



SOWK12015 *Cross-Cultural Perspectives in Professional Practice*

Term 1 - 2021

Profile information current as at 20/04/2024 02:24 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 - 2021

- 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 Student comments

Feedback

Ensure there is detailed feedback on assignments

Recommendation

Aim to be more specific on the feedback given to students on their assignments

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					

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

There are no required textbooks.

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

Ranjan Morris Unit Coordinator

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Schedule

Week 1 Introduction to cultural diversity - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 1 Introduction to cultural diversity · To explore the meaning of cultural diversity. · To understand the demographics of migration to Australia.	Reading lists available on Moodle	

Week 2 Social Work and Cross Cultural Practice - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 2 Social Work and Cross Cultural Practice · To be aware of social work practice values in relation to practice ethics and standards. · To identify ones own values according to practice ethics and develop reflective practice skills in relation to cultural diversity.	Reading lists available on Moodle	

Week 3 Immigration Policy in Australia - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 3 Immigration Policy in Australia · To develop a critical perspective to the impact of immigration policy and social work practice. · To gain knowledge of Australia's migration history in the context of colonization and Aboriginal and Torres Strait rights and responsibilities.	Reading lists available on Moodle	

Week 4 Eurocentric practices and its impact - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 4 Eurocentric practices and its impact · To develop an awareness of barriers associated with eurocentric practices, and its impact on culturally and linguistically diverse individuals and communities. · To develop an awareness of institutional racism and its impact on social work practice.	Reading lists available on Moodle	

Week 5 Migration and settlement - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 Migration and settlement

- To be aware acculturation theories in relation to migration
- To gain knowledge of settlement factors in relation to premigration and post migration.
- To develop an awareness of settlement factors in relation to refugees and asylum seekers, including the impact of visa status on individuals and their families.
- To identify risk and protective factors in settlement.
- Self care and vicarious trauma in working with people from CALD backgrounds and refugees.

Reading lists available on Moodle

Assessment 1 due Monday 5 April 2021 (Week 5)

Assessment 1 - Understanding the Cultural Self Due: Week 5 Monday (5 Apr 2021) 11:59 pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 Culturally and linguistically diverse peoples and communities - barriers and resilience - 19 Apr 2021		

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 Culturally and linguistically diverse peoples and communities - barriers and resilience		
<ul style="list-style-type: none"> · To identify potential barriers impacting on individuals and carers from culturally and linguistically diverse backgrounds. · To identify factors that increase resilience and strengths 	Reading lists available on Moodle	

Week 7 Practice with culturally and linguistically diverse peoples and communities - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 7 Practice with culturally and linguistically diverse peoples and communities		
<ul style="list-style-type: none"> · Understanding factors in working with people from culturally linguistic backgrounds in social work practice. · To develop an awareness of issues that impact on women from culturally linguistic backgrounds. · Identifying women at risk from CALD backgrounds. 	Reading lists available on Moodle	

Week 8 Working with culturally and linguistically diverse young people - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 due 3 May 2021
Week 8 Working with culturally and linguistically diverse young people	Reading lists available on Moodle	Assessment 2 - Case Study Due: Week 8 Monday (3 May 2021) 11:59 pm AEST

Week 9 Mental health and culturally and linguistically diverse peoples and communities - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 9 Mental health and culturally and linguistically diverse peoples and communities		
Identifying factors in working with people from CALD backgrounds in mental health.	Reading lists available on Moodle	

Week 10 Disability and culturally and linguistically diverse peoples and communities - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 10 Disability and culturally and linguistically diverse peoples and communities · Factors impacting on people from culturally and linguistic backgrounds disabilities and their carers.	Reading lists available on Moodle	

Week 11 Elder care and culturally and linguistically diverse peoples and communities - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 11 Elder care and culturally and linguistically diverse peoples and communities Issues impacting on older people from culturally and linguistically diverse backgrounds. Advanced care planning and cultural considerations. Awareness of culturally sensitivity in health and social care services. Cross cultural grief and loss issues.	Reading lists available on Moodle	

Week 12 Communication and culturally and linguistically diverse peoples and communities - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 12 Communication and culturally and linguistically diverse peoples and communities Communication and working with people from CALD backgrounds Awareness of factors in working with interpreters To develop an awareness of strategies in building cross cultural competence in working in organizations Reflective practice skills and supervision in working with people from CALD back grounds	Reading lists available on Moodle	Assessment 3 due Wednesday 2 June 2021 Culturally Competent Service Due: Week 12 Wednesday (2 June 2021) 11:59 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 – Understanding the Cultural Self

Assessment Type

Written Assessment

Task Description

Assessment 1 – Understanding the Cultural Self

Type: Written assessment

Due date: Time 11.45 pm (AEST) Day Monday 5 April 2021 (Week 5)

Weighting: 20%

Length: 750 words

Unit Coordinator: Ranjan Morris

Learning Outcomes Assessed

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

Aim

The aim of this assessment is to enhance your ability to reflect on personal and professional values as they impact your practice in cross-cultural contexts.

Instructions

You are writing about yourself and writing in first person. It is about how your identity is socially constructed. You are to critically reflect on how the various aspects of yourself construct your identity and how you present that identity to the world

Please follow the steps below to complete your assessment task:

1. You will need to consider such things as age, gender, nationality/ethnicity, religion, family of origin, etc.
2. In what ways might your cultural identity and professional values influence your social work practice with people from culturally and linguistically diverse backgrounds?

Literature and references

In this assessment use at least 6 - 10 contemporary references (<5 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 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.
- You will write in the first-person as it is your reflection on your 'self'.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard 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 [Nursing and Midwifery Guide](#); [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](#).

Assessment Due Date

Week 5 Monday (5 Apr 2021) 11:59 pm AEST

Return Date to Students

Week 7 Monday (26 Apr 2021)

Weighting

20%

Assessment Criteria

Assessment Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail Absent content 0%
Criteria 1: Description of the different aspects of the self - your identity 30%	Excellent multi-faceted description outlining the various aspects of your identity such as nationality, gender, age, religion, etc (25.5-30)	Well-developed description outlining the various aspects of your identity such as nationality, gender, age, religion, etc (22.5-25)	Generally good description outlining the various aspects of your identity such as nationality, gender, age, religion, etc (19.5-22)	Sound description outlining the various aspects of your identity such as nationality, gender, age, religion, etc (15-21.5)	Understanding extremely limited or not evident. Confusing outline of the various aspects of your identity such as nationality, gender, age, religion, etc (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)

<p>Criteria 2: Identifies the relationship between personal cultural values and professional values and cross-cultural practice 60%</p>	<p>The relationships between personal cultural values and professional values and cross-cultural practices have been creatively and comprehensively identified and presented (51-60)</p>	<p>The relationships between personal cultural values and professional values and cross-cultural practices have been very well articulated and presented (45-50)</p>	<p>The relationships between personal cultural values and professional values and cross-cultural practices have been well articulated and presented (39-44)</p>	<p>Very few links between personal cultural values and professional values and cross-cultural practices identified and presented (30-43)</p>	<p>Links between personal cultural values and professional values and cross-cultural practices have not been demonstrated (<30)</p>	<p>Submission is missing most aspects of task. Little evidence of task requirements. (0)</p>
<p>Criteria 3: Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style 10%</p>	<p>High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language with clarity, purpose and logic evident. Information is presented in an organised format, easy to read, with structure and integration. (8.45-10)</p>	<p>Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language but sometimes lacked logic. Information is organised and easy to read, but not always integrated. (7.5-8.4)</p>	<p>Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (6.5-7.4)</p>	<p>Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (5-6.4)</p>	<p>Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Attempt at academic language not evident. Information is incomplete or does not make sense or is illogical. Format is not organised making it difficult to read and interpret. (<5)</p>	<p>Extremely poorly written. No evidence use of any referencing. (0)</p>

Referencing Style

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

Submission

Online

Submission Instructions

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

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 Assessment 2 – Case Study

Assessment Type

Case Study

Task Description

Assessment 2 - Case Study

Type: Written assessment

Due date: Time (AEST) Day Date Month Year (Week of Term)

Weighting: 40%

Length: 2000 Word

Unit Coordinator: Ranjan Morris

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

Aim

The aim of this assessment is to identify the issues that the person in the case study is facing, to locate that within their family and cultural frame, and to begin to work through what a social worker in this situation would be using to fully understand the cross-cultural issues. It is also to identify and critique the knowledge, theories, skills, and values which would inform your practice with this person and their family.

Instructions

You are writing a report as a social worker and the intent is to provide an insight into the cross-cultural issues and what theories would be essential for you to use in your practice. It also will highlight the skills and values you will use in working with this person and their family.

Please follow the steps below to complete your assessment task:

1. Provide a clear introduction to the case, identifying the person and their circumstances
2. Identify and explain the cross-cultural issues using theories and knowledge of cross-cultural practice within social work
3. Critique the skills you will need to use (or develop) to work effectively with this person and family
4. Work through the values that will challenge you in cross-cultural practice

Literature and references

In this assessment use at least 6 -10 contemporary references (<5 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 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.
- You may write in the first-person perspective.
- Write in the third-person perspective.
- Use formal academic language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard 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: 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](#).

Assessment Due Date

Week 8 Monday (3 May 2021) 11:59 pm AEST

Return Date to Students

Week 10 Friday (21 May 2021)

Weighting

40%

Assessment Criteria

Assessment Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail Absent content 0%
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Criteria 1: Understanding of the issues facing the person and the family in the case study 40%	Excellent multi-faceted description outlining the various aspects of the issues facing the person and the family (34-40)	Well-developed description outlining the various aspects of the issues facing the person and the family (30-33.5)	Generally good description outlining the various aspects of the issues facing the person and the family (26-32.5)	Sound description outlining the various aspects of the issues facing the person and the family (20-25.5)	Understanding extremely limited or not evident. Confusing outline of the various aspects of the issues facing the person and the family (<20)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 2: Knowledge of appropriate theories, skills and values which inform cross cultural practice 60%	Excellent presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. Content is comprehensive and multifaceted (51-60)	Very good presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. Content is clear and thorough (45-50)	Good presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. Content is clear with some areas less comprehensively addressed than others (39-44)	Adequate presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. The content is unclear and limited in parts (30-43)	Poor presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. The assignment lacks sufficient content (<30)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 3: Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style 10%	High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language with clarity, purpose and logic evident. Information is presented in an organised format, easy to read, with structure and integration. (8.45-10)	Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language but sometimes lacked logic. Information is organised and easy to read, but not always integrated. (7.5-8.4)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (6.5-7.4)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (5- 6.4)	Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Attempt at academic language not evident. Information is incomplete or does not make sense or is illogical. Format is not organised making it difficult to read and interpret. (<5)	Extremely poorly written. No evidence use of any referencing. (0)

Referencing Style

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

Submission

Online

Submission Instructions

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

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

Assessment Type

Written Assessment

Task Description

Assessment 3 – Culturally Competent Service

Type: Written assessment

Due date: 11:59 pm (AEST) Wednesday 2 June 2021 (Week 12 of Term)

Weighting: 40%

Length: 2000 words

Unit Coordinator: Ranjan Morris

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

Aim

The aim of this assessment is to conceptualise a service delivery system that is culturally competent taking into account the needs of a particular newly arrived migrant community. In doing so you will analyse the impact of the migration experience; the impact of Eurocentric perspective may have had on the service delivery and the barriers to effective service.

Instructions

You are writing as a worker in an agency (of your choice) to your Director providing a report on a newly arrived migrant and refugee families to your community and how the agency can provide an effective and safe service.

Please follow the steps below to complete your assessment task:

1. You will need to assess the needs of your chosen migrant and refugee families/community
2. The factors that may hinder these families from accessing this service
3. The cross-cultural theories/perspectives that will inform the practice of the agency
4. How to ensure access and a culturally safe space for these families

Literature and references

In this assessment use at least 10 contemporary references (<5 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 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.
- You may write in the first-person perspective.
- Use formal professional language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard 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: 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.](#)

Assessment Due Date

Week 12 Wednesday (2 June 2021) 11:59 pm AEST

Return Date to Students

Two weeks after submission's

Weighting

40%

Assessment Criteria

Assessment Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail Absent content 0%
Criteria 1: Understanding he needs of the community 20%	Excellent understanding of the community. The needs of the community are creatively and comprehensively presented (17-20)	Very good understanding of the community. The needs of the community are presented in detail (15-16.5)	Good understanding of the community. General overview of the needs of the community (13-14.5)	Adequate understanding of the community. Incomplete presentation of the needs of the community (10-12.5)	Inadequate understanding of the community. No details presented about the needs of the community (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 2: Knowledge of appropriate cross-cultural theories/perspectives that inform all aspects of the assignment question 30%	Excellent understanding of the cross-cultural theories/perspectives demonstrated (25.5-30)	Very good understanding of the cross-cultural theories/perspectives demonstrated (22.5-25)	Good understanding of the cross-cultural theories/perspectives demonstrated (19.5-22)	Adequate understanding of the cross-cultural theories/perspectives demonstrated (15-19)	Poor understanding of the cross-cultural theories/perspectives demonstrated (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 3: Understanding of the barriers to service delivery experienced by the community 20%	Excellent understanding of the barriers to service delivery experienced by the community demonstrated (17-20)	Very good understanding of the barriers to service delivery experienced by the community demonstrated (15-16.5)	Good understanding of the barriers to service delivery experienced by the community demonstrated (13-14.5)	Adequate understanding of the barriers to service delivery experienced by the community demonstrated (10-12.5)	Poor understanding of the barriers to service delivery experienced by the community demonstrated (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 4: Presentation of culturally sensitive service delivery strategies 20%	Excellent presentation of culturally sensitive service delivery strategies. Culturally sensitive strategies are creatively and comprehensively addressed (17-20)	Very good presentation of culturally sensitive service delivery strategies. The content is clear and thorough (15-16.5)	Good presentation of culturally sensitive service delivery strategies. The content is generally clear, with some areas less comprehensive than others (13-14.5)	Adequate presentation of culturally sensitive service delivery strategies. The content is unclear and limited in parts. (10-12.5)	Poor presentation of culturally sensitive service delivery strategies. The content is unclear and limited in parts. (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 5: Presentation: Clarity of written communication, organisation of the material, use of supporting evidence and accuracy of referencing style 10%	High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language with clarity, purpose and logic evident. Information is presented in an organised format, easy to read, with structure and integration. (8.45-10)	Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language but sometimes lacked logic. Information is organised and easy to read, but not always integrated. (7.5-8.4)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (6.5-7.4)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (6.25-5.0)	Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Attempt at academic language not evident. Information is incomplete or does not make sense or is illogical. Format is not organised making it difficult to read and interpret. (<5)	Extremely poorly written. No evidence use of any referencing. (0)

Referencing Style

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

Submission

Online

Submission Instructions

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

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