



SOWK12015 *Cross-Cultural Perspectives in Professional Practice*

Term 1 - 2022

Profile information current as at 26/05/2022 08:22 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 - 2022

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

For further information, see the Assessment Tasks.

Teaching Contacts

Agnieszka Sobolewska Unit Coordinator

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Shirley Ledger Unit Coordinator

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cultural Diversity & Cross-Cultural Social Work Practice <ul style="list-style-type: none">· To introduce key concepts related to cultural diversity & social work practice· To gain an overview of the demographics of culturally and linguistically diverse communities in Australia· To introduce Australian social work practice ethics and standards	Please refer to Moodle for unit readings.	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Self-Awareness and Cross-Cultural Social Work Practice <ul style="list-style-type: none">· To explore the impact of personal cultural and professional values in cross-cultural practice· To examine the importance of self-awareness in cross-cultural social work practice· To examine the notion of cultural competence in social work practice	Please refer to Moodle for unit readings.	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Immigration Policies in Australia <ul style="list-style-type: none">· To gain knowledge of Australia's migration history· To analyse the impact of immigration policies on the experiences of diverse communities in Australia	Please refer to Moodle for unit readings.	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Eurocentric practices & Cross-Cultural Social Work Practice

- To develop an awareness of the impacts of direct and indirect racism
- To develop an awareness of barriers associated with Eurocentric practices and their impact when working with people from culturally and linguistically diverse backgrounds

Please refer to Moodle for unit readings.

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Migration and Settlement <ul style="list-style-type: none">· To develop an awareness of settlement factors (pre and post migration) impacting migrants and refugees· To examine risk and protective factors related to the settlement process· To examine acculturation theories and research	Please refer to Moodle for unit readings.	Understanding the Cultural Self Due: Week 5 Tuesday (5 Apr 2022) 11:59 pm AEST

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Service Barriers & Promoting Cultural Competence <ul style="list-style-type: none">· To examine potential barriers impacting people from culturally and linguistically diverse backgrounds seeking formal support· To explore strategies to promote cultural competence in service delivery	Please refer to Moodle for unit readings.	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Families from CALD backgrounds and Cross-Cultural Practice <ul style="list-style-type: none">· To examine factors in working with families from culturally and linguistically diverse (CALD) backgrounds in social work practice· To develop an awareness of issues that impact on women from CALD backgrounds	Please refer to Moodle for unit readings.	

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Social Work with Children and Young People from CALD Backgrounds

· To examine concepts in social work practice when working with young people from culturally and linguistically backgrounds

Please refer to Moodle for unit readings.

Case Study Due: Week 8 Friday (6 May 2022) 11:59 pm AEST

Week 9 - 09 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Mental Health and CALD communities

- To explore contemporary issues related to mental health and culturally and linguistically diverse people and communities
- To identify practice considerations when working with people experiencing mental health distress and their carers
- To examine explanatory models when working with CALD clients

Please refer to Moodle for unit readings.

Week 10 - 16 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Disability & Culturally and Linguistically Diverse People and Communities

- To examine factors impacting on people with disabilities from culturally and linguistic backgrounds and their carers

Please refer to Moodle for unit readings.

Week 11 - 23 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Elder Care & Culturally and Linguistically Diverse People and Communities

- To examine issues impacting older people from culturally and linguistically diverse backgrounds
- To examine advanced care planning and cultural considerations
- To examine issues related to awareness of cultural sensitivity in health and social care services

Please refer to Moodle for unit readings.

Week 12 - 30 May 2022

Module/Topic

Chapter

Events and Submissions/Topic

Cross-Cultural Communication & Social Work with People and Communities from CALD Backgrounds

- To examine research related to cross-cultural communication and its application to cross-cultural practice
- To gain awareness of good practice principles when working with interpreters
- To consider the role of reflective practice and supervision in working with people from CALD back grounds

Please refer to Moodle for unit readings.

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Culturally Competent Service Due: Review/Exam Week Friday (10 June 2022) 11:59 pm AEST

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Understanding the Cultural Self

Assessment Type

Written Assessment

Task Description

Weighting: 20%

Length: 750 words

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. Your focus is on 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 aspects such as age, gender, nationality/ethnicity, religion, family of origin, etc.
2. You will examine the ways that your cultural identity and professional values may influence your social work practice with people from culturally and linguistically diverse backgrounds.

Literature and references

In this assessment use at least 6-8 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 formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count 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](#).

Submission

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.

Assessment Due Date

Week 5 Tuesday (5 Apr 2022) 11:59 pm AEST

Return Date to Students

Weighting

20%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	F Absent Content	MARKS
Presentation and Structure: Presentation: Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	Very poor written communication skills. No adherence to the English conventions of grammar, paragraphing, punctuation, spelling (0).	...../10
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)	...../30
Identifies the relationship between personal cultural values and professional values and cross-cultural practice (50%)	The relationships between personal cultural values and professional values and cross-cultural practices have been creatively and comprehensively identified and presented. (42.1-50)	The relationships between personal cultural values and professional values and cross-cultural practices have been very well articulated and presented. (37.1-42)	The relationships between personal cultural values and professional values and cross-cultural practices have been well articulated and presented (32.1-37)	Very few links between personal cultural values and professional values and cross-cultural practices have been identified and presented. (25-32)	Links between personal cultural values and professional values and cross-cultural practices have not been demonstrated. (<25)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../50

Referencing...(10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. (<5)	No evidence of any referencing. (0)	...../10
Total Marks							

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle 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 Case Study

Assessment Type

Case Study

Task Description

Weighting: 40%

Length: 2000 words

Aim

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

Case study

Zahra, 33 contacts you in your capacity of a social worker for support. She lives with her husband Abdul, 37 and their three children, Tariq 13, Amina 11, and Sakina 9. The family migrated from Afghanistan to Australia eight years ago under a humanitarian program, and currently live in a regional city. Zahra feels very stressed.

Zahra would like to gain some part-time employment as the family experiences financial hardship, but does not have any work experience or training. While Zahra has a good command of English, she indicates that she finds writing difficult and lacks confidence. Abdul does maintenance work. However, following an incident a few months ago, he is no longer able to work full time due to the functional impact of his health, and there are limitations on the tasks that he can complete. Currently, he works casually and his work hours fluctuate and are unpredictable from week to week. He has a teaching qualification from back home but is unable to get a job in teaching in Australia. In addition, the couple are concerned for the safety of a few family members who remain in Afghanistan.

Recently, Tariq started high school, he started being picked on by some older kids for being a Muslim. He doesn't want to go to school due to the bullying, and has become withdrawn. The parents are finding difficult to help him. The parents are devout Muslims and worship at the local mosque, and Zahra wears a hijab.

Instructions

You are writing a report as a social worker and the intent is to provide an insight into the cross-

cultural issues and the theories that would be essential for you to use in your practice. In this assessment, you will identify the skills and values required when working with the 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 cross-cultural perspectives and Eurocentric theories
3. Critique the skills you will need to use (or develop) to work effectively with this person and family
4. Examine the values that will challenge you in cross-cultural practice

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.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [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](#).

Submission

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

Marking Criteria

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

Learning Outcomes Assessed

- 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 crosscultural 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

Assessment Due Date

Week 8 Friday (6 May 2022) 11:59 pm AEST

Return Date to Students

Weighting

40%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	F Absent Content	MARKS
Presentation and Structure: Presentation: Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.45-8.44)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.45-7.44).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (4.95-6.44).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<4.94).	Very poor written communication skills. No adherence to the English conventions of grammar, paragraphing, punctuation, spelling (0).	...../10
Understanding of the cross-cultural issues facing the person and the family in the case study (30%)	Excellent multi-faceted description outlining the various aspects of the issues facing the person and the family (25.35-30)	Well-developed description outlining the various aspects of the issues facing the person and the family (22.35-25.34)	Generally good description outlining the various aspects of the issues facing the person and the family (19.35-22.34)	Sound description outlining the various aspects of the issues facing the person and the family (14.85-19.34)	Understanding extremely limited or not evident. Confusing outline of the various aspects of the issues facing the person and the family (<14.84)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../30
Application of cross-cultural perspectives and Eurocentric theories to the case scenario. (20%)	Excellent application of appropriate theories to the case scenario. Content is comprehensive and multifaceted (16.9-20)	Very good application of theories to the case scenario. Content is clear and thorough. (14.9-16.89)	Good application of theories to the case scenario. Content is clear with some areas less comprehensively addressed than others (12.9-14.89)	Adequate application of theories to the case scenario. The content is unclear and limited in part (9.9-12.89)	Poor application of theories to the case scenario. The discussion lacks sufficient content (<9.89)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../50
Examination of the skills and values required in cross-cultural practice. (30%)	Excellent critique of the skills and values you will need in cross-cultural practice which. Detailed and multifaceted discussion.(25.35-30.0)	Very good critique of the skills and values you will need in cross-cultural. Discussion is clear and thorough. (22.35-25.34)	Good critique of the skills and values you will need in cross-cultural practice. Discussion is clear, but at times superficial and not consistently thorough. (19.35-22.34)	Adequate critique of the skills and values you will need in cross-cultural practice. Discussion is limited and unclear. (14.85-19.34)	Inadequate critique of the skills and values you will need in cross-cultural practice. Discussion lacks sufficient content (<14.84)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../30
Referencing...(10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.45-8.44)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.45-7.44)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (4.95-6.44)	Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. (<4.95)	No evidence of any referencing. (0)	...../10
Total Marks							

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle 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

Type: Written assessment

Weighting: 40%

Length: 2000 words

Aim

The aim of this assessment is to conceptualise a service delivery system that is culturally competent taking into account the needs of particular newly arrived migrant communities. You will analyse the impact of the migration experience; the potential impact of Eurocentric perspective on the service delivery and the barriers to equitable service access.

Instructions

You are writing as a social worker based in a community agency that provides a range of family services in your chosen region. A low uptake of services among the newly arrived migrant and refugee families has been identified. These families are predominantly from: Syria, Afghanistan, South Sudan, Burma (Myanmar), Eritrea. You can choose one or two of the communities. You have been asked to write up a report for the director in your agency.

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 services
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.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The

CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [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](#).

Submission

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

Marking Criteria

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

Learning Outcomes Assessed

- Analyse the impact of migration and migration polices 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

Assessment Due Date

Review/Exam Week Friday (10 June 2022) 11:59 pm AEST

Return Date to Students

Weighting

40%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	F Absent Content	MARKS
Presentation and Structure: Presentation: Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	Very poor written communication skills. No adherence to the English conventions of grammar, paragraphing, punctuation, spelling (0).	...../10

Understanding the 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 are presented (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)
Knowledge of appropriate cross-cultural theories/ perspectives that inform all aspects of the assignment question (20%)	Excellent understanding of the cross-cultural theories/ perspectives demonstrated. (17-20)	Very good understanding of the cross-cultural theories/perspectives demonstrated. (15-16.5)	Good understanding of the cross-cultural theories/ perspectives demonstrated. (13-14.5)	Adequate understanding of the cross-cultural theories/ perspectives demonstrated. (10-12.5)	Poor understanding of the cross-cultural theories/ perspectives demonstrated. (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
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. (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Presentation of culturally sensitive service delivery strategies (20%)	Excellent presentation of culturally sensitive service delivery strategies such as access and providing safe spaces Culturally sensitive strategies are creatively and comprehensively addressed. (17-20)	Very good presentation of culturally sensitive service delivery strategies such as access and providing safe spaces The content is clear and thorough. Culturally sensitive strategies are comprehensively addressed (15-16.5)	Good presentation of culturally sensitive service delivery strategies, such as access and providing safe spaces . The content is generally clear, with some areas less comprehensive than others. Culturally sensitive strategies are addressed (13-14.5)	Adequate presentation of culturally sensitive service delivery strategies, such as access and providing safe spaces . The content is unclear and limited in parts. Culturally sensitive strategies are addressed (10-12.5)	Poor presentation of Culturally sensitive service delivery strategies, such as access and providing safe spaces . The content is unclear and limited in parts. Culturally sensitive strategies are not addressed (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Referencing...(10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not scholarly. APA referencing is not used. (<5)	No evidence of any referencing. (0)
Total Marks						

...../10

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle 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