SOWK12015 *Cross-Cultural Perspectives in Professional Practice*

Term 1 - 2023

Profile information current as at 12/10/2024 03:30 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 - 2023

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 evaluations

Feedback

The way the Moodle was set for this unit was fantastic. The weekly reading requirements were clear and easy to navigate.

Recommendation

Continue to follow this structure.

Feedback from Student evaluations

Feedback

Very clear information and support with my all assignments were provided.

Recommendation

Continue to provide all forms of student support when required.

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

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
a.sobolewska2@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cultural Diversity & Cross-Cultural Social Work Practice	Please refer to Moodle for unit readings.	

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Self-Awareness in Cross-Cultural Social Work Practice	Please refer to Moodle for unit readings.	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Migration, Multiculturalism & the Australian Policy Context	Please refer to Moodle for unit readings.	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Eurocentrism, Racism & Social Work	Please refer to Moodle for unit readings.	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Migration and Settlement	Please refer to Moodle for unit readings.	**Understanding the Cultural Self** Due: Week 5 Wednesday (5 Apr 2023) 11:59 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Cross-Cultural Communication & Social Work	Please refer to Moodle for unit readings.	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Social Work with Families from CALD Backgrounds	Please refer to Moodle for unit readings.	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Social Work with Children and Young People from CALD Backgrounds	Please refer to Moodle for unit readings.	**Case Study** Due: Week 8 Friday (5 May 2023) 11:59 pm AEST

Week 9 - 08 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Mental Health and CALD communities	Please refer to Moodle for unit readings.	

Week 10 - 15 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Social Work & People with Disability from CALD Communities	Please refer to Moodle for unit readings.	

Week 11 - 22 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Elder Care & Culturally and Linguistically Diverse People and Communities	Please refer to Moodle for unit readings.	

Week 12 - 29 May 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Promoting Culturally Safe and Sensitive Practice and Service Delivery	Please refer to Moodle for unit readings.	

Review/Exam Week - 05 Jun 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
		Culturally Competent Service Due: Review/Exam Week Monday (5 June 2023) 9:00 am AEST

Exam Week - 12 Jun 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Understanding the Cultural Self

Assessment Type
Written Assessment

Task Description
Due date: Time 11:59 PM (AEST) Date Wednesday April 5 2023 (Week 5)
Weighting: 20%
Length: 750 words +\- 10%
Unit Coordinator: Dr Agnieszka Sobolewska

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.
Social work practice is required to be culturally safe and sensitive (AASW, 2020). AASW Code of Ethics (2020, p. 12) states that ‘social workers have a responsibility to acknowledge the significance of culture in their practice, recognising the impact their own social locations, views and biases can have on their practice and on culturally different service users and colleagues’. In other words, culturally safe and sensitive practice starts with awareness of our own social locations and how they influence our perceptions, biases and values. The aim of this assessment is for you to explore your own identity and values; as well as how these relate to social work values and cross-cultural practice.

Instructions
You are writing about yourself and writing in first person. You are to critically reflect on how the various aspects of yourself construct your identity and how you present to the world.
Please follow the steps below to complete your assessment task:
1. Consider aspects such as your age, gender, nationality/ethnicity, religion, family of origin, etc.
2. Consider how these aspects of your identity relate to your values.
3. Reflect how your values relate to professional social work values.
4. Examine the ways that your identity and values may influence your social work practice with people from culturally and linguistically diverse backgrounds.

As in this assessment you are sharing personal information; please share what you would be comfortable discussing in a professional setting.

Literature and references

In this assessment use at least 6 contemporary references (<10 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, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on the top right side of each page in a header.
· You will write in the first-person as it is your reflection on your 'self'.
· Use formal 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

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

Reference

Australian Association of Social Workers (AASW) (2020) *Code of Ethics*, Canberra, Australia, AASW.

Assessment Due Date

Week 5 Wednesday (5 Apr 2023) 11:59 pm AEST

Return Date to Students

Week 7 Thursday (27 Apr 2023)

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. Clarity of written communication. Organisation of the material (10%)	Excellent written communication skills. Consistently adheres to the English conventions of grammar, paragraphing, punctuation, and spelling. 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. 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. 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. 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. 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**

Examination of the different aspects of your identity and how they relate to your personal values (30%)	Excellent multi-faceted description outlining the various aspects of your identity such as nationality, gender, age, religion, etc. Comprehensively articulated and detailed link between your identity and values (25.5-30)	Well-developed description outlining the various aspects of your identity such as nationality, gender, age, religion, etc. Well-articulated link between your identity and values (22.5-25)	Generally good description outlining the various aspects of your identity such as nationality, gender, age, religion, etc. Well-articulated link between your identity and values with some details missing (19.5-22)	Sound description outlining the various aspects of your identity such as nationality, gender, age, religion, etc. The link between identify and values is sound with missing details (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. The link between your identity and values is unclear. (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../**30**
Discussion of the relationship between personal values and professional social work 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. (37.1-42)	The relationships between personal cultural values and professional values and cross -cultural practices have been well articulated with inconsistent attention to detail (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.

assessmentOutcome

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

assessmentGradAttribute

- Communication
- Critical Thinking
- Cross Cultural Competence

2 Case Study

Assessment Type
Case Study

Task Description
Due date: 11:59 (AEST) Friday May 5 2023 (Week 8)
Weighting: 40%
Length: 1800 words +\- 10%
Unit Coordinator: Dr Agnieszka Sobolewska

Aim
The aim of this assessment is to identify the issues that the person in the case study is experiencing, as well as locate them within the person's family and cultural frame. You will identify and critique the knowledge, theoretical concepts, skills, and values which would inform your practice with this person and their family.

Case study
Aasha (44 years old) contacts your agency and you will work with her in the capacity of a social worker. She lives with her four children: daughter Jamilah (20 years old) and three sons: Muhammad (25 years old), Aaden (17 years old) and Waris (14 years old). Muhammad's wife and their 8-month baby also live in the house.
The family is originally from Somalia. Aasha and her four children arrived under a humanitarian program eight years ago. Her husband and the children's father passed away 11 years ago. Aasha fled the country to neighbouring Kenya where she lived with the children in a refugee camp for two years.
Aasha feels stressed and has problems with sleeping. Aasha has been getting less shifts at work in the last few months. The restaurant where she works in the kitchen has been struggling. Though her conversational English is good, she does not feel confident with her English or looking for new work. She also doesn't want to be a burden on her older children by

asking for help. Muhammad always works long hours and Jamilah is busy with her uni work. The family also financially helps other relatives who are in Kenya whenever they can and would like to sponsor the remaining family members to come to Australia.

Aasha also worries about her sons. Aaden is in year 11 and doesn't have much interest in school. He hangs out with his friends a lot, and gets into fights though he says that he is the one that gets picked on because he looks different. He recently got home angry after being stopped and interrogated by police for just hanging out in the park with friends.

Waris started high school. The school has a basketball team and because he's tall, he was asked to play. He likes the sport and is making friends with his team mates. However, he gets annoyed and becomes withdrawn when kids ask him where he's from. He has spent most of his life in Australia and doesn't remember much of his life before coming here. He finds school work hard and Jamilah helps him out but she has to focus on her studies. The oldest son Muhammad is the breadwinner in the family, working long hours as a labourer. Due to his time at work, Aasha believes that he is not paying enough attention his new family.

Instructions

You are writing a report as a social worker in which you are examining the cross-cultural issues and the theoretical approaches that would guide your practice. You will also examine the skills and values required when working with the person and their family.

Please follow the steps below to complete your assessment task. Focus your discussion on the case study.

1. Provide a clear introduction to the case which includes psychosocial factors impacting the person.
2. Identify and explain the cross-cultural issues using knowledge of cross-cultural practice within social work.
3. Choose one or two theoretical approaches and explain how you would apply them in the cross-cultural practice.
4. Critique the skills you will need to use (or develop) to work effectively with this person and family.
5. Examine the values that will challenge you in cross-cultural practice.

Literature and references

In this assessment use at least 10 contemporary references (<10 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, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
• Include page numbers on the top right side of each page in a header.
• 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 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 (5 May 2023) 11:59 pm AEST

Return Date to Students
Week 11 Monday (22 May 2023)

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: 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 of the 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 (25.6-30)	Well-developed description outlining the various aspects of the issues facing the person and the family (22.5-25)	Generally good description outlining the various aspects of the issues facing the person and the family (19.5-22)	Sound description outlining the various aspects of the issues facing the person and the family (15-21.5)	Understanding extremely limited or not evident. Confusing outline of the various aspects of the issues facing the person and the family (<15)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../**30**
Knowledge of appropriate theories, skills and values which inform cross cultural practice (50%)	Excellent presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. Content is comprehensive and multifaceted (42.1-50)	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. (37.1-42)	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 (32.1-37)	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 part (25-32)	Poor presentation of the appropriate theories, skills and values which inform cross cultural practice with the person and family. The assignment lacks sufficient content (<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.

assessmentOutcome

- 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.

assessmentGradAttribute

- Communication
- Critical Thinking

- Cross Cultural Competence

3 Culturally Competent Service

Assessment Type
Written Assessment

Task Description
Due date: 9:00 am (AEST) Monday June 5 2023 (Review/Exam Week)
Weighting: 40%
Length: 1800 words +\- 10%
Unit Coordinator: Dr Agnieszka Sobolewska

Aim
The aim of this assessment is to explore how a human service organisation can engage with a migrant and/or refugee local community to create a culturally safe service delivery.

Instructions
You are a social worker based in a community agency of your chosen region that provides a range of support services. A low uptake of services among local migrant and/or refugee communities has been identified. You have been asked to write a report for the director in your agency. The report will document the research evidence of the lived experience for the migrant/refugee community, possible reasons for the low uptake of services, and recommended strategies to promote engagement with the migrant/refugee community.
Please follow the steps below to complete your assessment task:
· Identify your agency's scope of practice (i.e. family services, mental health, disabilities etc.)
· Name the ethnic community in your region and briefly describe its migration/settlement history (you can focus on more than one ethnic group)
· Assess the needs of your chosen ethnic community
· Discuss the factors that may hinder engagement with your agency's support services
· Examine the cross-cultural perspectives that will inform the practice of the agency
· Using research on cross-cultural practice, discuss how your agency could engage better engage with the community to create a culturally safe service delivery

Literature and references
In this assessment use at least 10 contemporary references (<10 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, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on the top right side of each page in a header.
· 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.
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· 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 Monday (5 June 2023) 9:00 am AEST

Return Date to Students

19/06/2023 assessments will be returned two weeks from submission

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. 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 comprehensivelypresented (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)	...../**20**
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. Theoretical concepts are thoroughly discussed and consistently applied to the scenario (17-20)	Very good understanding of the cross-cultural theories/perspectives demonstrated. Theoretical concepts are well explained and generally applied to the scenario (15-16.5)	Good understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts' explanation and application to the scenario are generally applied, with some aspects being better covered than others (13-14.5)	Adequate understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts' explanation and application to the scenario is broad and missing detail (10-12.5)	Poor understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts lack sufficient explanation and their relevance to the scenario is unclear (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../**20**
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)	...../**20**
Presentation of culturally sensitive engagement strategy (20%)	Excellent presentation of culturally sensitive engagement strategy. The strategy is creatively and comprehensively addressed; and consistently supported by research on cross-cultural practice. (17-20)	Very good presentation of culturally sensitive engagement strategy. The content is clear and thorough and supported by relevant research evidence. (15-16.5)	Good presentation of culturally sensitive engagement strategy. The content is generally clear, with some areas less comprehensive than others. Good application of research evidence (13-14.5)	Adequate presentation of culturally sensitive engagement strategy. The content is unclear and limited in parts. Adequate use of research evidence (10-12.5)	Poor presentation of culturally sensitive engagement strategy. The content is unclear and limited in parts. (<10)	Submission is missing most aspects of task. Little evidence of task requirements. (0)	...../**20**

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)	...../**10**
Total Marks							**...../100**

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.

assessmentOutcome

- Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
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assessmentGradAttribute

- 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