



# SOWK12011 Social Group Work and Family Work

## Term 2 - 2023

Profile information current as at 29/04/2024 06:36 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

This unit is designed to provide you with a comprehensive understanding of the dynamics, processes, and techniques for effective social group work and family work. You will explore key theories and social work practices to prepare you to navigate various group and family work situations. Additionally, you will develop skills that will allow you to work with groups in various configurations ultimately enhancing your ability to enact positive change in the lives of individuals, families, and communities.

### 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 - 2023

- Online

### 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. **Case Study**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### 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 SUTE Unit Comments

**Feedback**

I thoroughly enjoyed this unit and learning about the dynamics and complexities of group and family work.

**Recommendation**

Continue with the content as well as the focus of applying theory to practice

#### Feedback from SUTE Unit Comments

**Feedback**

I would have like more video examples of group and family work sessions.

**Recommendation**

Continue to assess the availability of learning resources that are relevant to the unit content and unit outcomes.

## Unit Learning Outcomes

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

1. Analyse the underlying philosophical tenets informing family work models.
2. Explain the knowledge underpinning group and family processes to analyse social work case scenarios.
3. Identify, describe and apply the essential core skills for effective social group work and family work.
4. Justify social work method for family and group work in a particular situation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 50%	•	•	•	•
2 - Written Assessment - 50%		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

## Textbooks and Resources

### Textbooks

SOWK12011

#### Prescribed

**Empowerment Series: Social Work with Groups: Comprehensive Practice and Self-Care.** Cengage (2019)

Authors: Zastrow, C., & Hessenauer, S. L

Cengage Learning

Binding: eBook

SOWK12011

#### Supplementary

**Brooks/Cole empowerment series: An introduction to family social work**

(2012)

Authors: Collins, D., Jordan, C., & Coleman, H.

Binding: eBook

#### Additional Textbook Information

eBooks are available to purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## 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 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to family social work	Please refer to Moodle for readings and resources	

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Family systems	Please refer to Moodle for readings and resources	

### Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Family life cycle Please refer to Moodle for readings and resources

#### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Beginning family work	Please refer to Moodle for readings and resources	

#### Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Narrative family work	Please refer to Moodle for readings and resources	

#### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Gender sensitive practice & feminist family work	Please refer to Moodle for readings and resources	

#### Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Family Work Interventions	Please refer to Moodle for readings and resources	<b>Family Work Case Study</b> Due: Week 7 Friday (1 Sept 2023) 11:59 pm AEST

#### Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to group work	Please refer to Moodle for readings and resources	

#### Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Establishing groups	Please refer to Moodle for readings and resources	

#### Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Stages of group development	Please refer to Moodle for readings and resources	

#### Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Communication & group work	Please refer to Moodle for readings and resources	

#### Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Group work termination & evaluation	Please refer to Moodle for readings and resources	<b>Social Group Work</b> Due: Week 12 Friday (6 Oct 2023) 11:59 pm AEST

#### Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Family Work Case Study

#### Assessment Type

Case Study

#### Task Description

Due date: Friday, Week 7, 1 September 2023, 11:59 PM AEST

Weighting: 50%

Length: 2000 words

Unit Coordinator: Dr Agnieszka Sobolewska

#### Instructions

In this assessment, you will apply knowledge of family processes and family work models to a case study that will be uploaded onto Moodle. In approaching this assessment task, please position yourself as a social work student undertaking field education placement based in a community agency, within a family relationships team. Your supervisor has asked you to write a document focused on how you would begin working with the family applying knowledge of family processes, models of family work, and practice skills.

Please follow the steps below to complete your assessment task.

(1) Drawing on the theoretical concepts in this unit, articulate what is your understanding of how the presenting issue might be impacting the family members. In your discussion, explore the family's boundaries, roles, rules and communication patterns, as well as consider the influence of the family's lifecycle stage.

(2) Drawing on at least one model of family work presented in this unit, discuss how you would begin engaging the family to work on the presenting issues. Discuss the key theoretical tenets and how you would be guided by the theoretical model, or models, in order to work with the family around the presenting issues.

(3) Identify the interpersonal dynamics that you expect to emerge in the course of family work, and discuss how you would manage these.

(4) Discuss the skills required for family work. You may want to also consider here your reactions to this case and how you would minimise your personal bias when working with the family.

#### Literature and references

In this assessment use at least 10 contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a 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: for example, the Australian College of Nursing or the Australian Association of Social Workers.

#### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Use formal academic 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 is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

#### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here.](#)

#### Submission

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

#### Re-attempts

If you are not successful in this assessment, you **may** be offered the opportunity to reattempt this assessment. If you are offered the opportunity to re-attempt, your mark will not be more than 50% of the available marks for this assessment.

## Learning Outcomes Assessed

- Analyse the underlying philosophical tenets informing family work models
- Explain the knowledge underpinning group and family processes to analyse social work case scenario
- Identify, describe and apply the essential core skills for effective social group work and family work
- Justify social work method for family and group work in a particular situation

## Assessment Due Date

Week 7 Friday (1 Sept 2023) 11:59 pm AEST

## Return Date to Students

Week 10 Monday (18 Sept 2023)

## Weighting

50%

## Assessment Criteria

Key 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: Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic 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. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate or no adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	...../10
Application of knowledge of family processes to the case (25%)	Detailed and comprehensive examination of family dynamics, roles and relationships present in the case based on family work concepts. Content is detailed and multifaceted. (21.15-25.0)	Comprehensive examination of family dynamics, roles and relationships present in the case based on family work concepts. Content is clear and thorough. (18.65-21.10)	Generally good application of family processes knowledge to the program. Some parts are more detailed than others. Content is clear with some areas less comprehensively addressed than others (16.15-18.60)	Sound application of family processes knowledge to the case with basic descriptions. Some parts are unclear and there are inconsistencies or gaps in knowledge. Content is unclear and limited in part (12.40-16.10)	Unsatisfactory, unclear or missing application of family processes knowledge to the case. There is no sufficient content. (<12.40).	...../25
Application of theoretical concepts to inform family work practice (30%)	Multifaceted and insightful application of theoretical concepts to inform social work with the family. Theoretical concepts are thoroughly explained and consistently linked to the case study (25.5-30)	Very good application of theoretical concepts to inform social work with the family. Theoretical concepts are well explained and mostly applied to the case study (22.5-25.4)	Good application of theoretical concepts to inform social work with the family. Theoretical concepts are clearly explained and generally well applied to the case study (19.5-22.4)	Fair and basic application of theoretical concepts to inform social work with the family. The key theoretical concepts are identified, but their explanation limited. The theory is inconsistently linked to the case study (15-19.4)	Poor or very limited application of theoretical concepts to inform social work with the family. (<15)	...../30
Examination of the key skills required for family work (25%)	Comprehensive and detailed discussion focused on the social work skills required in working with the family dynamics. (21.15-25.0)	Mostly comprehensive discussion focused on the social work skills required in working with the family dynamics. (18.65-21.10)	Well-developed discussion focused on the social work skills required in working with the family dynamics. (16.15-18.60)	Adequate discussion focused on the social work skills required in working with the family dynamics. (12.40-16.10)	Poor or unclear and confusing discussion focused on the social work skills required in working with family dynamics. (<12.40).	.../25
Use of references and referencing (10%)	All literature used is appropriate and scholarly. The literature has been evaluated and synthesised, substantially supporting the arguments. The APA referencing conventions have been applied accurately and consistently in both in-text referencing and reference lists. (8.45-10)	All literature used is appropriate and scholarly. The literature has been synthesised to support the arguments. In both in-text referencing and the reference list, APA referencing conventions have been used accurately and consistently with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. Literature has been summarised and incorporated, supporting key points. APA referencing in both in-text referencing and the reference list have been used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. Literature has been referred to in the paper. APA referencing in both in-text referencing and the reference list have been used with many mistakes. (5-6.4)	Most of the literature used is not credible or relevant or tenuously related to the topic. APA referencing in both in-text referencing and the reference list is minimal. (<5)	...../10
Total Marks						

## Referencing Style

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

## Submission

No submission method provided.

## Learning Outcomes Assessed

- Analyse the underlying philosophical tenets informing family work models.
- Explain the knowledge underpinning group and family processes to analyse social work case scenarios.
- Identify, describe and apply the essential core skills for effective social group work and family work.
- Justify social work method for family and group work in a particular situation.

## 2 Social Group Work



## Assessment Type

Written Assessment

## Task Description

Due date: Friday, Week 12, 6 October 2023, 11:59 PM AEST

Weighting: 50%

Length: 2000 words

Unit Coordinator: Dr Agnieszka Sobolewska

## Aim

The aim of this assessment is to examine how group work can be utilised as a method of change and what knowledge and skills are required for the purpose of facilitating change.

## Instructions

Position yourself as a social work student undertaking a field education placement. Your supervisor has asked you to research the needs of your community and develop a short-term group work program that is informed by evidence. As a student, you would be expected to co-facilitate the program with your supervisor as the lead facilitator.

Dependent on the client group selected and their needs, the group program will be 4-6 sessions long.

In your submission, please include an overview with the following information to guide the initial development of the group for future workers:

- A rationale for delivering the group work rather than other social work methods such as case management, family work, or community development
- The criteria for selecting potential group members to ensure safety and enhance benefits of participation
- The aims and anticipated outcomes of participation
- Practical issues to consider during planning; for example the site, the set up, the delivery of the support group, and how any anticipated issues can be managed.

It is recommended that you present the program in A4 landscape, using the following information as column headings.

- Overview (as described above)
- Purpose of the session
- Information and activities to be delivered
- Research/theory informing the content
- Research/theory informing the group process. This information would consider the anticipated group processes associated with stages of group development and offer facilitation guidance.
- Methods of evaluating client change (session by session and the whole program)

Please note that the suggested format is a guide only and you are free to modify it.

In keeping with the succinctness requirements for such practice plans, brief statements and dot points are acceptable.

## Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a 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: for example, the Australian College of Nursing or the Australian Association of Social Workers.

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- 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 is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

## Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here.](#)

## Submission

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

### Marking Criteria

Refer to the marking rubric for more detail on how marks will be assigned.

### Learning Outcomes Assessed

- Explain the knowledge underpinning group and family processes to analyse social work case scenario
- Identify, describe and apply the essential core skills for effective social group work and family work
- Justify social work method for family and group work in a particular situation

### Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:59 pm AEST

### Return Date to Students

two weeks after submission

### Weighting

50%

### Assessment Criteria

Key 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: Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic 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. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate or no adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	...../10
Application of knowledge of group processes and social group work skills (50%)	Excellent application of group processes knowledge to the program. Comprehensive and detailed discussion focused on the social work skills required in group facilitation and responding to the group dynamics. (42.1-50)	Very good application of group processes knowledge to the program. Mostly comprehensive discussion focused on the social work skills required in group facilitation and responding to the group dynamics. (37.1-42)	Generally good application of group processes knowledge to the program. Well-developed discussion focused on the social work skills required in group facilitation and responding to the group dynamics. Some parts are more comprehensive than others. (32.1-37)	Sound application of group processes knowledge to the program. Adequate discussion focused on the social work skills required in group facilitation and responding to the group dynamics. Identification of the key processes and skills - however, the discussion about their application to the program is superficial. (25-32)	Little or no application of group processes to the program. Poor or no discussion focused on the social work skills required in group facilitation and responding to the group dynamics. Confusing and difficult to understand discussion. (<25)	...../50
Application of theory/ research to inform the content design of the group work (30%)	Excellent application of the theory/research to inform the content of the group work. Comprehensive discussion on how the content design is theoretically informed and evidence-based. (25.5-30)	Very good application of the theory/research to inform the content of the group work. Mostly comprehensive discussion on how the content design is theoretically informed and evidence-based. (22.5-25.4)	Generally good application of the theory/research to inform the content of the group work. Clear demonstration on how the content design is theoretically informed and evidence-based. Some parts are more comprehensive than others. (19.5-22.4)	Sound application of the theory/research to inform the content of the group work. Superficial and limited articulation on how the content design is theoretically informed and evidence-based. (15-19.4)	Little or no application of the theory/research to inform the content of the group work. Poor or no articulation on how the content design is theoretically informed and evidence-based. The application is confusing and difficult to understand. (<15)	...../30
Referencing... (10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. (<5)	...../10
Total Marks						

### Referencing Style

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

### Submission

No submission method provided.

### Learning Outcomes Assessed

- Explain the knowledge underpinning group and family processes to analyse social work case scenarios.
- Identify, describe and apply the essential core skills for effective social group work and family work.
- Justify social work method for family and group work in a particular situation.

## 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