



# SOWK13010 *Integrating Theory and Practice 1*

## Term 1 - 2019

Profile information current as at 30/04/2024 08:29 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 - 2019

- Mixed Mode

### 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 Student evaluation

##### Feedback

Students commented that the unit helped them make connections between the learning that has taken place over the previous three years of study in the social work program and direct practice.

##### Recommendation

The unit will continue to focus on supporting students make these connections from previous learning to their task of integrating theory into practice while on field placement.

#### Feedback from Student evaluation

##### Feedback

Further clarification required on assessment 3 and 4.

##### Recommendation

The unit coordinator in consultation with field education will review assessments in light of student feedback and workload while on field placement. Frameworks for the integration of theory into practice will be further incorporated to guide students through this process.

## 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 |
| <b>1 - Presentation - 10%</b>       | •                 | • | • | • | • | • | • |
| <b>2 - Written Assessment - 20%</b> | •                 | • | • | • | • | • | • |
| <b>3 - Written Assessment - 20%</b> | •                 | • | • | • | • | • | • |



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Students are encouraged to access and draw on the unit Moodle readings, theory and practice textbooks and readings from previous social work units along with their independent research and reading required for the successful completion of the assessment tasks.

### 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](mailto:m.chesham@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

| Module/Topic              | Chapter  | Events and Submissions/Topic   |
|---------------------------|--|--|
| Introduction to the unit. | <i>Cleak and Wilson (SOWK13009 text)<br/>Chapter 9: Linking learning and practice in placement</i> | <b>Compulsory Residential School - 1st March - 5th March 2019</b><br><b>Assessment 1 will be completed at the Compulsory Residential School</b><br><b>Carefully read the unit profile, view the <i>Unit Overview</i> recording and orientate yourself to the unit Moodle site.</b> |

### Week 2 - 18 Mar 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Introduction to Integration of Theory & Practice Readings via Moodle

- Visit the Integration of Theory & Practice module on the unit Moodle site, revisit Madonna's PowerPoint and your notes from residential school.
- Take some time to reflect on the learning you experienced in integrating theory and practice in your small group CFL case study experience at residential.
- Does your learning plan include your Assessment 2, 3 & 4? Can these tasks be linked to goals in your learning plan?

### Week 3 - 25 Mar 2019

| Module/Topic                   | Chapter             | Events and Submissions/Topic  |
|--------------------------------|---------------------|---|
| Context & Social Work Practice | Readings via Moodle | <ul style="list-style-type: none"> <li>• Commence your preparation for Assessment 2 by; carefully reading the assessment task in the Unit Profile, viewing the Assessment 2 recording and PowerPoint, and exploring the <i>Context &amp; Social Work Practice</i> module on Moodle.</li> <li>• Furthermore, this assessment will require you to integrate your developing understanding of your field placement organisational context.</li> </ul> <p><b>Complete Record of Residential Attendance</b> Due: Week 3 Friday (29 Mar 2019) 11:55 pm AEST</p> |

### Week 4 - 01 Apr 2019

| Module/Topic                   | Chapter             | Events and Submissions/Topic  |
|--------------------------------|---------------------|---|
| Context & Social Work Practice | Readings via Moodle | <ul style="list-style-type: none"> <li>• Continue to research the influence of context on the social work practice purpose in your field placement organisation. You may like to explore and reflect on this topic in supervision.</li> <li>• Include in your research the impact of the wider political, social, legal and cultural context on the organisation, social work practice and service users. Draw on your learning and knowledge gained in previous units in the social work program. Visit the Cross-Cultural Practice module on Moodle.</li> </ul> |

### Week 5 - 08 Apr 2019

| Module/Topic                       | Chapter             | Events and Submissions/Topic  |
|------------------------------------|---------------------|---|
| Integration of Theory and Practice | Readings via Moodle | <ul style="list-style-type: none"> <li>• Revisit the Integration of Theory and Practice module.</li> <li>• Have you identified the case study you will study in Assessment 3 &amp; 4? The earlier this is done the more time you will have to develop and discuss your understanding of the case and relevant theory for explaining and intervening through your reading, reflections and supervision.</li> </ul> |

### Vacation Week - 15 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
|              |         | <ul style="list-style-type: none"> <li>• Ensure you have chosen the case study you will use in Assessment 3 &amp; 4 by this week.</li> </ul> |

**Week 6 - 22 Apr 2019**

| Module/Topic                     | Chapter             | Events and Submissions/Topic  |
|----------------------------------|---------------------|---|
| Integration of Theory & Practice | Readings via Moodle | <ul style="list-style-type: none"> <li>Case studies are regularly utilised in supervision to prepare, plan and reflect for social work practice. Exploring your case study in supervision is recommended. 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.</li> </ul> <p><b>Practice Context Analysis</b> Due: Week 6 Friday (26 Apr 2019) 11:55 pm AEST</p> |

**Week 7 - 29 Apr 2019**

| Module/Topic | Chapter | Events and Submissions/Topic   |
|--------------|---------|--|
|              |         | <ul style="list-style-type: none"> <li>Utilise the questions in the Assessment 1 &amp; 3 task description to guide the integration of theory in your understanding of the situation and proposed case plan.</li> </ul> |

**Week 8 - 06 May 2019**

| Module/Topic            | Chapter             | Events and Submissions/Topic   |
|-------------------------|---------------------|--|
| Cross Cultural Practice | Readings via Moodle | <ul style="list-style-type: none"> <li>What are the cultural underpinnings of the case study you have chosen? All people experience a level of cultural identity and socialisation.</li> <li>Furthermore, how does culture influence social work practice, in the way problems/issues are understood and responded to? Are there other cultural understandings of the problem/issue that are relevant to the case?</li> </ul> <p><b>Case Study Plan - Integrating theory and practice</b> Due: Week 8 Friday (10 May 2019) 11:55 pm AEST</p> |

**Week 9 - 13 May 2019**

| Module/Topic        | Chapter             | Events and Submissions/Topic  |
|---------------------|---------------------|---|
| Reflective Practice | Readings via Moodle | <ul style="list-style-type: none"> <li>Explore how reflective practice facilitates the integration of theory and practice and the creation of new knowledge.</li> </ul> |

**Week 10 - 20 May 2019**

| Module/Topic                     | Chapter              | Events and Submissions/Topic   |
|----------------------------------|----------------------|--|
| Professional Practice Frameworks | Readings via Moodle. | <ul style="list-style-type: none"> <li>What is your understanding of professional practice frameworks? What are the key elements of a practice framework?</li> <li>What have you learned about your developing professional practice framework while on field placement?</li> <li>How does practice context influence professional practice frameworks?</li> </ul> |

**Week 11 - 27 May 2019**

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|              |         |                              |

Integration of 'Personal Self' and 'Professional Self' - Self Care

Readings via Moodle

- In relation to your involvement in the case study, 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?

### Week 12 - 03 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

Reflection and critical evaluation

Review

- Revisit your notes and resources from the ALC Critical Thinking & Evaluation session at residential and the reflective practice module, and utilise the questions in the Assessment 4 task description to critically evaluate your integration of theory and practice.

**Case Study Reflection and Critical Evaluation** Due: Week 12 Friday (7 June 2019) 11:55 pm AEST

### Review/Exam Week - 10 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

### Exam Week - 17 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

## Assessment Tasks

### 1 Residential Case Study Presentation

#### Assessment Type

Presentation

#### Task Description

#### Focus Statement

This assessment is designed to assist you in preparation for the integration of theory and practice and group work and team building activities that you will experience in field placement. 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 (CFL) 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 process, the group is required to discuss and critically analyse the provided case study. It is expected all students will undertake a role in the group presentation.

#### 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. The presentation is to incorporate the Australian Association of Social Workers (AASW) Practice Standards and Code of Ethics to guide and inform the case study analysis and plan. These documents and literature on the CFL model will be given to the group at residential. The presentation will also require groups to engage in and integrate independent research and reading.

In a presentation format of your choice, the group will deliver a 10-15 minute presentation that explores these main areas:

1. The presenting and background issues integrating at least (2) relevant theories that seek to explain the situation. The theories must be clearly identified and the relationship to the scenario articulated.
2. Proposed intervention/s and a rationale for the decision. The rationale needs to identify the theories informing the intervention.
3. The methods and skills that will be utilised in the proposed intervention.



4. The social work values and ethics informing your team's case analysis and proposed intervention that considers the use of professional power.
5. The benefits, risks and any other implications of the case analysis and proposed plan for those involved.
6. Irrespective of whether the case study involved Aboriginal and Torres Strait Islander clients/communities or those from Culturally and Linguistically diverse backgrounds, your presentation needs to consider the appropriateness of the theoretical approaches and interventions in these contexts.
7. Identify the insights gained for your future practice and developing practice framework from this critical evaluation process?

**Time limit**

Presentations are required to remain within the 10-15 minute time limit. Presentations will be timed on the day.

**Assessment Due Date**

Orientation Week Tuesday (5 Mar 2019) 12:00 pm AEST

Presentations will take place on the last day of the SOWK13010 Residential school

**Return Date to Students**

Week 2 Tuesday (19 Mar 2019)

Via Moodle

**Weighting**

10%

**Assessment Criteria**

- The presentation demonstrates critical analysis of presenting issues, background and context highlighting student roles, duties and responsibilities in placement
- The presentation demonstrates the integration of at least (2) relevant social work theories to explain the scenario and inform strategies/intervention
- The presentation identifies the benefits, risks and any implications of the case study analysis, assessment and plan for those involved.
- The presentation explores considerations for cross-cultural practice.
- The presentation identifies the core ethical principles of social work 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.
- Creative and engaging presentation of the case study within the time limit that demonstrates synthesis and integration of relevant research, literature and social work knowledge.

**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 case study at residential 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 Practice Context Analysis

### Assessment Type

Written Assessment

### Task Description

#### Focus statement

Context is central to social work practice, and therefore, social work theories need to be examined in light of the political, cultural, social, organisational, and client context. Healy (2005, p.4) contends that 'through understanding our context, we can both recognise how our practice is shaped by context and how we might act as agents of change both within, and in relation to our context'. Drawing on unit readings, knowledge gained from your previous study in the social work program, and field placement experiences and resources, you will discuss the interrelationship of context and social work practice including the relevance of theory and its application in your field placement organisation.

#### Your role

You are you - a student on your first field placement.

#### Product/performance

Produce a written essay that demonstrates your analysis of the field placement context and how it informs social work practice in your field placement organisation. Your paper should include the following areas:

- A brief introduction to the key elements of the field placement organisation including its mission, auspice, structure, goals, values and systems.
- Legal, political, policy and or cultural factors and dominant discourses impacting the organisation, workers and service users.
- Knowledge of the client group/s and the problems/issues the organisation is responding to.
- Theory and methods employed by the organisation to achieve its goals and respond to problems/issues and the needs of service users.
- The influence of context on the social work practice purpose in this organisation and the theory, methods and skills utilised by social workers. Discuss how this practice purpose aligns with social work values and ethics, making reference to the professional use of power and cross-cultural competencies.
- Strategies for professional self-care in this organisational context.

#### 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). Students are welcome to include appendices such as diagrams or a brochure for the provision of additional organisational information. This assessment should be submitted as a Microsoft Word Document in the submission area on Moodle. Penalties will be applied to late submissions.

#### References

Healy, K 2005, *Social Work Theories in Context: Creating Frameworks for Practice*, Palgrave Macmillan, London.

#### Assessment Due Date

Week 6 Friday (26 Apr 2019) 11:55 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 8 Friday (10 May 2019)

Electronic via Moodle Assessment Submission area

#### Weighting

20%

#### Assessment Criteria

- Identification and analysis of key organisational elements of the field placement organisation.
- Demonstrates an understanding of the wider context and its impact on the field placement organisation, service users and workers.
- Demonstrates knowledge of the client groups and the problems/issues the organisation is responding to.
- Demonstrates an understanding of the social work practice purpose in the field placement context including the theory, methods, skills and values utilised, and how it aligns with social work values and ethics.
- Demonstrates the ability to produce a well-written analysis with synthesis and integration of relevant 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 Case Study Plan - Integrating theory and practice

### 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 an experience from Field Education 1 to be used as a case study to demonstrate how you integrate theory and knowledge into your practice to understand the situation and plan intervention. The case study 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.

#### Your role

You are you - a student on your first placement.

#### Product/performance

Before commencing this assessment, it is imperative that you have chosen a case relating to your field placement experiences and carefully read both Assessment 3 and 4 task descriptions. Once this task has been undertaken you are to proceed to author short answer responses to the focus questions that highlight the research and reflective analysis you are required to engage in as part of your initial case study analysis, assessment and intervention plan. Students are welcome to use the questions as subheadings if desired and include diagrams such as an ecomap or genogram as appendices for the provision of additional case information.

The focus questions include:

1. What are the background and primary presenting client/case needs or issues?
2. What theories do you draw from to inform your understanding of the client/case and the issues?
3. Referring to your Assessment 2, how does the context and other related knowledge influence this understanding (culture, organisational, policy, legal, research, etc.)
4. What are the possible implications of your understanding/assessment for your practice and the client/case?
5. What are the goals for social work intervention with the case study, and the theoretical approaches informing the proposed intervention? Are there any other factors influencing the goals or prioritisation of issues? How does the intervention plan define change?
6. What methods and skills are necessary for these interventions to affect the desired change?
7. Discuss the social work values, ethics and standards that have been integrated into your case analysis, assessment and intervention plan. Explain how social work values and standards will be evident in your practice

including your use of self with this case/client?

**Important note** - Students are required to observe all ethical and professional practices and placement organisational directives in relation to respecting the anonymity of those involved.

**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 as a Microsoft Word Document to the Moodle submission area. 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 headings.

Penalties will apply for late submissions.

**Assessment Due Date**

Week 8 Friday (10 May 2019) 11:55 pm AEST

**Return Date to Students**

Week 10 Friday (24 May 2019)

Assessments will be returned to students on Moodle

**Weighting**

20%

**Assessment Criteria**

- Submission demonstrates the capacity to integrate relevant theory and knowledge from a range of sources to inform case analysis, assessment and intervention plans for change.
- Submission demonstrates the evidence of critical reflection of case analysis, assessment and intervention plan.
- Demonstrates capacity to analyse the practice standards, values and ethics inherent to the case analysis, assessment and intervention plan, and identify the particular needs of diverse client groups
- Demonstrates the ability to produce a well-written paper with synthesis and integration of relevant 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 Case Study Reflection and Critical Evaluation

**Assessment Type**

Written Assessment

**Task Description****Focus statement**

Reflection and evaluation of our performance and responses to various practice situations can become critical learning junctures that are incorporated into our practice framework. Reflecting on your involvement in the case study on field placement that was used in Assessment 3, you are to prepare a written essay that critically evaluates the knowledge base (theories and knowledge) and skills utilised in your involvement in the case study. With a focus on reflective and reflexive practice, you are to identify recommendations for your case formulation and future involvement in this case along with the insights you have gained about your developing practice framework.

**Product/performance**

You are to provide a written academic and professional evaluation of your practice through your involvement in the case study (the same case study used in Assessment 3) while on field placement. The evaluation needs to include your assessment of whether processes of change reached an impasse or if change strategies were accomplished. The integration of knowledge, theory and research along with social work values and ethics should inform your evaluation and recommendations. The use of examples will be necessary to support the evaluation and demonstrate the integration of theory and practice.

Your evaluation should include:

- A summary of the change interventions that were possible in the case study or where change processes reached an impasse, and justify, on reflection, your preferred course of action. Clearly articulate how you are defining change or impasse in relation to the case and the knowledge informing this understanding.
- A summary reflection and evaluation of your involvement in the case including your reflections on both your strengths and areas for development in your practice and your use of self.
- In light of your involvement in the case and what you know now, evaluate the initial theoretical understanding, assessment, and intervention plan and identify the values and assumptions informing the case formulation, its impact on the client/situation and any implications it had for working with this client/case. Identify the influence of individualistic and or social/structural theory in your case study plan and evaluate the impact of these understandings on the client/situation and your practice.
- Demonstrating reflective and reflexive practice, identify new understandings and knowledge you have gained from your involvement in the case, and discuss how this new knowledge will inform your developing practice framework and future practice with this case or similar case situations.
- 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.

**Important note** - Students are required to observe all ethical and professional practices and placement organisational directives in relation to respecting the anonymity of those involved.

**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 as a Microsoft Word Document to the respective Assessment submission area on Moodle. 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 (7 June 2019) 11:55 pm AEST

Students to submit assessment on moodle

**Return Date to Students**

Exam Week Friday (21 June 2019)

**Weighting**

50%

**Assessment Criteria**

- Demonstrates the ability to critically evaluate case formulations and change interventions used in the case study, and whether change processes were possible or an impasse was reached.
- Integrates relevant literature, theory and knowledge from a range of sources along with social work ethics and standards to inform the critical evaluation of interventions for change.
- Demonstrates the ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, the identification of strengths and areas for development, and new insights and knowledge gained for future practice and developing professional practice framework.

- Demonstrates capacity to critically analyse the particular needs of diverse client groups for successful change interventions
- Demonstrates the ability to support the evaluation with concrete examples from practice
- Demonstrates the ability to produce a well written critical evaluation with synthesis and integration of relevant literature within the word limit, showing appropriate grammar, spelling and referencing (Harvard)

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 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

Week 3 Friday (29 Mar 2019) 11:55 pm AEST

### Return Date to Students

Week 5 Friday (12 Apr 2019)

### 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**

Online

**Submission Instructions**

Students must attend all hours of residential and upload complete record of attendance to the submission area.

**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