



# **SOWK12011 Social Group Work and Family Work**

## **Term 2 - 2022**

Profile information current as at 27/04/2024 02:59 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.

# Corrections

## Unit Profile Correction added on 25-07-22

Assessment 1 30%

Assessment 1 Part A worth 20%

Assessment 1 Part B worth 10%

### Marking Rubric for 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       |
|--|---|--|---|--|-------------|
| <b>Submission adheres to the prescribed structure and layout of the program (10%)</b>  |   |  |   |  |             |
| Submission consistently adheres to the prescribed structure and layout with appropriate use of headings and tables. Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. | Submission consistently adheres to the prescribed structure and layout. Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. | Adherence to the prescribed structure and layout mainly evident. Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Information is clear and easy to read, with interpretation mostly possible. | Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Information is not presented in an organised, structured format, and can be difficult to read and interpret | Very limited or no adherence to the prescribed structure and layout. Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret | /10         |
| <b>HD 84.5-100%</b>  |   |  |   |  |             |
| <b>Application of philosophy and principles that underpin models of group work into the design of the program (40%)</b>  |   |  |   |  |             |
| Excellent application of the key principles and philosophy of social group work. Explanation of how the philosophy and principles apply into the program design is comprehensive.  | Very good application of the key principles and philosophy of social group work. Explanation of how the philosophy and principles apply into the program design is mostly comprehensive.  | Good application of the key principles and philosophy of social group work. Good explanation of how the philosophy and principles apply into the program design but missing the details  | Adequate application of the key principles and philosophy of social group work. Explanation of how the philosophy and principles apply into the program design is superficial, or can be difficult to understand.                                     | Inadequate application of the key principles and philosophy of social group work. Explanation of how the philosophy and principles apply into the program design is poor or missing.   | /40         |
| <b>HD 84.5-100%</b>  |   |  |   |  |             |
| <b>Utilise knowledge of group work dynamics and social work skills and knowledge into the program (40%).</b>   |   |  |   |  |             |
| Excellent application of the complexity of groupwork dynamics to the program. Comprehensive and detailed discussion focused on how the group dynamics would be responded to within the group program and the social work knowledge and skills required.  | Very good application of the complexity of groupwork dynamics to the program. Detailed discussion focused on how the group dynamics would be responded to within the group program and the social work knowledge and skills required  | Good application of the complexity of groupwork dynamics to the program. Discussion focused on how the group dynamics would be responded to within the group program and the social work knowledge and skills required are well covered.   | Fair application of the complexity of groupwork dynamics. There are areas which are unclear. Adequate discussion focused on how the group dynamics would be responded to within the group program and the social work knowledge and skills required.  | Little or no application of the complexity of groupwork dynamics. Poor or no discussion focused on how the group dynamics would be responded to within the group program and the social work knowledge and skills required.  | /40         |
| <b>HD 84.5-100%</b>  |   |  |   |  |             |
| <b>Referencing (10%)</b>   |   |  |   |  |             |
| All literature used is appropriate and scholarly. APA referencing is used with no mistakes.  | Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes.  | Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes.  | Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes.   | Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used.   | ...../10    |
| <b>TOTAL MARKS</b>   |   |  |   |  | <b>/100</b> |

## 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 - 2022

- 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



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks                      | Learning Outcomes |   |   |   |   |   |   |
|---------------------------------------|-------------------|---|---|---|---|---|---|
|                                       | 1                 | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>1 - Written Assessment - 30%</b>   | •                 | • | • |   |   |   | • |
| <b>2 - Practical Assessment - 30%</b> |                   |   | • |   |   |   |   |
| <b>3 - Written Assessment - 40%</b>   | •                 |   | • | • | • | • | • |

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Agnieszka Sobolewska** Unit Coordinator

[a.sobolewska2@cqu.edu.au](mailto:a.sobolewska2@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

| Module/Topic                         | Chapter                          | Events and Submissions/Topic |
|--------------------------------------|----------------------------------|------------------------------|
| Orientation and Introduction to Unit | Readings and Resources on Moodle |                              |

### Week 2 - 18 Jul 2022

| Module/Topic  | Chapter                          | Events and Submissions/Topic |
|---|----------------------------------|------------------------------|
| Social group work - Overview<br>The Mainstream Model<br>Core Concepts - Group Goals, Group Structure<br>Planning for Assessment 1 - Forming Duos or Trios | Readings and Resources on Moodle |                              |

### Week 3 - 25 Jul 2022

| Module/Topic  | Chapter                          | Events and Submissions/Topic |
|---|----------------------------------|------------------------------|
| Social Group Work<br>Group Communication<br>Group development | Readings and Resources on Moodle |                              |

### Week 4 - 01 Aug 2022

| Module/Topic  | Chapter                          | Events and Submissions/Topic |
|---|----------------------------------|------------------------------|
| Social Group Work<br>Power relationships in groups<br>Termination | Readings and Resources on Moodle |                              |

### Week 5 - 08 Aug 2022

| Module/Topic                                    | Chapter                          | Events and Submissions/Topic |
|---|----------------------------------|------------------------------|
| Tenets of Family Therapy<br>Skills for Practice | Readings and Resources on Moodle |                              |

### Vacation Week - 15 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Week 6 - 22 Aug 2022

| Module/Topic  | Chapter                          | Events and Submissions/Topic  |
|---|----------------------------------|---|
| Family of Origin<br>Intergenerational Family Work<br>Working with Genograms | Readings and Resources on Moodle | <b>Social group work program (Duo or trio submission -1500 words)<br/>Part A Social Groupwork Program and Part B Self and Peer Assessment</b> Due: Week 6 Wednesday (24 Aug 2022) 11:45 pm AEST |

### Week 7 - 29 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Structural Family Work Readings and Resources on Moodle

#### Week 8 - 05 Sep 2022

| Module/Topic         | Chapter                          | Events and Submissions/Topic |
|----------------------|----------------------------------|------------------------------|
| Conjoint Family Work | Readings and Resources on Moodle |                              |

#### Week 9 - 12 Sep 2022

| Module/Topic       | Chapter                          | Events and Submissions/Topic          |
|--------------------|----------------------------------|---------------------------------------|
| Residential School | Readings and Resources on Moodle | Residential School<br>September 16-18 |

#### Week 10 - 19 Sep 2022

| Module/Topic  | Chapter                          | Events and Submissions/Topic |
|---------------|----------------------------------|------------------------------|
| Consultations | Readings and Resources on Moodle |                              |

#### Week 11 - 26 Sep 2022

| Module/Topic        | Chapter                          | Events and Submissions/Topic |
|---------------------|----------------------------------|------------------------------|
| Practice Frameworks | Readings and Resources on Moodle |                              |

#### Week 12 - 03 Oct 2022

| Module/Topic      | Chapter                          | Events and Submissions/Topic |
|-------------------|----------------------------------|------------------------------|
| Independent Study | Readings and Resources on Moodle |                              |

#### Review/Exam Week - 10 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
|              |         | <b>Family Work - Audio-visual Submission Individual submission (15 minutes)</b> Due: Review/Exam Week Monday (10 Oct 2022) 6:00 pm AEST<br><b>Critique of family work skills demonstration (Individual submission) 1500 words; 40%</b> Due: Review/Exam Week Monday (10 Oct 2022) 6:00 pm AEST |

#### Exam Week - 17 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Assessment Tasks

### 1 Social group work program (Duo or trio submission -1500 words) Part A Social Groupwork Program and Part B Self and Peer Assessment



#### Assessment Type

Written Assessment

#### Task Description

#### Aim

The aim of this assessment is to explore various models of groupwork incorporating partnerships with colleagues to develop session by session activities. This assessment has two components:

  Part A is a social group work program.

Part B is a reflection of your own and peer contributions to the groupwork process.



## INSTRUCTIONS FOR PART A AND B

This assessment task requires you to do the following:

### PART A

#### TASK LOGISTICS

1. Form a working partnership with one or two students for this assessment task.
2. Ensure the names of your group members 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" and is provided in the additional reading list on Moodle.
4. As a social work student, you are expected to have participated in your own group work process in preparation for this submission.


#### 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. Develop a social group work program to demonstrate your knowledge of this model.
4. Provide evidence-based sources in your program to support its content.
5. 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).

#### 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 program.
3. Dependent on the client group selected, and their needs, the group work program will be four sessions.
4. In your submission, please include a preamble to the program to orient future workers to the approach you have taken and how it is informed.

The preamble may include the following:

1. The criteria that potential clients must meet to be suitable for the program to ensure their safety and their success 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 (assess an actual site in your local community: church  hall/school/human services agency), set up, and delivery of group work programs and how these issues will be managed.
5. The management of co-facilitation roles and cultural sensitivity

#### STRUCTURE AND LAYOUT OF PROGRAM FOR ASSESSMENT SUBMISSION

1. The program 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 and supporting responses to the social issue chosen.

Method of evaluating client change (session by session and whole of program)

1. This program layout above is provided as a guide for headings, however you may incorporate additional headings.
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 the social work literature, group dynamics, and the integration of relevant theory.

## Literature and references






In this assessment use at least 8 contemporary references to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of quality reference: currency, authority, relevance, objectivity and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Use formal language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

## Part B Self & Peer Assessment

Part B is a reflection of your own contribution to the group work process and your feedback on your peer's contribution to the group process.



-  Once your group has submitted Part A, you will be sent a survey link (Self Peer Assessment Tool) for completion. 
- Within this survey you will have an opportunity to rate and comment on your own; your peer/s and overall groups contribution to the 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 to the group process. Should there be an issue with the self and peer survey please contact the Unit Coordinator immediately to resolve.
- Submit your survey as instructed.

## Assessment criteria

The survey will allow you to assess group members on the following participation criteria as well as undertake 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

Self assessment:

1. Identification of strengths and limitations of contribution to the group process and dynamic
2. Identification of contribution style and professional communication skills
3. Identification of skills and knowledge required to further develop groupwork skills and methods
4. Reflection on feedback received through the SPA and group termination phase discussion.

**Assessment Due Date**

Week 6 Wednesday (24 Aug 2022) 11:45 pm AEST

Moodle submission in word document only

**Return Date to Students**

Week 8 Wednesday (7 Sept 2022)

Moodle

**Weighting**

30%

**Assessment Criteria**

**Marking Rubric for 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    |
|--|---|--|---|--|----------|
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| <b>Utilise knowledge of group work dynamics and social work skills and knowledge into the program (35%).</b>   |   |  |   |  |          |
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| <b>Referencing (10%)</b>   |   |  |   |  |          |
| All literature used is appropriate and scholarly. APA referencing is used with no mistakes.  | Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes.  | Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes.  | Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes.   | Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used.   | ...../10 |
| TOTAL MARKS  |   |  |   |  | /90      |

**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 (recording range is between 14 to 16 minutes) of a simulated family work session involving your professional response to at least two people imagining themselves as the presenting family within the service you work. This is a role-playing simulation.
2. It is important to remember that there is no perfect interview or one single formula for demonstrating effective helping.
3. You must engage reflectively with the concept of 'use of self' in your preparation for this Task.
4. This Assessment Task invites you to begin demonstrating your style of social work practice.
5. Each submission/approach will be unique and individual to each student completing this Unit.
6. 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 can be found 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. Test run your recording equipment before attempting the full 15-minute product.
2. Ensure the camera and audio focus on you but is useful to have both the participants in the frame.
3. Find a critical friend in your class preparation for Assessment Task 3 to provide constructive critique, swap recordings, and get honest feedback.
4. 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.
5. All students have access to a student Zoom account.
6. Zoom records should be saved and named. Attach a cover page with your full name, your student number, along with the Consent Form, Reference List and submit it onto Moodle.
7. If storage of the AV is problematic in terms of space, contact TASAC for support to upload to the Cloud.
8. Please complete the checklist which will be available on Moodle for you to download.



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

UNIT COORDINATOR: Dr Agnieszka Sobolewska

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. I am free to refuse to participate and I am free to withdraw from the filming process at any time. My refusal to participate or my 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 being filmed in this simulation   |     |
| I am over 18 years of age  |     |
| I understand that I am playing a fictional 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 that 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.   |     |
| Should I require counselling support following the film I can contact: <a href="mailto:counselling@cqu.edu.au">counselling@cqu.edu.au</a> , 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**

Review/Exam Week Monday (10 Oct 2022) 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 (21 Oct 2022)

Submissions returned 2-3 weeks from due date

**Weighting**

30%

**Minimum mark or grade**

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

**Assessment Criteria**

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

**Presentation and Structure of Audiovisual - overall submission (10%)**

AV completely conforms to the Assignment Presentation guidelines. Submission includes assignment cover page, consent form, audiovisual requirements. 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. 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. 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. Preparation of the simulated family. The quality of the AV occasionally shows family work skills of the student.

The AV submission does not conform to the Assignment Presentation guidelines. Poor preparation of the simulated family. The quality of the AV is unsatisfactory and mostly does not show family work skills of the student.

...../10

**Demonstrates the application of assessment skills in practice including different perspectives and narratives..... (25%)**



Outstanding assessment skills demonstrated with evidence of complex problem exploration and questions to aid exploration being asked. Different perspectives and competing agendas within the family were explored.

Very good assessment skills demonstrated in the practice example and questions to aid exploration being asked. A range of issues were explored in detail. Different perspectives within the family were acknowledged.

Good assessment skills demonstrated in the practice example. More than one issue was explored in depth and the range of perspectives within the family was acknowledged.

Satisfactory assessment skills demonstrated in the practice example. Exploration of the issues was superficial and needed more depth. Guiding questions were used but were limited.

The assessment skills demonstrated were inadequate or inappropriate or not evident. The exploration of issues was very limited.

...../35

**Demonstrates application of knowledge of family dynamics, roles and relationships .....(25%).**

Excellent application of knowledge of the subtleties and complexity of family dynamics, roles and relationships in the practice example. Use of this knowledge informs the family discussion.

Very good application of knowledge of family dynamics, roles and relationships in the practice example. This knowledge mainly informs the discussion with the family.

Good application of knowledge of family dynamics, roles and relationships in the practice example.

Satisfactory application of knowledge of family dynamics, roles and relationships in the practice example. The application required was superficial and required more depth.

Unsatisfactory or limited application of knowledge of family dynamics, roles and relationships.

...../35

**Demonstrated use of self in the helping relationships including active listening skills to initiate/build upon and develop an empathic relationship..... (10%)**

|  |  |   |   |   |          |
|--|--|---|---|---|----------|
| Excellent use of self in the helping relationship demonstrating complex skills. Demonstration of deep listening skills incorporating multiple techniques and approaches. | Very good and skillful use of self in the helping relationship was evident. Good demonstration of empathy with well-developed attending, paraphrasing, summarizing and reflecting. | Good use of self in the helping relationship was evident. Demonstration of empathy and appropriate techniques (attending, paraphrasing, summarizing and reflecting) | Adequate use of self in the helping relationship was demonstrated. Basic empathy is demonstrated with an appropriate response using open questions. | Inappropriate or inadequate use of self in the helping relationship. Demonstration of active listening skills was ineffective or incongruent with the needs and presentation of the client. Empathy was not well understood or there was an overuse of closed or directive questioning. | ...../20 |
|--|--|---|---|---|----------|

## 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 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) 1500 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.

Literature and references In this assessment use at least 10 contemporary references to support your discussion.

Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of quality reference: currency, authority, relevance, objectivity and coverage.

Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

#### 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. You are to critique your own family work skills including your strengths and the areas that need improvement or further development. In your critique, you are required to draw on the knowledge, skills and theory you have acquired over the course of your studies.

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 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 that 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.

### Literature and references

In this assessment use at least 10 contemporary references to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of quality reference: currency, authority, relevance, objectivity and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Use formal language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count excludes the reference list but includes in-text references and direct quotations.

### Submission

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

### Assessment Due Date

Review/Exam Week Monday (10 Oct 2022) 6:00 pm AEST  
Moodle submission

### Return Date to Students

Exam Week Friday (21 Oct 2022)  
Submissions returned 2-3 weeks after due date

### 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 group work and family work

Assessment 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 |
|--------------|---------------|----------------|----------------|----------|-------|
|--------------|---------------|----------------|----------------|----------|-------|



| <b>Presentation and Structure - overall submission (10%)</b>   |  |   |   |   |              |
|--|--|---|---|---|--------------|
| Excellent presentation, structure and written communication skills.  | Very good presentation, structure and written communication skills.  | Good presentation, structure and written communication skills.  | Satisfactory presentation, structure and written communication skills.  | Unsatisfactory presentation, structure and written communication skills.  | /10          |
| <b>HD 84.5-100%</b>  | <b>D 74.5-84.49%</b>   | <b>C 64.50-74.49%</b>   | <b>P 49.50-64.49%</b>   | <b>F &lt;49.5%</b>  | <b>MARKS</b> |
| <b>Demonstrated capacity to apply family work principles and ideas, linking to examples in the recording.....(30%)</b>   |  |   |   |   |              |
| Excellent exploration, demonstration and insightful application of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding. Excellent application of theoretical knowledge and concepts. | Very good application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding. Very good application of theoretical knowledge and concepts. | Good application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding. Good application of theoretical knowledge and concepts.  | Fair application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding. Fair application of theoretical knowledge and concepts | Poor or no application and demonstration of family work ideas and principles using examples from the recording to demonstrate the complexity of understanding. Poor or no application of theoretical knowledge and concepts.          | /30          |
| <b>Application of relevant social work literature for professional practice with families experiencing similar presenting issues.....(25%).</b>  |  |   |   |   |              |
| 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.   | /25          |
| <b>HD 84.5-100%</b>  | <b>D 74.5-84.49%</b>   | <b>C 64.50-74.49%</b>   | <b>P 49.50-64.49%</b>   | <b>F &lt;49.5%</b>  | <b>MARKS</b> |
| <b>Demonstrated capacity to articulate the key skills required for family work practice and reflect on the use of self in relation to the recording example.....(25%)</b>  |  |   |   |   |              |
| Excellent and effective presentation of key skills necessary for family work with examples. Excellent demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording.                                 | Very good and mostly effective presentation of key skills necessary for family work with examples. Very good demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording.  | Good and somewhat effective presentation of key skills necessary for family work with examples. Good demonstration of awareness and capacity to reflect on the use of self and link to examples in the recording. | Fair and adequate presentation of key skills necessary for family work with examples. 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 effective presentation of key skills necessary for family work with examples. Poor or no demonstration of awareness and capacity to reflect on the use of self with no link to examples in the recording. | ...../25     |
| <b>Referencing .....(10%)</b>  |  |   |   |   |              |

|   |   |  |   |  |          |
|---|---|--|---|--|----------|
| All literature used is appropriate and scholarly. APA referencing is used with no mistakes. | Most literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. | Most literature used is appropriate and scholarly. APA referencing is used with some mistakes. | Some of literature used is appropriate and scholarly. APA referencing is used with many mistake | Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. | ...../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