SOWK12015 *Cross-Cultural Perspectives in Professional Practice*
Term 1 - 2019

Profile information current as at 19/05/2024 03:30 am

All details in this unit profile for SOWK12015 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

In this unit you will gain the knowledge, values and skills required for effective cross-cultural practice. You will examine the history of migration and migration policies and its impact on the experiences of culturally diverse communities in Australia. You will also explore key cross-cultural research literature for effective cross-cultural practice. You will have the opportunity to reflect on the impact of your personal and professional values on cross-cultural practice.

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

Pre-requisites: SOWK11014; SOWK11015.
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 1 - 2019

- 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. **Written Assessment**
Weighting: 20%
2. **Case Study**
Weighting: 40%
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.
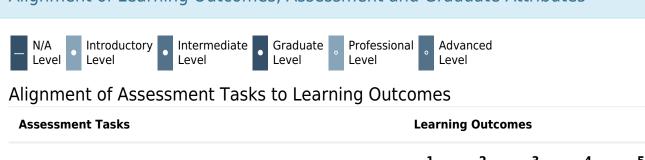
Unit Learning Outcomes

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

1. Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
2. Identify research on cross-cultural communication and apply to cross-cultural practice
3. Analyse the applicability of Eurocentric theories for working with culturally diverse groups and apply cross-cultural perspectives to cross-cultural practice
4. Identify research on cultural identity and acculturation and apply to cross-cultural practice
5. Reflect on the impact of personal cultural and professional values in cross-cultural practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%					●
2 - Case Study - 40%	●	●	●	●	●
3 - Written Assessment - 40%	●	●	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - 20%	•		•				•			
2 - Case Study - 40%	•		•				•			
3 - Written Assessment - 40%	•		•				•			

Textbooks and Resources

Textbooks
SOWK12015

Prescribed

Cross-cultural social work: Local and global
Edition: 1st (2014)
Authors: Kee, H.L., Martin, J. Ow, R.
Palgrave Macmillan
South Yarra , Victoria , Australia
ISBN: 9781420256802
Binding: Paperback
SOWK12015

Supplementary

Anti-Racist Social Work
Edition: 4th (2018)
Authors: Dominelli, L.
Palgrave/Macmillan
London , UK
ISBN: 9781137534194
Binding: Paperback

Additional Textbook Information
Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search the Unit code)

View textbooks at the CQUniversity Bookshop

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: [Harvard (author-date)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Lena Robinson Unit Coordinator
l.robinson@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit Definition of key concepts	Reading: CRO- Briskman 2018, pp.67-81	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding our cultural selves Cultural competence	Textbook: Kee et al. 2014 Ch. 3 Reading: CRO-Lynch 2011, pp.71-84 Reading: Australian Association of Social Workers 2010 Reading: CRO- Bender et al. 2010, pp.34-53	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Migration and migration policies in Australia	Reading: CRO - Collins 2003 Reading: CRO -Phillips 2011, pp.1-16 Reading: Australian Association of Social Workers 2016 Reading: CRO- Briskman 2012, pp. 146-160 Reading: CRO- Martin 2006, pp.211-231 Reading: CRO- Settlement Council of Australia 2016 Reading: CRO- Graham et al. 2009, pp. 387-406 Reading: CRO- Fiske and Briskman 2013, pp. 151-162	

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Understanding racism and discrimination	Reading: CRO- Berman and Paradies 2010, pp.214-232 Reading: CRO-Grigga and Manderson 2015, pp.195-208 Reading: CRO- Gatt 2011, pp.207-219 Reading: CRO-Federation of Ethnic Communities Council Australia 2012 Reading: CRO- Mckay et al 2012, pp.113-133 Reading: CRO- Hutchinson and Dorsett, 2012, pp.57-78 Reading: CRO- Blair et al 2016 Reading: CRO- Vic Health 2013	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Eurocentric approaches- Critique	Reading: CRO- TBA	**Understanding the cultural self** Due: Week 5 Friday (12 Apr 2019) 11:45 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cross-cultural perspectives	Reading: CRO- Triandis 2001, pp. 907-924 Reading: CRO- Kuo 2004, pp. 158-162	

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ethnic and cultural identity	Reading: CRO- Phinney et al 2001, pp. 493-510 Reading: CRO- Pulla and Woods 2014, pp.388-395	

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Acculturation theory	Reading: CRO- Berry 2005, pp. 697-712 Reading: CRO- Stuart and Ward 2016, pp.383-406 Reading: CRO- Buchanan et al 2016, pp. 511-529	**Case study** Due: Week 8 Friday (10 May 2019) 11:45 pm AEST

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cross-cultural communication	Reading: CRO- Samovar et al 2015, pp.295-338 Reading: CRO-Lago 2006, pp. 51-64	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with interpreters	Reading: CRO- Lago 2006, pp. 65-81 Reading: CRO- Chand 2005, pp. 807-821 Reading: CRO- O'Hara et al 2011, pp. 33-44 Reading: CRO- NSW Health Care Interpreter Services 2015, pp. 1-2 Reading: CRO- Queensland Health Interpreter Services 2007, pp. 1-38	

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introducing anti-oppressive practice- asylum seekers	Reading: CRO- Nippress and Clark 2016, Ch. 13 Reading: CRO- Briskman and Doe 2016, pp.73-79	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

| Introducing anti-racist practice - migrants, asylum seekers and refugees | Reading: CRO- Dominelli 2018, pp. 153-182.
Reading: CRO- Quinn 2009, pp. 91-104. | **Culturally competent service delivery** Due: Week 12 Friday (7 June 2019) 11:45 pm AEST |

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Assessment Tasks

1 Understanding the cultural self

Assessment Type
Written Assessment

Task Description
Identify the various aspects of the self which inform your identity.
In what ways might your cultural identity influence your social work practice with people from culturally and linguistically diverse backgrounds?
You are expected to refer to relevant academic literature. The assignment can be written in the first person.
800 words (excluding references)

Assessment Due Date
Week 5 Friday (12 Apr 2019) 11:45 pm AEST

Return Date to Students
Week 7 Friday (3 May 2019)

Weighting
20%

Minimum mark or grade
To pass this unit you must complete and submit all pieces of assessment and achieve an aggregate mark of 50% or better.

Assessment Criteria
1. Description of the different aspects of the self.
2. Identifies the relationship between personal cultural values and professional values and cross-cultural practice.
3. Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Reflect on the impact of personal cultural and professional values in cross-cultural practice.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

2 Case study

Assessment Type
Case Study

Task Description
Suraya, who is 19 years old, lives with her Pakistani family. The parents came to Australia as refugees by boat. The father, Abdul 45, is currently working as a taxi driver. He has a degree in engineering from Pakistan but is unable to get a job in engineering in Australia and was unemployed for a number of years. He is unhappy with his situation. The mother, Amina 39, doesn't work outside the home. She doesn't speak English. She misses her extended family. They have three other children, Tariq 14, Meena 11, and Shoba 9. Suraya and her siblings were born in Australia.
The family spends most of their free time together at home with the exception of Suraya who is often with her Australian friends. She is studying at a regional university near her home. Her studies and socializing with her friends often leaves her absent from family dinners and conversation. Amina has concerns about Suraya's lack of interest in learning to be a caregiver and assuming responsibilities for the family. Amina often tries to teach Suraya how to cook and maintain the household but Suraya is resistant. The parents struggle to understand their perception of Suraya's emerging independence from the family and have frequent conversations with Suraya of their disapproval of her current lifestyle. Suraya is unhappy and wants to leave home. She contacts Multicultural Development Association (MDA) to seek advice about what to do.

1. What are the issues facing this family?
2. Identify and describe the knowledge, theories, skills and values which would inform your practice with this family.

2000 words (excluding references)

Assessment Due Date
Week 8 Friday (10 May 2019) 11:45 pm AEST

Return Date to Students
Week 10 Friday (24 May 2019)

Weighting
40%

Minimum mark or grade
To pass this unit you must complete and submit all pieces of assessment and achieve an aggregate mark of 50% or better.

Assessment Criteria
1. Understanding of the issues facing the family in the case study.
2. Knowledge of appropriate theories, skills and values which inform cross -cultural practice.
3. Presentation: Clarity of written communication, use of supporting evidence, organisation of the material and accuracy of referencing style.
4. Breadth of reading: A minimum of six references (books, journals, credible websites)

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
- Identify research on cross-cultural communication and apply to cross-cultural practice
- Analyse the applicability of Eurocentric theories for working with culturally diverse groups and apply cross-cultural perspectives to cross-cultural practice
- Identify research on cultural identity and acculturation and apply to cross-cultural practice
- Reflect on the impact of personal cultural and professional values in cross-cultural practice.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

3 Culturally competent service delivery

Assessment Type
Written Assessment

Task Description
Examine one or two culturally and linguistically diverse group/s in Australia in regard to the low uptake of health or human services (for example, child health clinic, child and family support, mental health services, family and domestic violence). Choose one service.

1. What is your understanding of the needs of this community?
2. What might be some of the reasons why they may not be attending this service?
3. What other barriers to service delivery might you need to consider?
4. What cross- cultural theories/perspectives inform your analysis?
5. What culturally sensitive strategies would you develop in order to increase access to this service?

2000 words (excluding references)

Assessment Due Date
Week 12 Friday (7 June 2019) 11:45 pm AEST

Return Date to Students
Exam Week Friday (21 June 2019)

Weighting
40%

Minimum mark or grade
To pass this unit you must complete and submit all pieces of assessment and achieve an aggregate mark of 50% or better.

Assessment Criteria
1. Understanding of the needs of the community.
2. Knowledge of appropriate cross -cultural theories/perspectives that inform all aspects of the assignment question.
3. Understanding of barriers to service delivery experienced by the community.
4. Presentation of culturally sensitive service delivery strategies.
5. Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style.

Referencing Style

- [Harvard (author-date)](Harvard)

Submission
Online

Learning Outcomes Assessed

- Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
- Identify research on cross-cultural communication and apply to cross-cultural practice
- Analyse the applicability of Eurocentric theories for working with culturally diverse groups and apply cross-cultural perspectives to cross-cultural practice
- Identify research on cultural identity and acculturation and apply to cross-cultural practice

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

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