



# SOWK12015 *Cross-Cultural Perspectives in Professional Practice*

## Term 1 - 2020

Profile information current as at 05/05/2024 02:03 pm

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 - 2020

- 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](#).

## 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 Moodle site

**Feedback**

I found the assessments very relevant and very rewarding to complete. The assessment pieces really helped me to learn and integrate the material. Thank you!

**Recommendation**

Continue to provide relevant assessments.

#### Feedback from Moodle site

**Feedback**

This was an excellent unit. The lectures and zoom sessions were very helpful and informative. Moodle resources were relevant and the site was easy to navigate. Each week was well organised with readings and tasks.

**Recommendation**

Continue to deliver a high quality unit.

#### Feedback from Moodle site

**Feedback**

The unit coordinator was highly knowledgeable, truly invested in imparting knowledge and supportive. Lena was so fascinating and I love hearing her personal experience, as well as her outlook.

**Recommendation**

Continue to deliver a high quality unit.

#### Feedback from Moodle site

**Feedback**

More feedback on assessments.

**Recommendation**

Provide more detailed feedback on the assessments.

## 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					
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

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#### Supplementary

##### **Anti-Racist Social Work**

Edition: 4th (2018)

Authors: Dominelli, L.

Palgrave/Macmillan

London , UK

ISBN: 9781137534194

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on 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

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**Peter Camilleri** Unit Coordinator

[p.camilleri@cqu.edu.au](mailto:p.camilleri@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

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

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 23 Mar 2020

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 - 30 Mar 2020

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 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Eurocentric approaches- Critique	Reading: CRO- Gray et al 2008, pp.1-10	<b>Understanding the cultural self</b> Due: Week 5 Thursday (9 Apr 2020) 11:45 pm AEST

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 20 Apr 2020

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 - 27 Apr 2020

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 - 04 May 2020

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	<b>Case study</b> Due: Week 8 Friday (8 May 2020) 11:45 pm AEST
<b>Week 9 - 11 May 2020</b>		
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	
<b>Week 10 - 18 May 2020</b>		
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	
<b>Week 11 - 25 May 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Introducing anti-oppressive practice- asylum seekers	Reading: CRO- Nippres and Clark 2016, Ch. 13 Reading: CRO- Briskman and Doe 2016, pp.73-79	
<b>Week 12 - 01 Jun 2020</b>		
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.	<b>Culturally competent service delivery</b> Due: Week 12 Friday (5 June 2020) 11:45 pm AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 15 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Understanding the cultural self

#### Assessment Type

Written Assessment

#### Task Description

Identify the various aspects of the self which inform your identity. Some of the aspects you may consider include your nationality, gender, age and religion.

In what ways might your cultural identity and professional values 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 Thursday (9 Apr 2020) 11:45 pm AEST

### Return Date to Students

Week 7 Friday (1 May 2020)

### 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

Assessment 1: Understanding the cultural self	HD 85-100	D 75-84	C 65-74	P 50-64	F 0-49
Description of the different aspects of the self 30%	Excellent description	Very good description	Good description	Adequate description	Poor description
Identifies the relationship between personal cultural values and professional values and cross cultural practice 60%	The relationships between personal cultural values and professional values and cross-cultural practices have been creatively and comprehensively identified and presented	The relationships between personal cultural values and professional values and cross-cultural practices have been very well articulated and presented	The relationships between personal cultural values and professional values and cross-cultural practices have been well articulated and presented	Very few links between personal cultural values and professional values and cross-cultural practices identified and presented	Links between personal cultural values and professional values and cross-cultural practices have not been demonstrated
Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style 10%	Excellent presentation	Very good presentation	Good presentation	Adequate presentation	Poor presentation

### 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

Zabid, who is 19 years old, lives with his Sudanese family in a city in Australia. The parents came to Australia as refugees through the humanitarian program. The father, Mohamoud 45, is currently working in a chicken processing facility. He has a teaching qualification from Sudan but is unable to get a job in teaching in Australia and was unemployed for a number of years. He is unhappy with his situation. The mother, Tahminha 39, doesn't work outside the home. Her English language comprehension is minimal. She was separated from her extended family as they were not allowed to enter Australia and were resettled in other countries.

The parents are devout Muslims and worship at the local Mosque. Tahminha wears a hijab. Zabid doesn't attend the Mosque regularly. He spends his time with his Sudanese friends. Zabid doesn't want to study and is unable to find a job.

The parents struggle to understand Zabid's behaviour and have frequent conversations with him of their disapproval of his current lifestyle. They are very concerned about Zabid and contact the 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.

Some of the points you may consider in your responses include cross-cultural perspectives, cross-cultural communication, cultural identity, acculturation theory and personal and professional values.

2000 words (excluding references)

### Assessment Due Date

Week 8 Friday (8 May 2020) 11:45 pm AEST

### Return Date to Students

Week 10 Friday (22 May 2020)

### 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

Assessment 2: Case Study	HD 85-100	D 75-84	C65-74	P 50-64	F 0-49
Understanding of the issues facing the family in the case study 40%	Excellent understanding demonstrated	Very good understanding demonstrated	Good understanding demonstrated	Adequate understanding demonstrated	Poor understanding
Knowledge of appropriate theories, skills and values which inform cross cultural practice 50%	Excellent presentation of appropriate theories, skills and values which inform cross-cultural practice with the family. The assignment content is very comprehensive.	Very good presentation of appropriate theories, skills and values which inform cross -cultural practice with the family. The assignment content is clear and thorough.	Good presentation of appropriate theories, skills and values which inform cross-cultural practice with the family. The assignment content is generally clear, with some areas less comprehensively addressed than others.	Adequate presentation of appropriate theories, skills and values which inform cross -cultural practice with the family. The assignment content is unclear and limited in parts.	Poor presentation of appropriate theories, skills and values which inform cross -cultural practice with the family. The assignment lacks sufficient content.
Presentation: Clarity of written communication, use of supporting evidence, organisation of the material, and accuracy of referencing style 5%	Excellent presentation	Very good presentation	Good presentation	Adequate presentation	Poor presentation
Breadth of reading: A minimum of six references (books, journals, credible websites) 5%	Excellent level of research (6+ resources)	Very good level of research(6+ resources)	Good level of research (6-8 resources)	Adequate level of research (6 resources)	Inadequate level of research (5 or less)

### 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

You are a social work student who is undertaking a placement at a mental health centre in regional Australia. You have been asked to undertake a project to address the low uptake of the service of newly arrived migrant and refugee families. These families are predominantly from the following countries: Syria, Iraq, Iran and Somalia. You can choose one or two communities.

You need to consider the following:

1. The needs of your chosen community.
2. The factors that may hinder this group from accessing this service.
3. The cross-cultural theories/perspectives that inform your practice.
4. How to improve access to this service.

2000 words (excluding references)

#### Assessment Due Date

Week 12 Friday (5 June 2020) 11:45 pm AEST

#### Return Date to Students

Exam Week Friday (19 June 2020)

#### 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

Assessment 3: Culturally competent service delivery	HD 85-100	D 75-84	C65-74	P 50-64	F 0-49
Understanding of the needs of the community 20%	Excellent understanding of the community. The needs of the community are creatively and comprehensively presented	Very good understanding of the community. The needs of the community are presented in detail	Good understanding of the community. General overview of the needs of the community	Adequate understanding of the community. Incomplete presentation of the needs of the community	Inadequate understanding of the community. No details presented about the needs of the community
Knowledge of appropriate cross cultural theories/perspectives that inform all aspects of the assignment question 30%	Excellent understanding demonstrated	Very good understanding demonstrated	Good understanding demonstrated	Adequate understanding demonstrated	Poor understanding demonstrated
Understanding of barriers to service delivery experienced by the community 20%	Excellent understanding demonstrated	Very good understanding demonstrated	Good understanding demonstrated	Adequate understanding demonstrated	Poor understanding demonstrated
Presentation of culturally sensitive service delivery strategies 20%	Excellent presentation of culturally sensitive service delivery strategies. Culturally sensitive strategies creatively and comprehensively addressed	Very good presentation of culturally sensitive service delivery strategies. The content is clear and thorough	Good presentation of culturally sensitive service delivery strategies. The content is generally clear, with some areas less comprehensive than others	Adequate presentation of culturally sensitive service delivery strategies. The content is unclear and limited in parts	Poor presentation of culturally sensitive service delivery strategies. The assignment lacks sufficient content
Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style 5%	Excellent presentation	Very good presentation	Good presentation	Adequate presentation	Poor presentation
Breadth of reading: Minimum six references 5%	Excellent level of research (6+ resources)	Very good level of research(6+ resources)	Good level of research (6-8 resources)	Adequate level of research (6 resources)	Inadequate level of research (5 or less)

**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

**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