



SOWK13010 *Integrating Theory and Practice 1*

Term 1 - 2018

Profile information current as at 17/05/2024 11:50 am

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 - 2018

- 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 Students Have your Say x 3

Feedback

Further clarification around requirements of Assessment 3 - Focus Questions.

Recommendation

Provide examples and be more specific re: academic writing levels required.

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

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

Madonna Chesham Unit Coordinator

m.chesham@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to the unit.

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

Prior:

Assessment 1 @ Compulsory Residential School
5 days - 22nd Feb to 26 th Feb 2018

Present:

• **Review the Moodle site - in particular 'Unit Overview' session and PPT.**

Residential Case Study

Presentation Due: Orientation Week Monday (5 Mar 2018) 10:00 am AEST
Complete Record of Attendance - Residential Attendance Due: Orientation Week Monday (5 Mar 2018) 3:00 pm AEST

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Readings via moodle	<ul style="list-style-type: none">• Ensure you have an understanding of the Assessment 2 criteria; 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 - 19 Mar 2018

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 Assessment 3 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 - Practice Frameworks" <p>Reflection and Critical Analysis of Residential Case Study Due: Week 3 Monday (19 Mar 2018) 11:45 pm AEST</p>

Week 4 - 26 Mar 2018

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, and the knowledge base.

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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 - 09 Apr 2018

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 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 23 Apr 2018

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 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Focus Questions - Preparation for Comparative Case Study Due: Week 8 Friday (4 May 2018) 11:45 pm AEST

Week 9 - 07 May 2018

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 - 14 May 2018

Module/Topic

Chapter

Events and Submissions/Topic

Week 11 - 21 May 2018

Module/Topic

Chapter

Events and Submissions/Topic

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 - 28 May 2018

Module/Topic

Chapter

Events and Submissions/Topic

Comparative Case Study Due: Week 12 Friday (1 June 2018) 11:45 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic

Chapter

Events and Submissions/Topic

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 workspaces. Your placement provides the rich opportunity for transformational learning. This assessment is designed to assist you in preparation for group work and team building activities that you will experience in the field. You are asked to undertake a case study via a group work process and present the case study at the residential school. Students will have the opportunity to showcase their teamwork skills and knowledge and be guided by the Community Focused Learning Process, working together to create a theoretical analysis, assessment and proposed intervention 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

Students will be placed in small groups at residential and provided the case study. Students will be given time at

residential to work on the case study. The group is to engage in a CFL model of group work and be 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.

In the format of your choice, the group will deliver a 10-minute presentation that explores these four 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.

Assessment Due Date

Orientation Week Monday (5 Mar 2018) 10:00 am AEST
Presented at Residential SOWK13010

Return Date to Students

Week 2 Friday (16 Mar 2018)
Via Moodle - Student Assessment Submission area

Weighting

10%

Assessment Criteria

- Presentation demonstrates critical analysis of presenting issues, background and context highlighting student roles, duties and responsibilities in placement
- Presentation demonstrates integration of at least (2) relevant social work theories to explain the scenario
- Presentation creatively presents the assessment of the presenting issues, analysis and recommended strategies in an engaging manner
- 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
- Synthesis and integration of literature / social work knowledge and skills within the presentation

Important Note: See the Moodle unit site for the detailed assessment criteria rubric.

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 workspaces. Your placement provides the rich opportunity for transformational learning. Reflection and critical analysis of our performance and responses to various work situations can become critical learning junctures that are 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 Australian Association of Social Work (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.

Word Limit

1000 words - You must remain within 10% of the word limit excluding appendices and references (maximum 1% of the overall mark will be deducted for every 100 words over or under this range).

This assessment should be submitted to Moodle using Microsoft Word Document.

Penalties will be applied to late submissions.

Assessment Due Date

Week 3 Monday (19 Mar 2018) 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 (6 Apr 2018)

Electronic via Moodle Assessment Submission area

Weighting

20%

Assessment Criteria

- 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
- Identification of experiencing, reflecting, analysing and action planning skills with relevant examples of reflective practice
- Identifies relevant group participation roles with insight demonstrated around strengths and weaknesses and links to future learning goals
- Identifies the relevant practice standards, ethical requirements and student attributes of a student social worker on placement
- Demonstrates ability to produce a well written reflection and critical analysis with synthesis and integration of

literature / social work knowledge and skills showing appropriate grammar, spelling and referencing (Harvard) within the word limit.

Important Note: See the unit Moodle site for the detailed assessment rubric.

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 and/or social change, select two experiences from Field Education 1 to be used as case studies to demonstrate how you integrate theory into 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 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 completion of 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 author the **short answer responses to the focus questions** that highlight the research and reflective analysis you have engaged in as part of your initial analysis of the two cases.

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 is 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?

Word Limit

1000 words – You must remain within 10% of the word limit excluding appendices and references (maximum 1% of the overall mark will be deducted for every 100 words over or under this range)

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.

Penalties will apply for late submissions.

Assessment Due Date

Week 8 Friday (4 May 2018) 11:45 pm AEST

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

Return Date to Students

Week 10 Friday (18 May 2018)

Assessments will be returned to students on Moodle

Weighting

20%

Assessment Criteria

- Submission demonstrates the 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.
- Submission demonstrates the capacity to evaluate information from several sources.
- Use of literature and theory to inform analysis and evaluation 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
- Demonstrates ability to support ideas with concrete examples from practice
- Demonstrates ability to produce a well written paper with synthesis and integration of literature / social work knowledge and skills, showing appropriate grammar, spelling and referencing (Harvard) within the word limit.

Important Note: See the unit Moodle site for detailed assessment rubric.

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 and/or social change, 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

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.** 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.

Your paper should:

- 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 Aboriginal and Torres Strait Islander 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.
- Commence analysis using the relevant AASW practice standards as a guide.
- The 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 Unit 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, refer to the organisation as a 'child protection service'.

Word Limit

2000 words - You must remain within 10% of the word limit excluding appendices and references (maximum 1% of the overall mark will be deducted for every 100 words over or under this range).

This assessment should be uploaded to Moodle using Microsoft Word Document. Please ensure a Size font 12, 1.5 line spacing, paragraphs are justified, and there is a cover page with essential information.

Penalties will apply for late submissions.

Assessment Due Date

Week 12 Friday (1 June 2018) 11:45 pm AEST

Students to submit assessment on moodle

Return Date to Students

Exam Week Friday (15 June 2018)

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 the capacity to integrate information from several sources e.g.. Reflective practice from supervision, organisational knowledge, policy positions, research publication, practice documents, consumer feedback and theories used in contemporary social work and welfare practice
- Submission demonstrates capacity to evaluate information from several sources Use of literature and theory to inform analysis and evaluation of interventions for change
- Use of literature and theory to inform analysis and evaluation 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
- Demonstrates ability to support ideas with concrete examples from practice
- Demonstrates ability to produce a well written comparative case analysis with synthesis and integration of literature / social work knowledge and skills, showing appropriate grammar, spelling and referencing (Harvard) within the word limit

Important Note: See the unit Moodle site for the detailed assessment rubric.

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 any more than two hours of the residential and must provide a reason to do so (i.e. unavoidable event, illness).

You must pass this assessment to pass the unit. Failure to pass this unit will result in the final grade of 'Fail' for the entire unit.

Assessment Due Date

Orientation Week Monday (5 Mar 2018) 3:00 pm AEST

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

Return Date to Students

Orientation Week Friday (9 Mar 2018)

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 2018, and ensure they have completed the 'Record of Attendance', and then will receive a pass/fail 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