



SOWK13010 *Integrating Theory and Practice 1*

Term 1 - 2017

Profile information current as at 17/05/2024 04:47 pm

All details in this unit profile for SOWK13010 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

This unit provides students with the opportunity to compare various social work theoretical frameworks in the practice context; student should be able to analyse the implications of these differing approaches to practice and begin to devise their own practice framework and strategies. In this unit reflection on the outcomes and the consequences of the students own developing model of practice is a key focus. Students will be required to collate feedback concerning their ongoing educational performance from lecturers and other sources from their previous coursework and apply this to their Fieldwork Education 1 learning contract. Students will evaluate and implement this feedback in designing their learning contract for Fieldwork Education 2 Attendance at the relevant residential and participation in designated call back processes during placement is a requirement for this unit.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: SOWK12011 Social Group Work and Family Work Co-requisite: SOWK13009 Fieldwork Education 1

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 - 2017

- Distance

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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. **Presentation**

Weighting: 10%

2. **Written Assessment**

Weighting: 20%

3. **Written Assessment**

Weighting: 20%

4. **Written Assessment**

Weighting: 50%

5. **On-campus Activity**

Weighting: Pass/Fail

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 Course Coordinator, students, previous course coordinators

Feedback

Provide a collaborate session for Q&A around assessment 3. This would give the students an opportunity to link with peers and the course coordinator to explore areas of confusion with the assessment, and develop their ideas further. This may also prompt the students to commence the assessment early in the placement process, rather than leave this until the end.

Recommendation

Provide a collaborate session for Q&A around assessment 3 in small groups (10max) around 1/3 way into the placement.

Action

10 Zoom sessions were offered for both Assessment 3 and Assessment 4. In addition the A3 referred to in this feedback item was broken down into 2 more manageable assessment items.

Unit Learning Outcomes

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

1. Evaluate professional social work theories and critique their application to different practice contexts at the fieldwork placement
2. Analyse issues of professional power using social work ethics and values
3. Critique their own application of cross cultural competencies including working with indigenous people
4. Critically analyse personal and professional value dilemmas and responses that emerge on placement
5. Evaluate the implementation of use of self and self care strategies within the placement context
6. Determine the elements of a personal professional practice framework
7. Evaluate their performance from feedback drawn from their involvement in Fieldwork Education 1 and post fieldwork units for inclusion in the Fieldwork Education 2 learning contract

Australian Association of Social Workers Education and Accreditation Standards

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Presentation - 10%	•	•	•	•	•	•	•
2 - Written Assessment - 20%	•	•	•	•	•	•	•
3 - Written Assessment - 20%	•	•	•	•	•	•	•
4 - Written Assessment - 50%	•	•	•	•	•	•	•
5 - On-campus Activity - 0%	•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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

[illegible]

Textbooks and Resources

Textbooks

SOWK13010

Prescribed

Social Work from Theory to Practice

Edition: 2nd edn (2015)

Authors: Connolly, M & Harms, L

Cambridge University Press

Melbourne , victoria , Australia

ISBN: 9781107458635

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Adobe Flash Player
- Blackboard Collaborate (download)
- Microsoft Word Document
- Windows Player Media or equivalent

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kate Moore Unit Coordinator

k.moore@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Course - The Social Work Lens

Cleak and Wilson (SOWK13009 text)
Chapter 9: Linking learning and practice in placement

Prior:
Assessment 1 @ Compulsory Residential School
5 days - 24th Feb to 28th Feb 2017

Present:
 • Review the Moodle site - in particular the section "Resources - The Social work Lens"
 • Listen to Comparative Case Study VodCast.

Residential Case Study Presentation Due: Week 1 Monday (6 Mar 2017) 11:45 am AEST
Complete Record of Attendance - Residential Attendance Due: Week 1 Monday (6 Mar 2017) 11:45 pm AEST

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Readings via moodle	<ul style="list-style-type: none"> Ensure you have a clear understanding of the Assessment criteria for A2; remembering this is not a recollection of the tasks and outcomes that took place during the group work process, but a reflection on the CFL process and an analysis of the group work process. Review the Moodle site - in particular the section "Resources - Reflective Practice"

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional Practice Frameworks	Readings via moodle	<ul style="list-style-type: none"> Does your learning plan include the comparative case study preparation? Can the focus questions in A3 be linked to goals in your learning plan? Have you chosen the two experiences to base the comparative case study on? The earlier this is done the more time you will have to develop your knowledge and link theory for the main assessment (A4). Review the Moodle site - in particular the section "Resources - PP Frameworks" <p>Reflection and Critical Analysis of Residential Case Study Due: Week 3 Monday (20 Mar 2017) 11:45 pm AEST</p>

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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- Are you raising your comparative case study experiences in supervision? Remember, exploring your comparative case study developments with your supervisor is essential. Supervisors are not expected to help you write, research or give you the 'answers' but to assist in developing your understanding of theory and practice. Take time to express the skills you believe the social worker used when working with Case A or B, the underpinning theory, the model of working, the knowledge base.

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Practice Learning - Integration of Theory to Practice	Readings via Moodle	<ul style="list-style-type: none"> • What are the theoretical underpinnings of the intervention with the two cases? How is theory influencing service delivery, social work skills and knowledge and the client experience? • Review the Moodle site - in particular the section "Resources - Integration into theory"

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<ul style="list-style-type: none"> • Ensure you have chosen the two experiences for your comparative case study by this week. • Are you raising the focus questions in relation to the comparative case study in your reflective writing (SOWK13009) and supervision?

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social Work Knowledge	Readings via moodle	<ul style="list-style-type: none"> • Do you have a clear understanding of what an impasse may look like and the reasons why? • Do you understand what change may look within service delivery and human service settings? • What is an intervention? How do you know if an intervention is effective or progressive? • Review the Moodle site - in particular the section "social work knowledge"

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Focus Questions - Preparation for Comparative Case Study Due: Week 8 Friday (5 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Cross Cultural Practice

Readings via Moodle

- What are the cultural underpinnings of the cases you have chosen to compare? All people experience a level of cultural identity and socialisation. Have you had these discussions with the people involved in the cases?
- **Review the Moodle site - in particular the section "cross cultural practice"**

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Integration of 'Personal Self' and 'Professional Self' - Self Care

Readings via Moodle

- In relation to the two cases; has there been any aspects that have challenged your use of self or self awareness?
- What are your main strategies for self care?
- Did you journal these?
- **Review the Moodle site - in particular the section "self care"**

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Comparative Case Study Due: Week 12 Friday (2 June 2017) 11:45 am AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Residential school is a compulsory requirement of this course.

Dates: **FRIDAY 24th February 2017 to Tuesday 28th February 2017 - total 5 days**

Time: **9 am - 5.15 pm**

Agenda: **A full agenda will be available via the moodle site from the 23rd Feb.**

Preparation:

- It is recommended that you arrive at the campus at least 30 mins before commencement to locate your room and orientate yourself to the campus.
- Please look for the SOWK13010 & SOWK13009 residential signs located in the foyer to direct you to the correct classroom.
- Please bring notebook, pens, laptop, textbook or other devices (that you would like to use) with you.

The Campus:

This year residential will be held at the [NOOSA](#).

- There will be a kitchenette and fridge that students can use.
- The campus has ample parking and a cafe near by.
- Please note there is a long stay car park to the right of the building, parking in front of the campus is reserved mostly for the businesses.

Assessment Tasks

1 Residential Case Study Presentation

Assessment Type

Presentation

Task Description

Focus Statement

Field education provides students with experiential learning to become an effective professional in social work and human services work spaces. Your placement provides rich opportunity for transformational learning. To assist in your preparation for the task of group work and team building in a placement setting, you will be asked to undertake a case study via a group work process, and present this case study at the residential. Students will have the opportunity to showcase their team work skills and knowledge, be guided by the Community Focused Learning Process, working together to create a theoretical analysis, assessment and intervention for proposed for the case study.

Your role

You are a student social worker working with your peers in a group to undertake a case study. Using the CFL (Community Focussed Learning) process, the group is required to discuss and critically analyse your provided case study.

Product/performance

1. Students will be placed in small groups at residential and provided the case study. Students will be provided with time at residential to work on the Residential Case study.
2. The group is to engage in a CFL model of group work. Being guided by the principles and strategies of the CFL model. Literature on the CFL model will be given to the group by the unit coordinator.
3. The group will be expected to explore these 4 main areas:
 1. The presenting and background issues integrating at least (2) theories that seek to explain the situation.
 2. The theories must be clearly identified and the relationship to the scenario articulated.
 3. The team is required to propose a suitable intervention and provide a rationale for the decision.
 4. The team is to incorporate the Australian Association of Social Workers (AASW) Practice Standards and Code of Ethics to guide and inform the case study. These documents will be given to the group at residential.
5. Your group will deliver a presentation in a format of your choice.

The presentation will be graded, and is worth 10%.

Assessment Due Date

Week 1 Monday (6 Mar 2017) 11:45 am AEST

Presented at Residential SOWK13010

Return Date to Students

Week 3 Friday (24 Mar 2017)

Via Moodle - Student Assessment Submission area

Weighting

10%

Assessment Criteria

Grade					
Criteria Group Grade	HD	D	C	P	F
Presentation demonstrates critical analysis of presenting issues, background and context highlighting student roles, duties and responsibilities in placement 2 points	Advanced critical analysis demonstrated.	Very good critical analysis demonstrated.	Good critical analysis demonstrated.	Adequate or Basic critical analysis demonstrated.	Inadequate or Inappropriate critical analysis demonstrated
Presentation demonstrates integration of at least (2) relevant social work theories to explain the scenario 2 points	Advanced integration of theoretical knowledge to explain scenario demonstrated	Very good integration of theoretical knowledge to explain scenario demonstrated	Good integration of theoretical knowledge to explain scenario demonstrated	Adequate or Basic comparison and contrast of theoretical knowledge to explain scenario demonstrated	Inadequate or Inappropriate comparison and contrast of theoretical knowledge to explain the scenario demonstrated

Presentation creatively presents the assessment of the presenting issues, analysis and recommended strategies in an engaging manner. 2 points	Highly engaging and creative presentation incorporating multi-modal elements,	Very engaging and creative presentation incorporating at least (2) modes	Engaging presentation with some elements of creativity, primarily utilizing a single mode of delivery	Presentation is somewhat engaging and identifies key issues and analysis utilizing a single mode of delivery	Presentation inappropriately or inadequately presented
Identifies the core ethical principles of social work and community welfare and how this relates to the scenario, making reference to the AASW Code of Ethics and the AASW Practice Standards and Social Work Graduate Attributes 2 points	Advanced Understanding and application demonstrated.	Very good Understanding and application demonstrated.	Good Understanding and application demonstrated.	Adequate or Basic understanding and application demonstrated.	Inadequate or Inappropriate Understanding and application demonstrated
Synthesis and integration of literature / social work knowledge and skills within the presentation. 2 points	Evidence of superior critical analysis skills and widely researched concepts sourced from credible literature	Evidence of very good critical analysis skills and widely researched concepts sourced from credible literature	Evidence of good critical analysis skills and a broad range of literature utilised in the presentation	Evidence of adequate or basic analysis and key literature utilised in the presentation	Inadequate or inappropriate analysis demonstrated with only minimal or inadequate research demonstrated in presentation

Referencing Style

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

Submission

Offline Group

Submission Instructions

Groups are to present the CFL at residential and in accordance with instructions provided by Unit Coordinator.

Learning Outcomes Assessed

- Evaluate professional social work theories and critique their application to different practice contexts at the fieldwork placement
- Analyse issues of professional power using social work ethics and values
- Critique their own application of cross cultural competencies including working with indigenous people
- Critically analyse personal and professional value dilemmas and responses that emerge on placement
- Evaluate the implementation of use of self and self care strategies within the placement context
- Determine the elements of a personal professional practice framework
- Evaluate their performance from feedback drawn from their involvement in Fieldwork Education 1 and post fieldwork units for inclusion in the Fieldwork Education 2 learning contract

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Reflection and Critical Analysis of Residential Case Study

Assessment Type

Written Assessment

Task Description

Focus statement

Field education provides students with experiential learning to become an effective professional in social work and human services work spaces. Your placement provides rich opportunity for transformational learning. Reflection and critical analysis of our performance and responses to various work situations can become critical learning junctures that become incorporated into our practice framework. Reflecting on your residential case scenario group experience, you are to prepare a written essay that identifies the knowledge base (theories and knowledge) and skills (interpersonal communication, crisis intervention, assessment, group work, facilitation, professional communication etc) relevant to your scenario. With a focus on reflective practice, you are to describe and evaluate your responses and recommendations to the case scenario undertaken at residential school. This will include identification of the process of arriving at those decisions and reflection on that process and individual learning.

Your role

You are you – a student having just participated in a group case scenario assessment at residential school. Students are reminded that this is a REFLECTIVE and CRITICAL ANALYSIS of their performance in the group work and the overall group work processes.

Product/performance

1. You are to demonstrate **your experiencing, reflecting, analysing and action planning skills** in relation to the scenario undertaken at residential school while making connections to the AASW Practice Standards, AASW Code of Ethics and AASW student attributes as a guide. **Your analysis of the scenario and decision making processes** should include **demonstrated ability to integrate theory to practice** while incorporating **your own personal reflections and recommendations** for your practice as a student social worker on placement.
 2. Your paper should provide a **summary reflection and analysis of your participation** and role in the group process, referring to your perceived strengths and importantly, identified areas for further development.
 3. Your paper should **identify recommendations for your future practice** including specification of relevant learning goals you will include in your learning agreement as a result of the reflecting experience. The written essay should identify which scenario your group worked on however it should not repeat details of the scenario. 1000 words (10% wordage more or less permitted excluding appendices and references)
- This assessment should be submitted to moodle using Microsoft Word Document.

Assessment Due Date

Week 3 Monday (20 Mar 2017) 11:45 pm AEST

12 font, 1.5 line spacing, word document, cover page (student name, student number, word count, due date, and any extension details, Assessment Title and number)

Return Date to Students

Week 5 Friday (7 Apr 2017)

Electronic via Moodle Assessment Submission area

Weighting

20%

Assessment Criteria

Criteria	Grade				
	HD	D	C	P	F
Demonstration of critical analysis of presenting issues and identification (2) social work theories and should clearly identify the role and responsibilities of the student social worker	Advanced critical analysis demonstrated.	Very good critical analysis demonstrated.	Good critical analysis demonstrated.	Adequate or Basic critical analysis demonstrated.	Inadequate or Inappropriate critical analysis demonstrated
Identification of experiencing, reflecting, analysing and action planning skills with relevant examples of reflective practice	Advanced ability to engage in reflective practice. Advanced use of examples to highlight this engagement.	Very good ability to engage in reflective practice, and use of examples to highlight this engagement.	Good ability to engage in reflective practice, and use of examples to highlight this engagement.	Adequate or Basic ability to engage in reflective practice, and use of examples to highlight this engagement.	Inadequate or Inappropriate ability to engage in reflective practice. Irrelevant or nil examples to highlight this engagement.
Identifies relevant group participation roles with insight demonstrated around strengths and weaknesses and links to learning future learning goals	Advanced ability to critically analysis group work processes including a reflection of the students strengths and weaknesses, and future learning goals.	Very good ability to critically analysis group work processes including a reflection of the students strengths and weaknesses, and future learning goals.	Good ability to critically analysis group work processes including a reflection of the students strengths and weaknesses, and future learning goals.	Adequate or basic ability to critically analysis group work processes including a reflection of the students strengths and weaknesses, and future learning goals.	Inadequate or inappropriate ability to critically analysis group work processes including a reflection of the students strengths and weaknesses, and future learning goals.
Identifies the relevant practice standards, ethical requirements and student attributes of a student social worker on placement	Advanced understanding and application demonstrated.	Very good understanding and application demonstrated.	Good understanding and application demonstrated.	Adequate or Basic understanding and application demonstrated.	Inadequate or Inappropriate Understanding and application demonstrated
Synthesis and integration of literature / social work knowledge and skills within the presentation. 2 points	Evidence of superior critical analysis skills and widely researched concepts sourced from credible literature	Evidence of very good critical analysis skills and widely researched concepts sourced from credible literature	Evidence of good critical analysis skills and a broad range of literature utilised in the presentation	Evidence of adequate or basic analysis and key literature utilised in the presentation	Inadequate or inappropriate analysis demonstrated with only minimal or inadequate research demonstrated in presentation

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Evaluate professional social work theories and critique their application to different practice contexts at the fieldwork placement
- Analyse issues of professional power using social work ethics and values

- Critique their own application of cross cultural competencies including working with indigenous people
- Critically analyse personal and professional value dilemmas and responses that emerge on placement
- Evaluate the implementation of use of self and self care strategies within the placement context
- Determine the elements of a personal professional practice framework
- Evaluate their performance from feedback drawn from their involvement in Fieldwork Education 1 and post fieldwork units for inclusion in the Fieldwork Education 2 learning contract

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Focus Questions - Preparation for Comparative Case Study

Assessment Type

Written Assessment

Task Description

Focus statement

With a focus on social work knowledge and skills geared toward client change and the values that assist in discerning one professional approach from another, select two experiences from Field Education 1 to be used as case studies to demonstrate how you integrate theory to your practice and your analysis of this (**Assessment 4 - Comparative Case Study**).

In order to prepare for the creation of Assessment 4 you are to author responses to the focus questions below in a 1000 word (total) discussion applying full scholarly conventions. Students are welcome to use the questions as subheadings if desired. Please note, these prompts will assist you in the final comparative case study. You will utilise and integrate feedback from your Unit Coordinator/Marker to inform your Comparative Case Study assessment.

Your role

You are you – a student on your first placement.

Product/performance

Before commencing this assessment it is imperative that you have reviewed Assessment 4 - Comparative Case Study, and have chosen the two cases relating to your field placement experiences. Once these two tasks have been undertaken you are to proceed to authoring the **short answer responses to the focus questions** that highlight the research and reflective analysis you have undertaken regarding the initial analysis of the two cases, the document is to be no more than 1000 words.

The focus questions include:

- Q1. What are the primary presenting client / case needs or issues?
- Q2. What social work and related knowledge would you draw from to inform your understanding of these issues?
- Q3. What social work skills or methods were utilised? These should be clearly named and connected to the case.
- Q4. What theories do these skills / methods approaches originate from?
- Q5. How were you reflective and/or reflexive in your interaction/intervention? An example of this would be strongly recommended.
- Q6. What are your reflections on the strengths and weaknesses of your practice in this interaction?
- Q7. How did you define 'change' and 'impasse'? What did you rely on to inform your position?

1000 words (10% wordage more or less permitted excluding appendices and references)

This assessment should be uploaded to moodle using Microsoft Word Document. Please ensure a Size 12 font, 1.5 line spacing, paragraphs are justified, there is a cover page with essential information. Students are welcome to use the questions as subtitles.

Assessment Due Date

Week 8 Friday (5 May 2017) 11:45 pm AEST

Assessment due week 8 of student placement (if your placement is part please adjust accordingly - ie. 45 days of placement completed).

Return Date to Students

Week 10 Friday (19 May 2017)

Assessments will be returned to students on Moodle

Weighting

20%

Assessment Criteria

	Grade				
Criteria	HD	D	C	P	F
Submission demonstrates capacity to integrate information from several sources eg. Reflective practice from supervision, organisational knowledge, policy positions, research publication, practice documents, consumer feedback and theories used in contemporary social work and welfare practice	Advanced critical and comprehensive analysis and superior integration of theory to practice evidenced with a variety of sources including reflective practice	Very good critical and comprehensive analysis and highly developed integration of theory to practice evidenced with a variety of sources including reflective practice	Good critical and comprehensive analysis and well developed integration of theory to practice evidenced with a variety of sources including reflective practice	Adequate or basic analysis of issues and appropriate integration of theory to practice evidenced drawing from adequate sources including reflective practice	Inadequate or inappropriate critical analysis demonstrated with inadequate or inappropriate sources
Submission demonstrates capacity to evaluate information from several sources	Advanced comparison and contrast and critical evaluation of theoretical knowledge to explain scenario demonstrated	Very good comparison and contrast and high level evaluation of theoretical knowledge to explain case studies demonstrated	Good comparison and contrast and well developed evaluation of theoretical knowledge to explain case studies demonstrated	Adequate or basic comparison and contrast and appropriate use of theoretical knowledge to explain case studies demonstrated	Inadequate or inappropriate comparison and contrast of theoretical knowledge to explain the case studies demonstrated
Use of literature and theory to inform analysis and evaluation of interventions for change	Advanced concepts from literature explored and examined to critically evaluate change interventions used	Comprehensive consideration of concepts from literature explored and examined to critically evaluate change interventions used	Adequate consideration of concepts from literature explored and examined to critically evaluate change interventions used	Basic consideration of theoretical concepts informing analysis of interventions for change with appropriate evaluation and consideration of change interventions.	Poor or limited demonstrated of evaluation of analysis of interventions for change.
Demonstrates capacity to analyse and evaluate the practice standards contributing to or needed for successful change interventions and identify the particular needs of diverse client groups	Advanced understanding and application demonstrated.	Very good understanding and application demonstrated.	Good understanding and application demonstrated.	Adequate or basic understanding and application demonstrated.	Inadequate or inappropriate understanding and application demonstrated
Demonstrates ability to support ideas with concrete examples from practice	Selected examples from practice demonstrate advanced understanding of concepts / theories, reflective practice and integration of theory to practice supporting ideas	Examples from practice demonstrate heightened understanding of concepts / theories, reflective practice and integration of theory to practice supporting ideas	Examples from practice provide an adequate consideration of concepts / theories, reflective practice and integration of theory to practice supporting ideas	Relevant examples from practice provide a basic demonstration of understanding of the concepts / theories, reflective practice and integration of theory to practice supporting ideas	Poor or inadequate examples from practice demonstrated with limited or poor understanding of the concepts / theories, reflective practice and integration of theory to practice supporting ideas
Synthesis and integration of literature Clear expression and appropriate list of references	Excellent synthesis and argument citing relevant literature. Extensive referencing.	Very good synthesis and argument citing relevant literature. Very good referencing	Good synthesis and argument citing relevant literature Good referencing.	Adequate or basic synthesis and argument citing adequate references Adequate referencing.	Inaccurate or limited synthesis or argument with no or limited citations Inadequate or incorrect referencing.

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Moodle

Learning Outcomes Assessed

- Evaluate professional social work theories and critique their application to different practice contexts at the fieldwork placement
- Analyse issues of professional power using social work ethics and values

- Critique their own application of cross cultural competencies including working with indigenous people
- Critically analyse personal and professional value dilemmas and responses that emerge on placement
- Evaluate the implementation of use of self and self care strategies within the placement context
- Determine the elements of a personal professional practice framework
- Evaluate their performance from feedback drawn from their involvement in Fieldwork Education 1 and post fieldwork units for inclusion in the Fieldwork Education 2 learning contract

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Comparative Case Study

Assessment Type

Written Assessment

Task Description

Focus statement

With a focus on social work knowledge and skills geared toward client change and the values that assist in discerning one professional approach from another, select two experiences from Field Education 1 to be used as case studies to demonstrate your emerging analysis skills and integration of theory to practice.

Your role

You are you – a student on your first placement.

Product/performance

The case studies need *not be* confined to direct practice such as casework, case management, group work, or family work but may be based on indirect practice such as organisational practice, neighbourhood or community work, social development, social policy or research.

You may also wish to compare and contrast processes of change between the case studies drawn from direct and indirect practice.

You are to demonstrate your ability to ***compare and contrast two (2) case studies during Field Education 1 where processes of change reached an impasse against a second case study where change strategies were accomplished.***

You are to demonstrate your ability to evaluate what change interventions are/were possible in the case study and where change processes reached an impasse and justify, on reflection, your preferred course of action. Irrespective of whether the case study selected involved Indigenous clients /communities or those from Culturally and Linguistically diverse backgrounds, a section of the paper must be devoted to evaluating the theoretical approaches that would be appropriate to your chosen course of action in these contexts.

You are to begin this analysis using the relevant AASW practice standards as a guide. This evaluation must be informed by the integration of knowledge and theory you have acquired in all of your prior studies to date. The written assessment is to be presented in a case study format and students may utilise appendices to include relevant case information or background data in addition to the case comparative analysis work.

Observe all ethical and professional practices and placement organisational directives in relation to respecting the anonymity of those involved. As the Field Education Co-ordinator is aware of your location there is no need to identify the name of your host organisation in electronic or printed documents. For example, if undertaking a case study analysis with the Department of Child Safety Services, refers to the organisation as a 'child protection service'.

2000 words (10% wordage more or less permitted excluding appendices and references)

This assessment should be uploaded to moodle using Microsoft Word Document

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 am AEST

Students to submit assessment on moodle

Return Date to Students

Exam Week Friday (16 June 2017)

Due to the variations in student placement schedules, all efforts will be made to return results approx. 2 weeks after submission

Weighting

50%

Assessment Criteria

Submission demonstrates capacity to integrate information from several sources eg. Reflective practice from supervision, organisational knowledge, policy positions, research publication, practice documents, consumer feedback and theories used in contemporary social work and welfare practice	Advanced critical and comprehensive analysis and superior integration of theory to practice evidenced with a variety of sources including reflective practice	Very good critical and comprehensive analysis and highly developed integration of theory to practice evidenced with a variety of sources including reflective practice	Good critical and comprehensive analysis and well developed integration of theory to practice evidenced with a variety of sources including reflective practice	Adequate or basic analysis of issues and appropriate integration of theory to practice evidenced drawing from adequate sources including reflective practice	Inadequate or inappropriate critical analysis demonstrated with inadequate or inappropriate sources
Submission demonstrates capacity to evaluate information from several sources	Advanced comparison and contrast and critical evaluation of theoretical knowledge to explain scenario demonstrated	Very good comparison and contrast and high level evaluation of theoretical knowledge to explain case studies demonstrated	Good comparison and contrast and well developed evaluation of theoretical knowledge to explain case studies demonstrated	Adequate or basic comparison and contrast and appropriate use of theoretical knowledge to explain case studies demonstrated	Inadequate or inappropriate comparison and contrast of theoretical knowledge to explain the case studies demonstrated
Use of literature and theory to inform analysis and evaluation of interventions for change	Advanced concepts from literature explored and examined to critically evaluate change interventions used	Comprehensive consideration of concepts from literature explored and examined to critically evaluate change interventions used	Adequate consideration of concepts from literature explored and examined to critically evaluate change interventions used	Basic consideration of theoretical concepts informing analysis of interventions for change with appropriate evaluation and consideration of change interventions.	Poor or limited demonstrated of evaluation of analysis of interventions for change.
Demonstrates capacity to analyse and evaluate the practice standards contributing to or needed for successful change interventions and identify the particular needs of diverse client groups	Advanced understanding and application demonstrated.	Very good understanding and application demonstrated.	Good understanding and application demonstrated.	Adequate or basic understanding and application demonstrated.	Inadequate or inappropriate understanding and application demonstrated

Demonstrates ability to support ideas with concrete examples from practice	Selected examples from practice demonstrate advanced understanding of concepts / theories, reflective practice and integration of theory to practice supporting ideas	Examples from practice demonstrate heightened understanding of concepts / theories, reflective practice and integration of theory to practice supporting ideas	Examples from practice provide an adequate consideration of concepts / theories, reflective practice and integration of theory to practice supporting ideas	Relevant examples from practice provide a basic demonstration of understanding of the concepts / theories, reflective practice and integration of theory to practice supporting ideas	Poor or inadequate examples from practice demonstrated with limited or poor understanding of the concepts / theories, reflective practice and integration of theory to practice supporting ideas
Synthesis and integration of literature Clear expression and appropriate list of references	Excellent synthesis and argument citing relevant literature. Extensive referencing.	Very good synthesis and argument citing relevant literature. Very good referencing	Good synthesis and argument citing relevant literature. Good referencing.	Adequate or basic synthesis and argument citing adequate references. Adequate referencing.	Inaccurate or limited synthesis or argument with no or limited citations. Inadequate or incorrect referencing.

Referencing Style

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

Submission

Online

Submission Instructions

Size 12 font, 1.5 double spaced, word document, cover page, justified aligned.

Learning Outcomes Assessed

- Evaluate professional social work theories and critique their application to different practice contexts at the fieldwork placement
- Analyse issues of professional power using social work ethics and values
- Critique their own application of cross cultural competencies including working with indigenous people
- Critically analyse personal and professional value dilemmas and responses that emerge on placement
- Evaluate the implementation of use of self and self care strategies within the placement context
- Determine the elements of a personal professional practice framework
- Evaluate their performance from feedback drawn from their involvement in Fieldwork Education 1 and post fieldwork units for inclusion in the Fieldwork Education 2 learning contract

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

5 Complete Record of Attendance - Residential Attendance

Assessment Type

On-campus Activity

Task Description

You must attend the compulsory residential to complete this course. Please note that attendance and successful completion of the residential is a course requirement and therefore any previous attempts at Field Education 1 and Integrating Theory and Practice 1 that resulted in a fail grade are not rolled over or counted towards a subsequent attempt at the course.

You must ensure that you have 'signed in and out' of every residential session. The residential staff will be reviewing the attendance sheet after each session to ensure that students are present for the entirety of the residential. Staff will not be expected to follow up on any absentees, it will be solely the responsibility of the student to ensure that 'record of attendance' is completed. In order to meet the requirements of the Australian Association of Social Workers (AASW), a student cannot miss anymore than two hours of the residential, and must provide a reason to do so (ie unavoidable event, illness). You must pass this assessment to pass the unit. Failure to pass this assessment will result in the final grade of 'Fail' for the entire unit.

Assessment Due Date

Week 1 Monday (6 Mar 2017) 11:45 pm AEST

Attendance at all hours of residential will result in a PASS for this assessment.

Return Date to Students

Week 1 Friday (10 Mar 2017)

Students that complete the sign in sheets for residential will receive a PASS grade on moodle for this assessment.

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

Each student must attend residential in term 1 of 2017, and ensure they have completed the 'Record of Attendance', and then will receive a grade accordingly.

Referencing Style

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

Submission

Offline

Submission Instructions

Students must attend all hours of residential.

Learning Outcomes Assessed

- Evaluate professional social work theories and critique their application to different practice contexts at the fieldwork placement
- Analyse issues of professional power using social work ethics and values
- Critique their own application of cross cultural competencies including working with indigenous people
- Critically analyse personal and professional value dilemmas and responses that emerge on placement
- Evaluate the implementation of use of self and self care strategies within the placement context
- Determine the elements of a personal professional practice framework
- Evaluate their performance from feedback drawn from their involvement in Fieldwork Education 1 and post fieldwork units for inclusion in the Fieldwork Education 2 learning contract

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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