



SOWK13010 *Integrating Theory and Practice 1*

Term 1 - 2020

Profile information current as at 10/05/2024 09:13 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.

Corrections

Unit Profile Correction added on 02-04-20

Students will be able to choose from field placement or previous human service work contexts/experiences in responding to assessment tasks. Currently, the unit profile only provides students with the option to choose from field placement experiences. Furthermore, as a result of COVID-19, many student placements are continuing on in a project capacity, therefore, project work is included as an option in Assessment 3 and 4.

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 - 2020

- 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 continue to enjoy the relevancy of the learning and support provided in this unit in helping them make connections between theory and practice.

Recommendation

Continue to provide assessments that reflects and support students learning on placement.

Feedback from Student evaluation and residential evaluation

Feedback

Students enjoyed the opportunity at residential school to integrate theory and practice in their case study analysis in small groups. Students have indicated an additional theory refresher session at residential school would be helpful.

Recommendation

Include an additional theory refresher session at residential school.

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%	•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

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

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit.	<i>Cleak and Wilson (SOWK13009 text)</i> <i>Chapter 9: Linking learning and practice in placement</i>	<u>Compulsory Residential School - 28th February - 3rd March 2020</u> Assessment 1 will be completed at the Compulsory Residential School. Carefully read the unit profile, view the <i>Unit Overview</i> recording and orientate yourself to the unit Moodle site.

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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 field placement learning plan include your Assessment 2, 3 & 4? Can these tasks be linked to goals in your learning plan?

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Context & Social Work Practice	Readings via Moodle	<ul style="list-style-type: none"> • 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 & Social Work Practice</i> module on Moodle. • Furthermore, this assessment will require you to integrate your developing understanding of your field placement organisational context.

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Context & Social Work Practice	Readings via Moodle	<ul style="list-style-type: none"> • 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. • 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.

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Integration of Theory and Practice	Readings via Moodle	<ul style="list-style-type: none"> • Revisit the Integration of Theory and Practice module. • Have you identified the case study you will study in Assessment 3 & 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.

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<ul style="list-style-type: none"> • Ensure you have chosen the case study you will use in Assessment 3 & 4 by this week. <p>Practice Context Analysis Due: Vacation Week Tuesday (14 Apr 2020) 11:55 pm AEST</p>

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Integration of Theory & Practice	Readings via Moodle	<ul style="list-style-type: none"> 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.

Week 7 - 27 Apr 2020

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

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cross Cultural Practice	Readings via Moodle	<ul style="list-style-type: none"> All people experience a level of cultural identity and socialisation. What are the cultural underpinnings of the case study you have chosen? 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? <p>Case Study Plan - Integrating theory and practice Due: Week 8 Friday (8 May 2020) 11:55 pm AEST</p>

Week 9 - 11 May 2020

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

Week 10 - 18 May 2020

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

Week 11 - 25 May 2020

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 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?
- Have you used journalling and/or supervision to reflect on these?

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reflection and critical evaluation	Review	<ul style="list-style-type: none">• Revisit the resources from the ALC Critical Thinking & Evaluation and the reflective practice module, and utilise the questions in the Assessment 4 task description to critically evaluate your integration of theory to practice. <p>Case Study Reflection and Critical Evaluation Due: Week 12 Friday (5 June 2020) 11:55 pm AEST</p>

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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) Code of Ethics and Practice Standards 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 at least (2) relevant 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; including the use of self and self-care strategies for future practice.

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 (3 Mar 2020) 10:30 am AEST

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

Return Date to Students

Week 2 Tuesday (17 Mar 2020)

Via Moodle

Weighting

10%

Assessment Criteria

Criteria	Grade				
	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (Below 50%)
Presentation demonstrates critical analysis of presenting issues, background and context highlighting student roles, duties and responsibilities in placement. (/2 Marks)	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 and inform strategies/intervention. (/2 Marks)	Advanced integration of theoretical knowledge to explain the scenario and inform intervention demonstrated.	Very good integration of theoretical knowledge to explain the scenario and inform intervention demonstrated.	Good integration of theoretical knowledge to explain the scenario and inform intervention demonstrated.	Adequate or basic integration of theoretical knowledge to explain the scenario and inform intervention demonstrated.	Inadequate or inappropriate integration of theoretical knowledge to explain the scenario and inform intervention demonstrated.
Presentation demonstrates critical evaluation of the case study analysis, assessment and plan referring to the AASW Code of Ethics, Practice Standards and Graduate Attributes and other relevant literature. (/2Marks)	Advanced level of critical evaluation	Very good level of critical evaluation	Good level of critical evaluation	Adequate or basic level of critical evaluation	Inadequate level of critical evaluation.
Presentation explores considerations for cross-cultural practice. (/2 Marks)	Advanced understanding of cultural considerations for working with diverse client groups.	Very good understanding of cultural considerations for working with diverse client groups.	Good understanding of cultural considerations for working with diverse client groups.	Adequate or basic understanding of cultural considerations for working with diverse client groups.	Inadequate or inappropriate understanding of cultural considerations for working with diverse client groups.
Creative and engaging group presentation that demonstrates synthesis and integration of literature / social work knowledge and skills within the presentation. (/2 Marks)	Highly engaging and creative presentation incorporating multi-modal elements with evidence of superior critical analysis skills and widely researched concepts sourced from credible literature.	Very engaging and creative presentation incorporating at least (2) modes with evidence of very good critical analysis skills and widely researched concepts sourced from credible literature.	Engaging presentation with some elements of creatively, primarily utilising a single mode of delivery with evidence of good critical analysis skills and a broad range of literature utilised in the presentation.	Presentation somewhat engaging utilising a single mode of delivery with some evidence of adequate or basic analysis and relevant literature utilised in the presentation.	Presentation inappropriately or inadequately presented with minimal or inadequate evidence of analysis skills.

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, the 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.

Product/performance

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

- A brief introduction to the key elements of the field placement organisation including its mission, auspice, structure, goals and values.
- 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, and the theory and methods employed by the organisation to achieve its goals and respond to the needs of service users.
- An analysis of 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, referring to the professional use of power and cross-cultural competencies.
- Strategies for professional self-care in this organisational context.

Word Limit

1000 -1500 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 use headings in the essay and include appendices such as diagrams or a brochure for the provision of additional organisational information. Headings will not be included in the word count.

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

Vacation Week Tuesday (14 Apr 2020) 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 7 Tuesday (28 Apr 2020)

Electronic via Moodle Assessment Submission area

Weighting

20%

Assessment Criteria

Criteria	Grade				
	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (Below 50%)
Identification and analysis of key organisational elements of the field placement organisation. (/5 marks)	Advanced knowledge and analysis of key organisational elements.	Very good knowledge and analysis of key organisational elements.	Good knowledge and analysis of key organisational elements.	Adequate or basic knowledge and analysis of key organisational elements.	Inadequate or inappropriate knowledge and analysis of key organisational elements.
Demonstrates an understanding of the wider context and its impact on the field placement organisation, service users and workers. (/2.5 marks)	Advanced level of critical analysis of the practice context and its impact on the organisation, service users and workers.	Very good level of critical analysis of the practice context and its impact on the organisation, service users and workers.	Good level of critical analysis of the practice context and its impact on the organisation, service users and workers.	Adequate or basic level of critical analysis of the practice context and its impact on the organisation, service users and workers.	Inadequate or inappropriate critical analysis of the practice context and its impact on the organisation, service users and workers.
Demonstrates knowledge of the client groups and the problems/issues the organisation is responding to, and the theory and methods employed by the organisation to achieve its goals and respond to problems/issues and the needs of the service users. (/5 marks)	Advanced understanding of the client groups and problems/issues the organisation is responding to and the theory and methods employed by the organisation.	Very good understanding of the client groups and problems/issues the organisation is responding to and the theory and methods employed by the organisation.	Good understanding knowledge of the client groups and problems/issues the organisation is responding to and the theory and methods employed by the organisation.	Adequate or basic understanding of the client groups and problems/issues the organisation is responding to and the theory and methods employed by the organisation.	Inadequate or inappropriate understanding of the client groups and problems/issues the organisation is responding to and the theory and methods employed by the organisation.
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 and strategies for professional self-care. (/5 marks)	Advanced understanding of social work practice in the field placement agency.	Very good understanding of social work practice in the field placement agency.	Good understanding of social work practice in the field placement agency.	Adequate or basic understanding of social work practice in the field placement agency.	Inadequate or inappropriate understanding of social work practice in the field placement agency.
Demonstrates ability to produce a well-written analysis with synthesis and integration of literature, theory, knowledge and skills showing appropriate grammar, spelling and referencing (Harvard) within the word limit. (/2.5 marks)	Outstanding level of written expression with evidence of superior critical analysis skills and widely researched concepts sourced from credible literature. No grammatical, spelling or referencing errors. Within the word limit.	Very good level of written expression with evidence of substantial critical analysis skills and widely researched concepts sourced from credible literature. Grammatical, spelling and referencing accuracy. Within the word limit.	Sound written expression with evidence of good critical analysis skills and a broad range of literature utilised. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with acceptable grammar and spelling, and a basic level of referencing. Within the word limit. Evidence of adequate or basic analysis and key literature utilised.	Poorly written with inaccuracies in grammar and spelling and/or poor referencing. Has not remained within the word limit. Inadequate or inappropriate analysis demonstrated with only minimal or inadequate research.

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 the 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 and development, social policy or research.

Product/performance

Before commencing this assessment, as Assessment 3 and 4 require students to use the same case study, 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? How do the context and other related knowledge influence this understanding (culture, organisational, policy, legal, research, etc.)? What are the possible implications of your understanding/assessment for your practice and the client/case?
3. What are the goals for social work intervention with the case study, and the theoretical approaches informing the proposed intervention? What factors influence the goals or prioritisation of issues in this context? How does the intervention plan define change?
4. What methods and skills are necessary for these interventions to affect the desired change?
5. 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. Headings are not included in the word count.

Penalties will apply for late submissions.

Assessment Due Date

Week 8 Friday (8 May 2020) 11:55 pm AEST

Return Date to Students

Week 10 Friday (22 May 2020)

Assessments will be returned to students on Moodle

Weighting

20%

Assessment Criteria

Criteria	Grade				
	HD (85-100%)	D (75-84%)	C (65-74%)	P (50%-64%)	F (Below 50%)
Submission demonstrates the capacity to integrate relevant knowledge and theory from a range of sources to inform case analysis, assessment and intervention for change. (/5 Marks)	Advanced critical and comprehensive analysis and superior integration of theory to practice evidenced with a variety of sources.	Very good critical and comprehensive analysis and highly developed integration of theory to practice evidenced with a variety of sources.	Good critical and comprehensive analysis and well-developed integration of theory to practice evidenced with a variety of sources.	Adequate or basic analysis of issues and appropriate integration of theory to practice evidenced drawing from adequate sources.	Inadequate or inappropriate critical analysis demonstrated with inadequate or inappropriate sources.

Submission demonstrates critical reflection of case analysis, assessment and interventions for change. (/5 Marks)	Advanced consideration of concepts from literature to inform critical thinking about the possible implications of the case analysis and plan.	Comprehensive consideration of concepts from literature to inform critical thinking about the possible implications of the case analysis and plan.	Good consideration of concepts from literature to inform critical thinking about the possible implications of the case analysis and plan.	Basic consideration of concepts from literature to inform critical thinking about the possible implications of the case analysis and plan.	Poor or limited consideration of concepts from literature to inform critical thinking, and limited or no implications of the case analysis and plan identified.
Demonstrates capacity to analyse the professional standards, values and ethics contributing to or needed for successful change interventions and identify the particular needs of diverse client groups. (/5 Marks)	Advanced integration of social work standards and values evident in the case study analysis and interventions for change.	Comprehensive integration of social work standards and values evident in the case study analysis and interventions for change.	Good integration of social work standards and values evident in the case study analysis and interventions for change.	Basic integration of social work standards and values evident in the case study analysis and interventions for change.	Inadequate or limited integration of social work standards and values evident in the case study analysis and interventions for change.
Demonstrates ability to produce a well-written paper with synthesis and integration of appropriate literature / social work knowledge within the word limit, showing appropriate grammar, spelling and referencing (Harvard). (/5 Marks)	Outstanding level of written expression with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling or referencing errors. Within the word limit.	Very good level of written expression with very good synthesis and argument citing relevant literature. Grammatical, spelling and referencing accuracy and relevancy. Within the word limit.	Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with adequate synthesis and argument. Adequate grammar and spelling, and referencing. Within the word limit.	Poorly written with inaccuracies in grammar and spelling and /or poor referencing. Inadequate or inappropriate synthesis and/or argument.

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 course of action. Clearly articulate how you are defining change or impasse in relation to the case and the knowledge informing this understanding.
- 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.
- 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.
- 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

1500 - 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 (5 June 2020) 11:55 pm AEST

Students to submit assessment on moodle

Return Date to Students

Exam Week Friday (19 June 2020)

Weighting

50%

Assessment Criteria

Criteria	Grade HD (85-100%)	D (75-84%)	C (65-74%)	P (50%-64%)	F (Below 50%)
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. (/10 marks)	Advanced critical evaluation of change interventions.	Comprehensive critical evaluation of change interventions.	Sound critical evaluation of change interventions.	Adequate or basic analysis critical evaluation of change interventions	Inadequate or inappropriate critical evaluation of change interventions
Demonstrates ability to engage in professional reflective and reflexive practice for the evaluation of the use of self in practice, and the identification of strengths and areas for development and insights and knowledge gained for future practice and developing professional practice frameworks. (/10 marks)	Advanced ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and strengths and areas requiring development for the identification of new insights gained for future practice.	Very good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and strengths and areas requiring development for the identification of new insights gained for future practice.	Good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and strengths and areas requiring development for the identification of new insights gained for future practice.	Adequate or basic ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and strengths and areas requiring development and the identification of insights and knowledge gained for future practice.	Inadequate or inappropriate ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of insights and knowledge gained for future practice.
Demonstrates the capacity to critically analyse the particular needs of diverse client groups for successful change interventions. (/10 marks)	Advanced needs analysis of diverse client groups.	Comprehensive needs analysis of diverse client groups.	Sound needs analysis of diverse client groups.	Adequate or basic needs analysis of diverse client groups.	Inadequate or inappropriate needs analysis of diverse client groups.
The integration of 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 (/10 marks)	Advanced use of concepts and ideas from relevant literature and social work ethics and standards explored and examined to critically evaluate change interventions used.	Comprehensive consideration of concepts and ideas from relevant literature and social work ethics and standards explored and examined to critically evaluate change interventions used.	Sound consideration of concepts and ideas from relevant literature and social work ethics and standards explored and examined to critically evaluate change interventions used.	Basic consideration of theoretical concepts and ideas from relevant literature and social work ethics and standards to critically evaluate change interventions used.	Poor or limited consideration of theoretical concepts and ideas from relevant literature and social work ethics and standards, and inadequate or inappropriate level of evaluation.

Demonstrates the ability to support the evaluation with concrete examples from practice (/5 marks)	Selected examples from practice demonstrate advanced understanding of concepts/theories, reflective practice and integration of theory to practice supporting ideas.	Examples from practice demonstrate a 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 a limited or poor understanding of the concepts/theories, reflective practice and integration of theory to practice supporting ideas.
Demonstrates ability to produce a well written critical evaluation with synthesis and integration of literature within the word limit, showing appropriate grammar, spelling and referencing (Harvard) (/5 marks)	Outstanding level of written expression with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling or referencing errors.	Very good level of written expression with very good synthesis and argument citing relevant literature. Grammatical, spelling and referencing accuracy and relevancy. Within the word limit.	Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with adequate synthesis and argument. Adequate grammar and spelling, and referencing. Within the word limit.	Poorly written with inaccuracies in grammar and spelling and / or poor referencing. Inadequate or inappropriate synthesis and/or argument.

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, any previous residential attendance for this unit 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 Friday (6 Mar 2020) 11:55 pm AEST

Upload your complete record of residential attendance to submission area on Moodle.

Return Date to Students

Week 2 Friday (20 Mar 2020)

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

Criteria	Pass	Fail
Students must attend the compulsory residential school in term 1 of 2020, and ensure they have submitted the completed 'Record of Attendance'.	Attended every residential school session and submitted the completed 'Record of Attendance'.	Did not attend every session at the residential school and or did not submit the completed 'Record of Attendance'.

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