



# SOWK12014 *Ethical Professional Practice*

## Term 2 - 2023

Profile information current as at 07/05/2024 06:22 am

All details in this unit profile for SOWK12014 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 presents ethical theories and principles and their relationship to social work professional practice in human services. Students should be able to demonstrate knowledge of the Australian Association of Social Workers (AASW) code of ethics and explore ethical decision making in relation to different practice contexts. Students should also be able to analyse the role of personal and professional value systems and their place in various practice settings, and the legal and organisational context of social / welfare work. Students should be able to identify and engage appropriate use of self and self care strategies by students in the professional context as a component of devising an ethical professional framework for future practice. The students should be able to analyse the ethics of practice within different cultural contexts and devise appropriate strategies of intervention.

#### 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

Successful completion of 48 credit points in any course.

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. **Group Discussion**

Weighting: 30%

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

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluation

##### Feedback

The amount of reading was overwhelming.

##### Recommendation

Reduce weekly readings and reiterate to students how to utilise study modules and prescribed and supplementary readings in completing assessment tasks.

#### Feedback from Student evaluation

##### Feedback

The Indigenous and Cross Cultural Issues study module needs to be introduced earlier in the term.

##### Recommendation

Social workers' ethical responsibilities to culturally safe and inclusive practice are integrated throughout the study modules, and key ethical concepts related to this specific study module are not introduced until later in the term. However, the first two study modules will incorporate a further emphasis on social workers' ethical responsibility to culturally safe and responsive practice.

## Unit Learning Outcomes

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

1. Identify the major principles inherent within the AASW code of ethics
2. Apply the code of ethics to professional practice contexts
3. Critically analyse modernist and post modernist approaches to ethical dilemmas
4. Analyse the ethical elements of cultural competence including working in Indigenous contexts and apply strategies to case study situations
5. Analyse differing contexts for ethical practice and apply the ethical use of self and appropriate self care strategies within a range of these practice contexts
6. Analyse your performance from feedback drawn from your involvement in 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 |
| 1 - Group Discussion - 30%   | •                 | • | • | • | • | • |
| 2 - Written Assessment - 30% | •                 | • | • | • | • |   |
| 3 - Written Assessment - 40% | •                 | • | • |   | • |   |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |   |   |   |
|---|-------------------|---|---|---|---|---|
|   | 1                 | 2 | 3 | 4 | 5 | 6 |
| 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 - Group Discussion - 30%   | •                   | • | • | • | • | • | • | • |   |    |
| 2 - Written Assessment - 30% | •                   | • | • | • |   | • | • | • |   |    |
| 3 - Written Assessment - 40% | •                   | • | • | • |   | • | • | • |   |    |

## Textbooks and Resources

### Textbooks

SOWK12014

#### Prescribed

##### **Ethical Practice in Social Work**

(2007)

Authors: Bowles, W., Collingridge, M., Curry, S., & Valentine, B.

Allen & Unwin

Crows Nest , NSW , Australia

Binding: Paperback

#### **Additional Textbook Information**

This textbook is available to access freely online through the CQUniversity Library: [SOWK12014 Textbook](#)

### 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

**Madonna Chesham** Unit Coordinator

[m.chesham@cqu.edu.au](mailto:m.chesham@cqu.edu.au)

## Schedule

### **Week 1 - 10 Jul 2023**

| Module/Topic           | Chapter  | Events and Submissions/Topic |
|------------------------|--|------------------------------|
| Introduction to ethics | Chapter 1 & 2 of the prescribed text.<br>Visit the study week schedule on Moodle for Week 1 set readings and activities. |                              |

### **Week 2 - 17 Jul 2023**

| Module/Topic                         | Chapter  | Events and Submissions/Topic                            |
|--------------------------------------|--|---|
| Code of Ethics & critical reflection | Chapter 4 & 5 of the prescribed text.<br>Visit the study week schedule on Moodle for Week 2 set readings and activities. | Online group discussion topic 1 post due end of week 2. |

### **Week 3 - 24 Jul 2023**

| Module/Topic                  | Chapter   | Events and Submissions/Topic                                  |
|-------------------------------|---|---|
| Ethical theories and concepts | Chapter 3 of the prescribed text. Visit the study week schedule on Moodle for Week 3 set readings and activities. | Online group discussion topic 1 reflection due end of week 3. |

**Week 4 - 31 Jul 2023**

| Module/Topic                                 | Chapter   | Events and Submissions/Topic |
|--|---|------------------------------|
| Autonomy, paternalism and self determination | Chapter 6 of the prescribed text. Visit the study week schedule on Moodle for Week 4 set readings and activities. |                              |

**Week 5 - 07 Aug 2023**

| Module/Topic                | Chapter   | Events and Submissions/Topic                            |
|-----------------------------|---|---|
| Privacy and confidentiality | Chapter 7 of the prescribed text. Visit the study week schedule on Moodle for Week 5 set readings and activities. | Online group discussion topic 2 post due end of week 5. |

**Vacation Week - 14 Aug 2023**

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

**Week 6 - 21 Aug 2023**

| Module/Topic  | Chapter   | Events and Submissions/Topic                                  |
|---|---|---|
| Veracity, professional boundaries & conflict of interests | Visit the study week schedule on Moodle for Week 6 set readings and activities. | Online group discussion topic 2 reflection due end of week 6. |

**Week 7 - 28 Aug 2023**

| Module/Topic                                    | Chapter   | Events and Submissions/Topic   |
|---|---|--|
| Social work practice context & ethical dilemmas | Chapter 9 of the prescribed text. Visit the study week schedule on Moodle for Week 7 set readings and activities. | <b>Written Assessment</b> Due: Week 7 Friday (1 Sept 2023) 11:55 pm AEST |

**Week 8 - 04 Sep 2023**

| Module/Topic            | Chapter   | Events and Submissions/Topic |
|-------------------------|---|------------------------------|
| Ethical decision making | Chapter 9 of the prescribed text. Visit the study week schedule on Moodle for Week 8 set readings and activities. |                              |

**Week 9 - 11 Sep 2023**

| Module/Topic                                | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
| The source of power in social work practice | Chapter 10 of prescribed text. Visit the study week schedule on Moodle for the Week 9 set readings and activities. |                              |

**Week 10 - 18 Sep 2023**

| Module/Topic                         | Chapter  | Events and Submissions/Topic |
|--------------------------------------|--|------------------------------|
| Indigenous and cross-cultural issues | Chapter 8 of the prescribed text. Visit the study week schedule on Moodle for the Week 10 set readings and activities. |                              |

**Week 11 - 25 Sep 2023**

| Module/Topic                          | Chapter  | Events and Submissions/Topic |
|---------------------------------------|--|------------------------------|
| Ethics, social control and toleration | Chapter 8 of the prescribed text. Visit the study week schedule on Moodle for the Week 11 set readings and activities. |                              |

**Week 12 - 02 Oct 2023**

| Module/Topic  | Chapter | Events and Submissions/Topic   |
|---------------|---------|--|
| Revision week |         | <b>Written Assessment</b> Due: Week 12 Friday (6 Oct 2023) 11:55 pm AEST |

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

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

## Assessment Tasks

### 1 Assessment - Group Discussion

#### Assessment Type

Group Discussion

#### Task Description

##### Aim

You are required to participate in two online group discussion topics due in Week 2 and Week 5; see the Moodle unit site for the due dates for each group discussion topic. The group discussion tasks are intended to replicate a face-to-face tutorial to develop student knowledge of ethical practice and skills essential for social work practice. The activities will strengthen your capacity to participate in an informative discussion for ethical decision-making and provide constructive feedback to peers. These activities are to be viewed as learning opportunities rather than peer evaluations.

##### Instructions

For each group discussion topic, you are required to:

- Post a 500-word written online response to a group discussion topic.
- Make a considered response to another student's submission.
- Post a 300-word short reflection.

Your responses should:

- Identify and analyse ethical content inherent to the case study and refer to the relevant unit and independent literature.
- Identify and demonstrate knowledge of the relevant core ethical principles of social work practice referring to the AASW Code of Ethics (2020).
- Demonstrate an ability to interact and discuss important ethics-related issues in a human service context.
- Utilise reflective practice to consider other perspectives, identify the values, beliefs and assumptions influencing ethical decision-making, and articulate insights gained for future practice.

**Important note:** The two group discussion topics will be assessed (15% each). To pass this assessment, you are required to post a response to the topic, respond to another student's discussion post, and provide a short reflection on both group discussion topics. The group discussion topic, which includes a case study and questions, and a detailed schedule of due dates for each topic are located under Assessment 1 on the unit Moodle site. You will be allocated to a small group for each discussion topic.

##### Literature and references

In this assessment, you are expected to have completed the core readings before participating in the group discussion, and your discussion should refer to the core readings and be properly cited/referenced (APA). Additionally, you are encouraged to undertake independent reading on the topic.

Suitable references include peer-reviewed journal articles and textbooks sourced from the CQUniversity Library. 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 government, university, or peak national bodies, such as the Australian Association of Social Workers. You are expected to have completed the core readings before participating in the group discussion, and your discussion should refer to the core readings and be properly cited/referenced (APA). Additionally, you are encouraged to undertake independent reading on the topic.

##### Requirements

- It is recommended that students complete their responses in a saved Microsoft Word document and cut and paste from the document into the respective group forum; this will avoid any loss of work due to internet outages or timeout of Moodle session.
- Your initial 500-word response to the group discussion should be written in the third-person perspective.
- Write in the first-person perspective in your response to another student and your short reflection response.
- Use the APA 7th referencing style.
- The word count is considered from the first word of the post to the last word of the post. The word count excludes the reference list but includes in-text references and direct quotations.
- You are expected to adhere to acceptable netiquette protocols in all your communications on the Moodle site.

##### Word limit for each group discussion topic

- A 500-word limit for the online response to the group discussion topic.
- No word limit for the online response to a student.
- A 300-word limit for the online reflective practice post.

You must remain within 10% of the word limit. The word count is considered from the first word to the last word of the

student post. It excludes the reference list. It includes in-text references and direct quotations. Penalties will apply for late submissions as per CQUniversity's late submission procedure.

### Assessment Due Date

Ongoing. Group discussion topics are due in weeks 2 & 5 of term. A detailed schedule of dates, discussion topics and requirements for each topic will be provided on Moodle.

### Return Date to Students

Grades for each discussion topic will be made available within three weeks of completion of the topic.

### Weighting

30%

### Assessment Criteria

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| <b>Important note:</b><br>Each group discussion is weighted 15% and will be marked out of 15.<br><br><b>Assessment Criteria</b>   |   |  | <b>Grade</b>  |   |  |
|   | <b>HD (85-100)</b>  | <b>D (75-84.5)</b>   | <b>C (65-74.5)</b>  | <b>P (50-64.5)</b>  | <b>F (0-49.5)</b>  |
| <b>Identifies and analyses ethical content inherent to the case study and refers to the relevant unit and independent literature.</b> ( /4 Marks)   | Comprehensive and accurate ethical analysis utilising a range of relevant sources.  | A detailed and accurate ethical analysis utilising relevant sources.   | A sound and accurate ethical analysis utilising relevant sources.   | A basic understanding and mostly accurate ethical analysis utilising relevant sources.  | Inappropriate and or inaccurate ethical analysis and insufficient or inappropriate utilisation of sources.   |
| <b>Identifies and demonstrates an understanding of the core ethical principles of social work practice referring to the AASW Code of Ethics (2020).</b> ( /4 Marks)   | Advanced understanding of the core professional ethical principles relevant to the scenario demonstrated.   | A detailed understanding of the core professional ethical principles relevant to the scenario demonstrated.  | A good level of understanding of the core professional ethical principles relevant to the scenario demonstrated.  | Adequate or basic understanding of the core professional ethical principles relevant to the scenario demonstrated.                    | Inadequate or inappropriate understanding of the core ethical principles relevant to the scenario demonstrated.  |
| <b>Demonstrates an ability to interact and discuss important issues relating to ethics in a human services context.</b> ( /2 Marks)   | Excellent ability to interact with peers, consider other perspectives and discuss ethical issues.   | Very good ability to interact with peers, consider other perspectives and discuss ethical issues.  | Good ability to interact with peers and consider other perspectives and discuss ethical issues.   | Adequate or basic ability to interact with peers and discuss ethical issues.  | Inadequate or inappropriate ability to interact with peers and discuss ethical issues.   |
| <b>Engages in reflective practice to consider other perspectives, identify the values, beliefs and assumptions influencing ethical decision-making, and articulate insights gained for future practice.</b> ( /3 Marks) | An advanced application of reflective practice that uncovers and details the influence of assumptions, values and beliefs on decision-making and details insights for practice. | A very good application of reflective practice that identifies assumptions, values and beliefs underlying decision-making and details insights for practice. | A sound application of reflective practice that identifies assumptions, values or beliefs influencing decision-making and identifies insights for practice. | Adequate or basic reflective practice that has identified an assumption, value or belief and articulates basic insights for practice. | Inadequate or inappropriate level of reflective practice that has not identified values, assumptions or beliefs influencing decisions and insights for practice. |



|  |  |  |   |  |  |
|--|--|--|---|--|--|
| <b>Demonstrates synthesis and integration of literature within postings, clear expression and grammar, appropriate referencing (APA, 7th), and citation, with correct spelling (Macquarie) and punctuation.</b><br>( /2 Marks) | Excellent synthesis and argument. Excellent writing and extensive referencing. | Very good synthesis and argument. Very good writing and comprehensive referencing. | Good synthesis and argument. Good writing and good referencing. | Adequate or basic synthesis and argument. Adequate writing or referencing. | Inaccurate or limited synthesis or argument. Inadequate writing and referencing. |
|--|--|--|---|--|--|

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submissions will be via the discussion forums. Further instructions are provided on the Moodle website.

## Learning Outcomes Assessed

- Identify the major principles inherent within the AASW code of ethics
- Apply the code of ethics to professional practice contexts
- Critically analyse modernist and post modernist approaches to ethical dilemmas
- Analyse the ethical elements of cultural competence including working in Indigenous contexts and apply strategies to case study situations
- Analyse differing contexts for ethical practice and apply the ethical use of self and appropriate self care strategies within a range of these practice contexts
- Analyse your performance from feedback drawn from your involvement in learning contexts.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

# 2 Written Assessment

## Assessment Type

Written Assessment

## Task Description

### Aim

Your task is to identify a field of practice (mental health, child protection, youth justice/work, domestic and family violence, health, disability, aged care, etc.) in Australia and explore two ethical issues that a social worker/human services worker would commonly encounter in that area, giving consideration to the Australian Association of Social Workers (AASW) (2020) Code of Ethics. Additionally, you are required to identify how you might respond to the ethical issues you may encounter. Within your chosen field of practice, you are also required to analyse the ethical issues that may present when working with Aboriginal and Torres Strait Islander service users and communities and people from culturally and linguistically diverse backgrounds. The essay must refer to relevant literature. You are expected to refer to the unit readings and undertake independent research and reading.

### Instructions

With reference to the chosen field of practice, produce a written essay that addresses the following:

- Identifies two ethical issues a social worker/human service worker would commonly experience in the chosen field of practice, referring to the literature relevant to this assignment topic.
- Referring to the AASW Code of Ethics (2020) identifies and discusses the core social work ethical principles and

responsibilities relevant to the ethical issues.

- Identifies how the identified ethical issues can be addressed, referring to the relevant literature.
- Analyses the ethical elements of cultural competence when working with Aboriginal and Torres Strait Islander peoples and people from culturally and linguistically diverse backgrounds in this chosen field of practice.
- Demonstrates synthesis and integration of literature, strength and logic of the argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (APA). Remains within the word limit.

### Length

The word limit is 1500 words (excluding references and appendices) and is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations. You must remain within 10% of the word limit.

### Literature and references

In this assessment, use at least seven relevant and contemporary (<10 years) references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles and textbooks sourced from the CQUniversity Library. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies: the Australian Association of Social Workers.

### 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.
- Write in the third-person perspective.
- Use formal academic language.
- Use the APA 7th referencing style.
- Penalties will apply for late submissions as per the CQUniversity assessment procedure.

### Assessment Due Date

Week 7 Friday (1 Sept 2023) 11:55 pm AEST

Students are to submit the assessment online via the Assessment 2 submission area.

### Return Date to Students

Week 9 Friday (15 Sept 2023)

### Weighting

30%

### Assessment Criteria

| Criteria   | Grade  |  |  |  |   |
|--|--|--|--|--|---|
|  | HD (85-100)  | D (75-84)  | C (65-74)  | P (50-64)  | F (0-49)  |
| Identifies common ethical issues a human service worker could experience in the chosen field of practice, making reference to the literature relevant to this assignment topic. ( /10 marks) | Advanced understanding of two ethical issues commonly encountered in the chosen field of practice, utilising an extensive range of literature. | Very good understanding of two ethical issues commonly encountered in the chosen field of practice, utilising a very good range of literature. | Good understanding of two ethical issues commonly encountered in the chosen field of practice, utilising a good range of literature. | Adequate or basic understanding of two issues commonly encountered in the chosen field of practice, utilising an adequate range of literature. | Inadequate or inappropriate understanding of ethical issues commonly encountered in the chosen field of practice, utilising inadequate or inappropriate literature. |
| Referring to the AASW Code of Ethics identifies and discusses the core social work ethical principles and responsibilities relevant to the ethical issues. ( /5 marks)                       | Advanced understanding demonstrated.   | Very good understanding demonstrated.  | Good understanding demonstrated.   | Adequate or basic understanding demonstrated.  | Inadequate or inappropriate understanding demonstrated.   |

|   |   |  |   |  |  |
|---|---|--|---|--|--|
| <b>Identifies how ethical issues discussed can be addressed, marking reference to the relevant literature ( /5 Marks)</b>   | Advanced analysis of how ethical issues identified can be addressed, utilising an extensive range of literature.                | Very good analysis of how the ethical issues identified can be addressed, utilising a very good range of literature.                   | Good analysis of how ethical issues identified can be addressed, utilising a good range of literature.                                | Adequate or basic analysis of how ethical issues identified can be addressed, utilising an adequate range of literature.                           | Inadequate or inappropriate understanding of how ethical issues identified can be addressed, utilising an insufficient or inappropriate range of literature. |
| <b>Analyses the ethical elements of cultural competence, including working in Indientious and culturally and linguistically diverse contexts. ( /5 Marks)</b>   | Advanced understanding of cultural consideration for safe and sensitive culturally responsive in this chosen field of practice. | Very good understanding of cultural considerations for safe and sensitive cultural response practice in this chosen field of practice. | Good understanding of cultural considerations for safe and sensitive culturally responsive practice in this chosen field of practice. | Adequate or basic understanding of cultural considerations for safe and sensitive culturally responsive practice in this chosen field of practice. | Inadequate or inappropriate understanding consideration for safe and sensitive culturally responsive practice in this chosen field of practice.              |
| <b>Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (APA) within the word limit. ( /5 Marks)</b> | Excellent synthesis and argument. Excellent writing and extensive referencing within the word limit.                            | Very good synthesis and argument. Very good writing and comprehensive referencing within the word limit.                               | Good synthesis and argument. Good writing and good referencing within the word limit.   | Adequate or basic synthesis and argument. Adequate writing or referencing within the word limit.   | Inaccurate or limited synthesis or argument. Inadequate writing and referencing and or not in the word limit.  |

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Identify the major principles inherent within the AASW code of ethics
- Apply the code of ethics to professional practice contexts
- Critically analyse modernist and post modernist approaches to ethical dilemmas
- Analyse the ethical elements of cultural competence including working in Indigenous contexts and apply strategies to case study situations
- Analyse differing contexts for ethical practice and apply the ethical use of self and appropriate self care strategies within a range of these practice contexts

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

# 3 Written Assessment

## Assessment Type

Written Assessment

## Task Description

### Aim

This assessment requires you to analyse an ethical dilemma in social work practice. You will explore the complex ethical

dilemmas that emerge when political, social and economic context impacts service user populations and social work practice. Therefore, ethical problem-solving is an essential professional requirement for social work practice.

### Instructions

Produce a written essay that addresses the ethical dilemma (vignette) outlined on Moodle under Assessment 3 - Written Assessment.

Your discussion needs to address the following:

- For each of the following courses of action listed below, provide an ethical rationale for selecting and rejecting the action in Mrs Peterson's case.
- Refer to appropriate literature and the AASW Code of Ethics to identify and examine the relevant ethical principles, values and responsibilities that apply to the scenario and courses of action.
- Based on the options below or a different course of action you have considered, what course of action would you favour? (Be sure to explain and provide an ethical justification, reflection and evaluation for your decision).
- Explain the cultural considerations you would make in your decision-making process for each course of action if Mrs Peterson identified as a First Nations person.
- You are required to refer to the literature relevant to this assignment's topic.

The proposed courses of action include:

1. The social worker decides to respect the principles of confidentiality and self-determination and do nothing.
2. The social worker assesses for involuntary placement due to Mrs Peterson's impaired judgment about her current life circumstances.
3. The social worker decides that the least restrictive route is to contact Mrs Peterson's daughter, Janice, to check on Mrs Peterson over the weekend.
4. The social worker explains to Mrs Peterson that they are not convinced she can attend to her needs and presents her with the options based on their assessment.

### Length

The word limit is 2000 words (excluding references and appendices) is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations. You must remain within 10% of the word limit.

### Literature and references

Use at least eight contemporary (<10 years) references to support your discussion in this assessment. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles and textbooks sourced from the CQUniversity Library. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian Association of Social Workers.

### 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.
- Write in the third-person perspective. The first-person perspective can be used to critically reflect on your final decision.
- Use formal academic language.
- Use the APA 7th referencing style.
- Penalties will apply for late submissions as per the CQUniversity's late submission procedure.

### Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:55 pm AEST

Students to submit the assessment on moodle

### Return Date to Students

Exam Week Friday (20 Oct 2023)

### Weighting

40%

### Assessment Criteria

| Criteria | Grade       |           |           |           |          |
|----------|-------------|-----------|-----------|-----------|----------|
|          | HD (85-100) | D (75-84) | C (65-74) | P (50-64) | F (0-49) |

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| <b>Demonstrated ability to rationalise an ethical position, making reference to literature relevant to this assignment topic.</b> ( /10marks)   | Highly developed ability to rationalise an ethical position in relation to each course of action, utilising an extensive range of literature to support the rationale. | Well-developed ability to rationalise an ethical position in relation to each course of action, utilising a very good range of literature to support the rationale. | Good ability to rationalize an ethical position in relation to each course of action, utilising a good range of literature to support the rationale. | Basic ability to rationalize an ethical position in relation to each course of action, utilising an adequate range of literature to support the rationale. | Limited ability to rationalise an ethical position in relation to each course of action, utilising an inadequate or inappropriate range of literature to support the rationale. |
| <b>Demonstrated conceptual understanding of ethical issues in relation to each course of action.</b> ( /10 Marks)   | Highly developed conceptual understanding of the ethical issues in relation to each dilemma.   | Well-developed conceptual understanding of the ethical issues in relation to each dilemma.  | Good conceptual understanding of the ethical issues in relation to each dilemma.   | Basic conceptual understanding of the ethical issues in relation to each dilemma.  | Little conceptual understanding of the ethical issues in relation to each dilemma.  |
| <b>Demonstrated knowledge and understanding of relevant sections of the AASW's Code of Ethics that apply to the course of actions argued.</b> ( /10 Marks)  | Extensive knowledge of AASW's Code of Ethics.  | Well-developed knowledge of AASW's Code of Ethics.  | Good knowledge of AASW's Code of Ethics.   | Basic knowledge of AASW's Code of Ethics.  | Little knowledge of AASW's Code of Ethics.  |
| <b>Analyses the ethical elements of cultural competence for each course of action when working with Aboriginal and Torres Strait Islander peoples and communities.</b> ( /5 Marks)  | Advanced understanding demonstrated.   | Very good understanding demonstrated.   | Good understanding demonstrated.   | Adequate or basic understanding demonstrated.  | Inadequate or inappropriate understanding.  |
| <b>Demonstrates the ability to write an assignment clearly that shows the overall synthesis of and cohesiveness, strength and logic of the argument, with appropriate citation and referencing (APA) within the word limit.</b> ( /5 Marks) | Excellent synthesis and argument. Excellent writing and extensive referencing within the word limit.   | Very good synthesis and argument. Very good writing and comprehensive referencing within the word limit.  | Good synthesis and argument. Good writing and good referencing within the word limit.  | Adequate or basic synthesis and argument. Adequate writing or referencing within the word limit.   | Inaccurate or limited synthesis or argument. Inadequate writing and referencing and or not in the word limit.   |

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Identify the major principles inherent within the AASW code of ethics
- Apply the code of ethics to professional practice contexts
- Critically analyse modernist and post modernist approaches to ethical dilemmas
- Analyse differing contexts for ethical practice and apply the ethical use of self and appropriate self care strategies within a range of these practice contexts

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking

- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem