment tasks.

Unit Learning Outcomes

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

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ○ Introductory Level ○ Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes — Learning Outcomes

Graduate Attributes	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	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: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Jeannie Duggan Unit Coordinator
j.a.duggan@cqu.edu.au
Leone Hinton Unit Coordinator
l.hinton@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

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 - 19 Jul 2021

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 Duos or Trios	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 - 26 Jul 2021

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 - 02 Aug 2021

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

Week 5 - 09 Aug 2021

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

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

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 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Structural Family Work	Readings and resources on Moodle	Lecture / Workshop - see Moodle Assessment Task 1 due 6.00pm Monday 30 August, 2021 (AEDT) Weighting 30% Part A: 20%; Part B: 10% Part A: 1500 words Part B: Reflection **Social group work program (Duo or trio submission -1500 words) Part A and Part B** Due: Week 7 Monday (30 Aug 2021) 6:00 pm AEST

Week 8 - 06 Sep 2021

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

Week 9 - 13 Sep 2021

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 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Consultations	Library List	Consultations Submit Assessment 2 Complete Assessment 1 Part B SPA Survey **Family Work – Audio-visual Submission Individual submission (15 minutes)** Due: Week 10 Monday (20 Sept 2021) 6:00 pm AEST

Week 11 - 27 Sep 2021

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

Week 12 - 04 Oct 2021

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

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study	Library List	Assessment Task 3 due 6.00pm Monday 11 October, 2021 (AEDT) Weighting 40% **Critique of family work skills demonstration (Individual submission) 2000 words; 40%** Due: Review/Exam Week Monday (11 Oct 2021) 6:00 pm AEST

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

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

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is to explore various models of group and family therapy incorporating partnerships with colleagues to develop session by session activities. This assessment has two components:

- Part A is a social group work program; and
- Part B is a reflection of your own groupwork

INSTRUCTIONS FOR PART A AND B
A Zoom session will be scheduled and recorded to discuss this Assessment Task in its entirety.
This assessment task requires you to do the following:
PART A
1. TASK LOGISTICS

1. You are required to form working partnerships with other students (groups of two or three) for this assessment task.
2. Please ensure the names of your team members, who have contributed to the submission, are included on the Cover Page upon submission.
3. The core reading for this assessment is the seminal work of Fatout, M (1992) Models of Change to Social Group Work. New York: Aldine de Gruyter, Chapter One referred to as the "mainstream model" is provided in the additional reading list on Moodle. This assessment item is informed by the 'mainstream model'.
4. As a social work student, you are expected to have participated in your own group work process in preparation for this submission.

2. CONTEXT AND ROLE

1. In your group of two or three, imagine you are social work students sharing the same placement in a human service organisation.
2. Your field educator has asked you to research the needs of your community and develop a group work program that could be accessed by the services offered in the organisation.
3. Your social group work program should demonstrate your knowledge of this model and the integration of evidence-based sources to inform the content of the program.
4. As students you will be expected to co-facilitate this program (and if presenting in the real world, you would do this with your field educator as the lead facilitator).

3. THE TASK

1. You have **1500 words** to present your social groupwork program.
2. You will need to consult and gain approval from the Unit Coordinator before proceeding with your topic and research on the social groupwork progr
Instructions concerning this approval will be delivered into your Moodle site by your Unit Coordinator.
3. Dependent on the client group selected, and the particular needs of your client group, the group work experience will be four sessions in this instance.
4. 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.

The preamble may consider such issues:

1. The criteria that potential participants must meet in order to be suitable for the program to ensure safety and success of clients as they work towards accomplishing their goals.
2. 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.
3. The aims and anticipated outcomes of client participation
4. Practical issues associated with the context chosen (assess an actual site in your local community: church hall/school/human services, organisation), set up, and delivery of group work programs and how these issues will be coordinated.

5. The management of co-facilitation roles; and cultural sensitivity

4. STRUCTURE AND LAYOUT OF PROGRAM FOR ASSESSMENT SUBMISSION

1. It should 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.

HEADERS (as a guide only**)**
Preamble (described above)
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)

2 . This program layout above is provided as a guide for headings, however you may incorporate additional topics.
3. In keeping with the succinctness required for such practice plans within an agency context, brief statements, headings and dot point format is acceptable for your group work program
4. As above, you are encouraged to produce a matrix/table format showing sessions and their content/activities informed by social literature, group dynamic, and the integration of any other relevant theory.
5. An example of a past student group submission is loaded into Moodle.
Part B
The aim of **Part B** is to undertake a survey that deals with self and peer work undertaken in Assessment 1
This assessment has

- Part B is a reflection of yourself and peer work

Self Peer Assessments
Type: Self Peer Feedback Survey submission
Due date: **Open** 9.00am Friday 3 September 2021 Week 7
Closed 6.00pm Monday 6 September 2021 Week 8
Weighting: 10%
Length: N/A
Aim
The aim of this assessment is to undertake a survey that deals with self and peer work undertaken in **Assessment 1**
Part A.
Instructions

- **T**his assessment requires that you undertake group assessment of the participation and contribution to the group learning assessment tasked in **Assessment One (1) Part A.**
- The survey link will be in your unit Assessment module in Moodle.
- Within this survey you will have an opportunity to comment on self and your peer/s and overall group contribution and work product in Assessment 1 Part A.
- Survey instructions will be contained within the survey itself.
- The collation of average scores from this survey will form the basis of the 10% weighting
- You are not evaluating the accuracy of ideas or resources brought by individual members to the assessment you are **evaluating participation and contribution**. Should there be an issue with the self and peer survey please contact the Unit Coordinator immediately to resolve.

Submission
Submit your survey as instructed.
Assessment criteria
The survey will allow you to assess group members on the following participation criteria as well as a self assessment at the end.
Scores will be based on the Likert Scale (1-2-3-4-5; 1= least likely; 5=most likely) in the survey as well as additional comments to justify your assessment of group and member's participation and contribution and self.

1.	Was dependable in attending group meetings
2.	Willingly accepted assigned tasks
3.	Contributed positively to group discussions
4.	Completed work on time or made alternative arrangements
5.	Helped others with their work when needed

6.	Did work accurately and completely
7.	Contributed to their fair share of the work
8.	Worked well with other group members
9.	Overall was a valuable member of the group
10.	The group members listened to others

Additional comments:
Self assessment:

Assessment Due Date
Week 7 Monday (30 Aug 2021) 6:00 pm AEST
Moodle submission in word doc only

Return Date to Students

Moodle

Weighting
30%

Assessment Criteria
UNIT12011
Due: Week 7
Assignment 1 **Part A**

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (15%)					
Excellent academic presentation of the program following all structural required laid out in the Layout and the Program and Additional Requirements. Excellent expression and great attention to detail. Word length adhered to Headers used	Very good professional presentation of the program Very clear expression and insignificant errors in academic accuracy Word length mostly adhered to. Headers used	Professional presentation of the program evident with clear expression. Some minor errors in Layout and the Program and Additional Requirements. More careful editing required. Word length somewhat adhered to. Headers somewhat used	Professional presentation of the program somewhat evident with errors in expression. Noticeable errors in Layout and the Program and Additional Requirements. Lack of clarity or logical sequence Word length above or below acceptable standard. Headers used were not consistent with content	Professional presentation of the program was flawed with multiple errors expression. Consistent errors in Layout and the Program and Additional Requirements. Complete lack of clarity or logical sequence Word length above or below acceptable standard. Headers not used or were used inconsistently with content	/15
HD 84.5-100%	**D 74.5-84.49%**	**C 64.50-74.49%**	**P 49.50-64.49%**	**F <49.5%**	**MARKS**
Application to social groupwork philosophy and principles ……………………………………..(25%)					
Excellent understanding of the key principles and philosophy of social group work were applied	**Very good** understanding of the key principles and philosophy of social group work were applied	**Good** understanding of of the key principles and philosophy of social group work were applied	**Fair** identification of understanding of the key principles and philosophy of social group work were applied	No understanding of the key principles and philosophy of social group work were applied	/25
Application about knowledge of group work dynamics and self……………………………………….…..(25%).					

Excellent understanding and application of the complexity of groupwork dynamics and were easily demonstrated Self assessment or reflection is evident and insightful	Very good understanding and application of the complexity of groupwork dynamics and were mostly demonstrated Self assessment or reflection is mostly evident	Good understanding and application of the complexity of groupwork dynamics and were somewhat demonstrated Self assessment or reflection is somewhat evident	Fair understanding and application of the complexity of groupwork dynamics and were unclear in their demonstration Self assessment or reflection is somewhat adequate	Little or no understanding and application of the complexity of groupwork dynamics and this was not demonstrated Self assessment or reflection is absent or inadequate	/25
Development of program informed by social work literature …………………………….(25%).					
Excellent application of social work literature, use of critique and argument of this key literature which is evident in the analysis	Very good application of social work literature, use of critique and argument of this key literature which is evident in the analysis	Good application of social work literature, use of critique and argument of this key literature which is mostly evident in the analysis	Adequate application of social work literature, some use of critique and argument of literature with some evidence in the analysis	Poor or no application of social work literature or use of critique and argument of key literature and no evidence of analysis	……….../25
HD 84.5-100%	**D 74.5-84.49%**	**C 64.50-74.49%**	**P 49.50-64.49%**	**F <49.5%**	**MARKS**
Referencing ……………………………………………………………………….(10%)					
All literature used is appropriate and scholarly. Minimum of **10** references Harvard referencing formatted used with no mistakes. Excellent evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is appropriate and scholarly. Minimum of **9** references. Harvard referencing formatted used with minimal. Mistakes Very good evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is appropriate and scholarly. Minimum of **8** references. Harvard referencing formatted used with some mistakes. Good evidence of broad independent research with scholarly balance between academic literature and online resources.	Some of literature used is appropriate and scholarly. Minimum of **7** references Harvard referencing formatted used with many mistake Adequate evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references Inadequate evidence of broad independent research with scholarly balance between academic literature and online resources.	……….../10
TOTAL MARKS					

Referencing Style

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

Submission
Online Group

Submission Instructions
Please read the Assessment Task submission.

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 – Audio-visual Submission Individual submission (15 minutes)

Assessment Type
Practical Assessment

Task Description
Aim
The aim of this assessment is to explore Family Work Skills in a practical and visual presentation. This assessment will improve your knowledge, skills and analysis of family dynamics.

TASK LOGISTICS

1. For submission, a 15-minute recording of a simulated family work session involving your professional response to at least two people imagining themselves as the presenting family of the service. This is a role-playing simulation.
2. For continuity of learning, students that have completed Assessment Tasks for SOWK12009 Casework and Case Management, may continue with their client, engaging the most important family member to emerge in that work.
3. Alternatively, all students are free to submit this Assessment Task with new clients, scenarios, and social issues.
4. It is important to remember that there is no perfect interview or one single formula for demonstrating effective helping.
5. You must engage reflectively with the concept of 'use of self' in your preparation for this Task.
6. This Assessment Task invites you to begin demonstrating your style of social work practice.
7. Each submission/approach will be as unique as your peers accompanying you in this Unit.
8. Your submission must not be edited, but show an uninterrupted, unedited 15 minute segment of family work practice.

PREPARATION OF THE SIMULATED FAMILY

1. All people involved in this Task are imagining and playing a role in a simulated learning activity
2. All participants must sign the Consent Form (a waiver) to be filmed prior to filming. This Consent Form is at the end of this assessment Task.
3. You must submit the Consent Form with your Assessment Task AV.
4. Emotional, cultural and physical safety for both you and your role players must always be considered in this style of experiential professional education
5. Approach your role play participants early in the term. Previous students have been able to complete their video recording after-hours during residential school with students in their small learning group.
6. 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.
7. Sometimes participants become anxious for you if they have too much information to recall. After providing them with the basic scenario, give your participants time to further develop the role in any direction they wish, 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.

Instructions
Please follow the steps below to complete your assessment task:

1. Attend the Zoom session which will be scheduled and recorded to discuss this Assessment Task.
2. Test run your recording equipment before attempting the full 15-minute product.
3. Ensure the camera and audio focus on you but is useful to have both the participants in the frame.
4. Find a critical friend in your class preparation for Assessment Task 3 – The Critique, and swap recordings, and ask for their honest feedback.
5. 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. 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.
6. If you are adhering to social distancing, the audio-visual recording can be recorded using the videoconferencing formal of Zoom.
7. All students have access to a student Zoom account.
8. Zoom records should be save and named with Full name, student number and attached to your cover page, along with the Consent Form, Reference List and submitted into Moodle.
9. If storage of the AV is problematic in terms of space, contact TASAC for support to upload to the Cloud
CONSENT FORM

PARTICIPANT CONSENT FORM FOR FILMING A SIMULATED FAMILY WORK SESSION FOR ASSESSMENT

UNIT COORDINATOR: Jeannie Duggan

STUDENT NAME:

UNIT NUMBER: SOWK12011

UNIT NAME: Social Group Work and Family Work

ASSESSMENT TASK NUMBER 2:

I have been given information about the filming of a simulated family work session for an assessment task in the Social Work degree.

I am prepared to sign this form as part of a talent release form so that I may participate in the filming.

I understand my participation in this film is completely voluntary and I an free to refuse to participate and I am free to withdraw from the filming process at any time. My refusal to participate or withdrawal of consent will not have consequences for myself or the student undertaking this Task.

By signing below, I am indicating my consent to (please tick). If **not** yes, then consent may be questioned.

CONSENT REQUIREMENTS	YES
I consent to my being filmed in this simulation	
I am over 18 years of age	
I understand I am playing an imaginary role in a simulated family work scenario learning activity	
I am fully apprised of, and agree with the social issue identified for this role as part of the simulated scenario	
I know that the negotiated social issue identified is not closely related to anything in my past or present situation in real life	
I realise I will need to draw upon my experiences or create composites of other people	
I will have the opportunity to debrief or discuss the simulation after filming.	
If I have any enquiries about the filming, I know I can contact the student, the Unit Coordinator Jeannie Duggan of the University Complaints website: https://www.cqu.edu.au/feedback	
Should I require counselling support following the film I can contact: counselling@cqu.edu.au, phone 07 4930 9456	
I understand that the film will be the property of CQUniversity and not distributed in any form, for any purposes other than that intended above.	

I consent with the above conditions and for its use to be in the manner described above.

Signature .... Date....................................

Assessment Due Date

Week 10 Monday (20 Sept 2021) 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

Weighting

30%

Minimum mark or grade

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

Assessment Criteria

Marking Criteria

Unit: SOWK12011

Assignment 2: Audiovisual recording of Family Work skills

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure of Audiovisual – overall submission (10%)					

AV **completely** conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, Consent form, audiovisual requirements, reference list submission. Preparation of the simulated family The quality of the AV very clearly demonstrates family work skills of the student	The AV **mostly conforms** to the Assignment Presentation guidelines. Assignment cover page including name, student number, Consent form, audiovisual requirements, reference list submission. Preparation of the simulated family The quality of the AV clearly demonstrates family work skills of the student	The AV somewhat conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, Consent form, audiovisual requirements, reference list submission. Preparation of the simulated family The quality of the AV mostly shows family work skills of the student	The AV **occasionally** conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, Consent form, audiovisual requirements, reference list submission. Preparation of the simulated family The quality of the AV occasionally shows family work skills of the student	The AV submission **unsuccessfully** show the Assignment Presentation guidelines. Assignment cover page including name, student number, Consent form, audiovisual requirements, reference list submission. Poor preparation of the simulated family The quality of the AV is so poor that it mostly does not show family work skills of the student	......./10

Application of family work principles and AASW social work values into practice with families…………….(20%)

Very clearly identifies the application of family work principles and AASW social work values were evident in the practice example. Application of family work principles demonstrated with competence	**Very good** identification of the application of family work principles and AASW social work values were evident in the practice example. Application of family work principles were mostly demonstrated with competence	**Good i**dentification of the application of family work principles and AASW social work values were evident in the practice example. Application of family work principles were somewhat demonstrated with competence	**Fair** identification of the application of family work principles and AASW social work values were evident in the practice example. Application of family work principles were occasionally demonstrated with competence	The identification of the application of family work principles and AASW social work values were not evident in the practice example. Application of family work principles were not demonstrated	........./20

Demonstrates the application of assessment skills in practice including different perspectives and narratives……..(20%)

Outstanding assessment skills demonstrated with evidence of complex problem exploration and facilitation of family discussion that considered dynamics, roles and competing agendas.	Comprehensive assessment skills illustrated in the practice example. A range of issues were addressed in detail and an awareness of competing perspectives and agendas were also noted. Application of family work knowledge regarding the subtleties of roles and relationship dynamics were also demonstrated.	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.	Clear and logical facilitation of assessment evident in the practice example. Development needed in exploring issues in more depth.	Application of assessment skills was inadequate or inappropriate or not evident.	......../20

Demonstrates application of knowledge of family dynamics, roles and relationships …………………………(20%).

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.	Application of family knowledge regarding the subtleties of roles and relationship dynamics was demonstrated well.	Knowledge of family dynamics, roles and relationships was evident and informed the discussion	Knowledge of family dynamics, roles and relationships was clear and appropriate. Further depth required	Poor or no application of knowledge of family dynamics, roles or relationships	........../20

Ability to create a professional setting drawing on one school of family work practice ....(10%)

A thorough demonstration of one school of family therapy was provided with excellent facilitation and management of the professional setting.	Comprehensive demonstration of one school of family therapy was provided with very good facilitation and management of the professional setting.	Sound demonstration of one school of family therapy was provided with appropriate facilitation and management of the professional setting.	Adequate demonstration of one school of family therapy was provided with some facilitation and management of the professional setting.	Poor or no demonstration of one school of family therapy was provided with poor facilitation and management of the professional setting.	......../10

Demonstrated use of self in the helping relationships…………………………………………………………………….(10%)

Excellent use of self in the helping relationship demonstrating complex skills	Very good and skilful use of self in the helping relationship	Good demonstration of the use of self in the helping relationship evident	Adequate use of self in the helping relationship. Reflective practice required.	Inappropriate or inadequate use of self in the helping relationship.	.........(10%

Referencing …………………………………………………………………………………………………(10%)

All literature used is appropriate and scholarly. Minimum of 5 references Excellent evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is appropriate and scholarly. references. Very good evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is appropriate and scholarly. references. Good evidence of broad independent research with scholarly balance between academic literature and online resources.	Some of literature used is appropriate and scholarly. references Adequate evidence of broad independent research with scholarly balance between academic literature and online resources.	Most of the literature used is inappropriate and not from a scholarly source. Inadequate evidence of broad independent research with scholarly balance between academic literature and online resources.	........../10

TOTAL MARKS	

Referencing Style

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

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 family work skills demonstration (Individual submission) 2000 words; 40%

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is to critique Family Work Skills from the practical and visual presentation. This assessment will improve your knowledge, skills, and analysis of family dynamics.

Your Role
From your previous Assessment Task, imagine yourself as that student on placement and your field educator has asked you to write a formal academic critique of your recorded family work practice.

Instructions
This Assessment Task is a critique that requires the application and integration of the theories of family and family work practice presented in this Unit. The focus of this submission is your ability to demonstrate your critique of family work skills in 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.
Please consider the following suggestions to complete your assessment task:

1. You are encouraged to develop a hypotheses about the relationships within the family informed by the knowledge of family dynamics presented in this Unit and at the compulsory residential school.
2. 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.
3. Provide evidence of reflective and reflexive practice, linking to your own personal values, beliefs, bias, consider what prompted your thinking, responses and reactions.
4. Demonstrate the language you would have preferred to use at points where you have identified limitations in your practice.
5. Use direct quotes in your critique to re-work or revise the language used in Assessment 2 (Audio-visual presentation that you think could be improved.
6. 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 subsystem.
7. Devote the final sections of your assessment to interventions for change such as activities or aides you think would have assisted you in moving the family toward the action-phase of the change process.
8. Suggest input or knowledge that you suspect the family needs in order to accomplish those changes.
9. Select possible techniques drawn from published literature that fill well with social work approaches to intervention.
10. Suggest how you intend to continue evaluating the changes that the family seeks.

Assessment Due Date
Review/Exam Week Monday (11 Oct 2021) 6:00 pm AEST
Moodle submission

Return Date to Students

Weighting
40%

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

Assessment Criteria
Marking Criteria
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.
SOWK12011: Social goup work and family work
Asssesment Three Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure – overall submission (10%)					

Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission. Introduction and Conclusion have been written. Within expected word length.	Discussion **mostly** conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit.	Discussion **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit.	Discussion **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within/exceeds expected word limit.	Discussion **unsuccessfully** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. Introduction and conclusion have been included. Deviates from expected word limit.	/10
HD 84.5-100%	**D 74.5-84.49%**	**C 64.50-74.49%**	**P 49.50-64.49%**	**F <49.5%**	**MARKS**
Demonstrated capacity to apply family work principles and ideas, linking to examples in the recording…………….(15%)					
Excellent exploration, demonstration and insightful application of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding.	Applies an insightful application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding.	Good application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding	**Fair** application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding	**Poor or no** application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding	/15
Demonstrated capacity to apply theoretical knowledge and concepts to the family's presenting issues ……..(20%)					
Excellent application of theoretical knowledge and concepts were evident.	Very good application of theoretical knowledge and concepts were evident.	Good application of theoretical knowledge and concepts were evident.	Fair application of theoretical knowledge and concepts were evident.	Poor or no description of how application of theoretical knowledge and concepts were evident..	/20
Application of relevant social work literature for professional practice with families experiencing similar presenting issues………(20%).					
Excellent application of relevant social work literature with examples specifically related to the presenting issues included.	Very good application of relevant social work literature with examples specifically related to the presenting issues included.	Good application of relevant social work literature with examples specifically related to the presenting issues included.	Fair application of relevant social work literature with some examples specifically related to the presenting issues included.	Poor or no critique of the application of relevant social work literature with limited or no examples specifically related to the presenting issues included.	………./20
HD 84.5-100%	**D 74.5-84.49%**	**C 64.50-74.49%**	**P 49.50-64.49%**	**F <49.5%**	**MARKS**
Demonstrated capacity to articulate the illustrated or required for family work practice …………………………………(15%)					

Excellent and effective presentation of key skills necessary for family work with examples	Very good and mostly effective presentation of key skills necessary for family work with examples	Good and somewhat effective presentation of key skills necessary for family work with examples	Fair and adequate presentation of key skills necessary for family work with examples	Poor or no demonstration of effective presentation of key skills necessary for family work with examples	....../15
Demonstrated awareness and capacity to reflect on the use of self and link to examples in the recording............(10%)					
Excellent demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording	Very good demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording	Good demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording	Fair demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording	Poor or no demonstration of awareness and capacity to reflect on the use of self with no texamples in the recording	........../10
Referencing ....(10%)					
All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal. mistakes	Most of the literature used is appropriate and scholarly. Minimum of **6** references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of **5** references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	........../10
TOTAL MARKS					

Referencing Style

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

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