



SOWK13010 *Integrating Theory and Practice 1*

Term 1 - 2022

Profile information current as at 26/04/2024 03:10 am

All details in this unit profile for SOWK13010 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit provides you with the opportunity to learn from your field placement or human service practice experiences through the critical reflection and evaluation of the integration of theory and practice that considers context and social work aims, values and ethics. You will engage in critical reflective and reflexive practice to evaluate the implications of theoretical understandings and approaches and the influence of the personal, organisational and socio-economic-political contexts for creative and socially just social work practice responses. You will be required to draw on feedback from your previous coursework and field placement/human service work experiences for the ongoing critical reflection of your developing professional practice framework and use of self in practice.

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 - 2022

- 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. **Online resource/s**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: 20%

3. **Written Assessment**

Weighting: 30%

4. **Written Assessment**

Weighting: 50%

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 Residential school evaluation

Feedback

Students continue to enjoy the critical teaching and learning that takes place at residential school.

Recommendation

Maintain the mix and format of learning activities at residential school.

Feedback from Student evaluation

Feedback

Critical reflection theory and practice was integrated further into the assessments and learning resources in 2021. Student feedback suggest the Moodle site and learning materials supported the integration of theory and practice on placement and the completion of the unit.

Recommendation

Assessments and learning materials will be developed and revised as needed.

Unit Learning Outcomes

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

1. Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
2. Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
3. Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
4. Critically reflects on your developing social work identity and professional practice framework
5. Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

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
1 - Online resource/s - 0%	•	•	•		•
2 - Written Assessment - 20%	•	•	•	•	•
3 - Written Assessment - 30%		•	•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
4 - Written Assessment - 50%	•	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy		•	•	•	
5 - Team Work	•	•	•		•
6 - Information Technology Competence		•	•		
7 - Cross Cultural Competence	•	•	•		•
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online resource/s - 0%	•	•	•		•		•	•		
2 - Written Assessment - 20%	•	•	•	•			•	•		
3 - Written Assessment - 30%	•	•	•	•			•	•		
4 - Written Assessment - 50%	•	•	•	•				•		

Textbooks and Resources

Textbooks

SOWK13010

Prescribed

The Reflective Journal

3rd edition (2020)

Authors: Barbara Bassot

Palgrave Macmillan Education

London , United Kingdom

ISBN: 9781352010299

Binding: Paperback

Additional Textbook Information

eBook and paperback versions are available. See both at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Word Document
- Windows Player Media or equivalent
- ZOOM

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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Complete the study Module on the unit Moodle site.	Mixed- Mode Compulsory Residential School: 25th February - 1st March 2022 Carefully read the unit profile and view the Unit Moodle site. Attendance at residential school - Online/Face to Face Due: Week 1 Friday (11 Mar 2022) 11:55 pm AEST

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Integration of Theory & Practice	Complete the study module on the unit Moodle	<ul style="list-style-type: none"> • 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 your small group 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?
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Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Critical Reflection	Complete the study module on the unit Moodle site	<ul style="list-style-type: none"> • Consider how the theory informing critical reflection influences the focus of critically reflective practice. <p>Reflective Practice Due: Week 3 Friday (25 Mar 2022) 11:55 pm AEST</p>

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Critically Reflective Practice	Complete the study module on the unit Moodle site.	<ul style="list-style-type: none"> • Explore how the critically reflective practice frameworks differ and are similar to the reflective practice models you have used.

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Context & Social Work Practice	Complete the study module on the unit Moodle site.	<ul style="list-style-type: none"> • Commence your preparation for Assessment 3 by; carefully reading the assessment task in the Unit Profile, viewing the Assessment 3 recording and PowerPoint, and exploring the <i>Context & Social Work Practice</i> module on Moodle. • 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.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Culturally Responsive Practice	Readings via Moodle	<ul style="list-style-type: none"> • Consider how culture influences social work practice, in the way problems/issues are understood and responded to? • All people experience a level of cultural identity and socialisation. What are the cultural underpinnings of the situation you have chosen to explore in assessment 4? • Are there other cultural understandings of the problem/issue that are relevant to the situation?

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Values & Ethics	Complete the study module on the unit Moodle site.	<ul style="list-style-type: none"> • Reflect on a time when you identified a gap between your espoused values and values in practice/action. • How did this influence your practice/actions? • How did you resolve this gap? <p>Practice context analysis Due: Week 7 Friday (29 Apr 2022) 11:55 pm AEST</p>
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Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Uncovering assumptions	Complete the study Module on the unit Moodle site.	<ul style="list-style-type: none"> • Have you chosen the situation you would like to focus on in Assessment 4? The earlier this is done the more time you will have to reflect on and discuss your understanding of the situation in supervision.

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Examining power relations	Complete the module on the unit Moodle site.	<ul style="list-style-type: none"> • Consider the inherent power of the social work role in your field placement context and its influence on service users and social work practice.

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Reflexivity & use of self	Complete the study on the unit Moodle page.	<ul style="list-style-type: none"> • In relation to your involvement in the chosen situation, has there been any aspects that challenged your use of self or self-awareness? • What strategies, such as journaling and supervision have you utilised to reflect on these?

Week 11 - 23 May 2022

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 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Self-care	Review	<ul style="list-style-type: none"> • What are your strategies for self care? <p>Critical Reflection & Evaluation Due: Week 12 Friday (3 June 2022) 11:55 pm AEST</p>

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Attendance at residential school - Online/Face to Face

Assessment Type

Online resource/s

Task Description

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

Instructions

You must ensure that you have 'signed in and out' of every residential session. The residential staff will be reviewing the attendance sheet and zoom attendee report after each session to ensure that students are present for the residential entirety. Staff will not be expected to follow up on any absentees; it will be the student's sole responsibility to ensure that the 'record of attendance' is completed. 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 and sufficient supporting documentation to do so (i.e. unavoidable event, illness).

You will be joining your small teams online while at the residential school. Therefore, please ensure you peruse the zoom meeting etiquette checklist in the *Attending Residential School Online* document before residential school.

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 1 Friday (11 Mar 2022) 11:55 pm AEST

Submit your completed Residential Attendance sheet via Moodle.

Return Date to Students

Week 3 Friday (25 Mar 2022)

Weighting

Pass/Fail

Assessment Criteria

Criteria	Pass	Fail
Students must attend the compulsory residential school in term 1 of 2022, and ensure they have submitted the completed 'Record of Attendance'.	Attended every residential school session and submitted the completed 'Record of Attendance'. In the event a session was missed due to significant unforeseen circumstances, sufficient supporting documentation was provided.	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

Learning Outcomes Assessed

- Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work

- Cross Cultural Competence
- Ethical practice

2 Reflective Practice

Assessment Type

Written Assessment

Task Description

Reflection and critical analysis of our participation in learning environments can provide essential insights about the values, knowledge, theories, and skills informing developing practice frameworks.

Instructions

Using a reflective practice model adapted from the Integrative Reflective Practice model (Kiser 2014), you are required to critically reflect on an experience of significance/importance that occurred in your small group learning experience at the residential school. The experience should be one you hope to understand or learn more about. Writing in the first person, use the Kiser (2014) model and questions from Kiser (2014) and Fook and Gardner (2007) as a guide to provide a brief narrative about what happened, your reactions, its meaning, examine dissonance and articulate the learning and insights you gained for future practice.

- Experience - Describe the experience. What happened?
- Reactions - How did you react? How did you feel? What were you thinking? What did you do?
- Reflecting on Meaning - Why was the experience important/significant to you? What did it mean to you? What does your account and the language used tell you about your underlying values, beliefs, theories, and assumptions? Where do you think these ideas originated, and how was your experience influenced by your historical, cultural and social context?
- Theory & Knowledge - What other perspectives have you considered? Identify relevant theory or literature that could make sense of the situation or provide another view.
- Examining dissonance - Did this situation highlight any gap between how you say you will practice (espoused values, theories and skills) and the group's and or your actions and decisions? What role did you play in this? Is this ok? If so, why? If not, why not? What does this tell you about the values, theories, and practices important to your developing practice framework?
- Articulating learning - What are the specific learnings you can take from this experience? What did you learn about yourself, others, and the society in which you live? What knowledge or insights did you gain? What skills did you learn?
- Developing a plan - Based on these learnings, what would you do next time in a similar situation? What would you continue to do, and what would you change? Explain why, including the anticipated consequences and hopes of this new response. What values, knowledge, theory, and skills will you need to develop to proceed with this new approach?

Word limit

1000 words

Literature and references

In this assessment, use at least six contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or professional or peak national bodies: for example, the AASW.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the first-person perspective.
- The written assessment should identify which scenario your group worked on; however, it should not repeat the case study's details.
- Use formal academic language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard](#)

[Referencing Style Guide.](#)

- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Social Work and Community Services Guide](#).
- For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here.](#)

References

Fook, J & Gardner F 2007, *Practising critical reflection: a resource handbook*, McGraw-Hill Education, UK.

Kiser, M 2014, 'The integrative processing model', adapted from Kiser, M 2014, *The human service internship: getting the most from your experience*, 4th edition, Cengage, Boston, viewed at <https://www.elon.edu/u/academics/arts-and-sciences/wp-content/uploads/sites/150/2017/07/Integrative-Processing-Model.pdf>

Assessment Due Date

Week 3 Friday (25 Mar 2022) 11:55 pm AEST
Via the submission area on Moodle

Return Date to Students

Week 5 Friday (8 Apr 2022)

Weighting

20%

Assessment Criteria

Criteria	Grade				
	HD (85-100%)	D (75-84%)	C (65-74%)	P (50%-64%)	F (Below 50%)
Demonstrates the application of a reflective practice model to describe and make meaning of a learning experience and identify the influence of values, beliefs, theories and assumptions, and social and cultural contexts on practice (/6 marks)	Advanced ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.	Very good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self and identification of factors influencing practice.	Good ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.	Adequate or basic ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.	Inadequate or inappropriate ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.
Demonstrates the capacity to consider other perspectives, including literature and theory, to understand the experience and initiate change processes (/4 marks)	Advanced consideration of other perspectives, ideas, and concepts from relevant literature to initiate change processes.	Very good consideration of other perspectives, ideas and concepts from relevant literature for initiating change processes.	Sound consideration of other perspectives, ideas, and concepts from relevant literature to initiate change processes.	Basic consideration of other perspectives and ideas, and concepts from relevant literature for initiating change processes.	Poor or limited consideration of other perspectives, ideas, and relevant literature concepts for initiating change processes.
Identifies any gaps between espoused theory, values, skills and practice. (/4 marks)	Advanced consideration of dissonance between espoused theory, values, skills, and practice.	Very good consideration of dissonance between espoused theory, values, skills, and practice.	Sound consideration of dissonance between espoused theory, values, skills, and practice.	Basic consideration of dissonance between espoused theory, values, skills, and practice.	Poor or limited consideration of dissonance between espoused theory, values, skills, and practice.
Articulates learning and identifies the values, theory, skills and strategies for future practice and developing practice framework (/4 marks)	Advanced consideration of the values, approaches, strategies, and skills for initiating change processes.	Very good consideration of the values, approaches, strategies, and skills for initiating change processes	Sound consideration of the values, approaches, strategies, and skills for initiating change processes	Basic consideration of the values, approaches, strategies, and skills for initiating change processes	Poor or limited consideration of the values, approaches, strategies, and skills for initiating change processes
Demonstrates ability to produce a well-written reflection with synthesis and integration of literature within the word limit, showing appropriate grammar, spelling and referencing (Harvard). (/2 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

Learning Outcomes Assessed

- Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
- Critically reflects on your developing social work identity and professional practice framework
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

Graduate Attributes

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

3 Practice context analysis

Assessment Type

Written Assessment

Task Description

Context is central to social work practice. Therefore, social work theories and practice need to be examined to understand the influence of the political, cultural, social, organisational, and client contexts on practice. Healy (2005, p.4) contends that 'through understanding our context, we can 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 critically analyse the interrelationship of context and social work practice including the relevance of theory and its application in your field placement organisation.

Instructions

In essay format, provide your analysis of the field placement or human service context and how it influences social work practice. The essay should include the following areas:

- A brief introduction of the key elements of the organisation, including its mission, auspice, structure, goals and values.
- Identify and discuss the impact of social, legal, political and cultural contexts on the organisation and the implications for service delivery, social work practice and service users.
- An analysis of the dominant ideas, beliefs, and assumptions about service user groups and the problems/issues experienced, and how these impact service users, and influence the use of power and organisational responses. How are other perspectives considered, such as the lived experience and diverse cultural needs of service users?
- An analysis of the social work practice purpose in the field placement or human service context that considers the aims, values, theories, methods and skills utilised and how it aligns with professional aims, values and standards. Where is the focus of social work change processes and how is change measured in this context? What power is inherent to the social work role in this context?
- Based on your analysis, what strategies might you employ in your future practice to initiate change processes that address any discrepancies between espoused organisational and professional aims, values and theory and practice in this context? How do these respond to power relations and the diverse needs and lived experiences of service users in this context?

Word Limit

1500 words - 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.

Literature and references

In this assessment, use at least eight contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and

credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the AASW.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Social Work and Community Services Guide](#).
- For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

References

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

Assessment Due Date

Week 7 Friday (29 Apr 2022) 11:55 pm AEST

Submit Word Document via Moodle.

Return Date to Students

Week 9 Friday (13 May 2022)

Weighting

30%

Assessment Criteria

Criteria	Grade				
	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (Below 50%)
Identifies key organisational elements of the field placement or human service organisation. (/5 marks)	Advanced knowledge of key organisational elements.	Very good knowledge of key organisational elements.	Good knowledge of key organisational elements.	Adequate or basic knowledge of key organisational elements.	Inadequate or inappropriate knowledge of key organisational elements.
Analyses the influence of the social, legal, political and cultural context on the field placement organisation, service users and social work practice (/5 marks)	Advanced discussion of the practice context and the impacts on the organisation, service users and workers.	Very good level of discussion of the practice context and the impact on the organisation, service users and workers.	Good level of discussion of the practice context and the impact on the organisation, service users and workers.	Adequate discussion of the practice context and the impact on the organisation, service users and workers.	Inadequate or inappropriate discussion of the practice context and the impact on the organisation, service users and workers.
Identifies dominant constructs about client group/s and the problems/issues experienced, and analyses how these impact service users and influence the use of power and organisational responses in this context. (/5 marks)	Advanced understanding of the impact of dominant constructs on service users, organisational responses and the use of power in this context.	Very good understanding of the impact of dominant constructs on service users, organisational responses and the use of power in this context	Good understanding of the impact of dominant constructs on service users, organisational responses and the use of power in this context	Adequate or basic understanding of the impact of dominant constructs on service users, organisational responses and the use of power in this context	Inadequate or inappropriate understanding of the impact of dominant constructs on service users, organisational responses and the use of power in this context
Analyses the social work practice purpose in the field placement context and considers the theory, values, methods and skills utilised (/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.
Identifies gaps between espoused values, theory and practice, and strategies to initiate social work change processes in this context (5 marks)	Advanced analysis of gaps between espoused values, theory and practice and initiate change processes.	Very good analysis of gaps between espoused values, theory and practice and initiate change processes.	Good analysis of gaps between espoused values, theory and practice and change processes.	Basic analysis of gaps between espoused values, theory and practice and change processes.	Inadequate or inappropriate analysis of gaps between espoused values, theory and practice and change processes.

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. (/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 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 poor referencing. Has not remained within the word limit. Inadequate or inappropriate analysis demonstrated with only minimal or insufficient research.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
- Critically reflects on your developing social work identity and professional practice framework
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

Graduate Attributes

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

4 Critical Reflection & Evaluation

Assessment Type

Written Assessment

Task Description

Reflection and evaluation of our responses to various practice situations on field placement can become critical learning junctures incorporated into our practice framework. This assessment provides you with the opportunity to demonstrate your critical reflective and reflexive practice by identifying new understandings and knowledge from your involvement in a direct practice experience and how it will inform your future practice and developing practice framework.

Instructions

Using a two-stage model adapted from the Fook & Gardner (2007) and Brookfield (2017) frameworks, you are required to critically reflect on an experience of significance/importance that occurred in direct practice on your field placement or in your work in human services. The experience should be one you hope to understand or learn more about. When choosing an experience, you need to; consider whether it will facilitate your learning, anticipate the potential level of vulnerability you may encounter, and protect the confidentiality and privacy of all those involved (Fook & Gardner 2007, p. 78). You are advised to revise the critically reflective study module and resources and contact the unit coordinator if you have any questions about choosing an experience. You are required to de-identify and protect the privacy of any persons referred to in your reflective practice.

Stage 1 - Deconstruction

Deconstruction involves exploring the role of society, culture and beliefs have played in shaping our practice experience (Fook & Gardner 2007). It also necessitates reflexivity to identify and understand the influence of our assumptions, beliefs and values and use of self on practice (Fook & Gardner 2007).

- a) Exploring your experience

Writing in the first person, use the framework and questions adapted from Fook & Gardner (2007) and Gardner (2014) to write a brief description about what happened, your reactions, its meaning and the context of the experience.

- Experience - What was the experience? What happened?
- Reactions - How did you react? How did you feel? What were you thinking? What did you do? How did you influence the situation?
- Meaning - Why was the experience important/significant to you? What did it mean to you? What does your

account and the language used tell you about your underlying values, theories, assumptions? Does the experience highlight any gaps or contradictions in how you planned to practice (espoused theory and values) and your practice (theories in action)?

- Context - What is the background of this experience? How did your history and social context influence your experience? How did the organisational culture influence it? How did the society in which you live influence it? How was power experienced by those involved? (Fook & Gardner 2007; Gardner 2014)

b) Exploring other perspectives

This step, adapted from Brookfield's (2017) four lenses of critical reflection, aims to facilitate the exploration of other perspectives to help you identify and examine assumptions influencing your experience and practice. While optional, you are encouraged to explore your experience in supervision or with a 'critical friend' (Fook & Gardner 2007), such as a student peer in this unit familiar with the critical reflection model. Identifying influences and assumptions and other perspectives can be 'unsettling'; therefore, a private space where you feel comfortable to engage in this process is recommended. Your supervisor or critical friend's role is not to problem solve or offer advice, but to support you in gaining greater understanding and learning from the experience (Fook & Gardner 2007).

- Client or x's eyes - How do you think the client or x (person/s involved) saw or understood what happened? How do you think they saw your reaction and responses? What may have influenced their responses?
- Supervisor's eyes - What feedback did you receive from your supervisor about the situation? If you did not share the experience in supervision, how do you imagine your supervisor would see the situation? What do you think has influenced their view?
- Personal - What personal experiences of learning influenced your views and response to the situation?
- Theory - What theory and literature have you considered? Identify relevant theory or literature that could make sense of the situation or provide another view. (Brookfield 2017; Bassot 2020)

Stage 2 - Reconstruction

This stage of Fook & Gardner's model (2007) is focused on change, requiring you to consider how your new understandings about your experience will inform your future practice and developing practice framework.

- What does your experience tell you about your espoused values and theories and those in action?
- Is this ok or not ok with you? If not, why not? If so, why?
- What other theories and perspectives might be useful? How do these perspectives and theories shape how you now see the experience? How do these theories and perspectives understand power relations in practice?
- How do your new understandings of the experience inform a different way of responding? What are the anticipated consequences and hopes for this new way of working?
- What values, theoretical approaches, skills and strategies will you utilise or seek to develop to proceed with this new approach?
- Are there any opportunities for 'broader-level collective' change? If so, what action could you take? To initiate change, who would you try to influence or involve? (Fook & Gardner 2007; Gardner 2014)

Weighting

50%

Word Limit

2000 words

Literature and references

In this assessment, use at least eight contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak professional and national bodies, e.g. the AASW.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word). · Include page numbers on each page in a footer.
- A combination of the first-person and third-person perspectives. The first-person is to be used when describing

your experience; however, the third-person perspective is required when analysing the relevance of theory and literature for understanding the situation.

- Use formal academic language.
- Use the Harvard Referencing Guide. The Academic Learning Centre has an [online Harvard Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Social Work and Community Services Guide](#).
- For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

References

Bassot, B 2020, *The Reflective Journal*, Macmillan Education Limited, London.

Brookfield, S 2017, *Becoming a critically reflective teacher*, John Wiley & Sons Inc, US.

Fook, J & Gardner F 2007, *Practising critical reflection: a resource handbook*, McGraw-Hill Education, UK.

Gardner, F 2014, *Being critically reflective*, Springer Nature Limited, UK.

Assessment Due Date

Week 12 Friday (3 June 2022) 11:55 pm AEST

Submit Word Document via Moodle.

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

50%

Assessment Criteria

Criteria	Grade				
	HD (85-100%)	D (75-84%)	C (65-74%)	P (50%-64%)	F (Below 50%)
Stage 1 - Deconstruction					
1. Exploring your experience Demonstrates the ability to engage in critically reflective and reflexive practice to identify the influence of values, beliefs and assumptions, and gaps between espoused values and theory and practice. (/10 marks)	Advanced ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.	Very good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.	Good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.	Adequate or basic ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.	Inadequate or inappropriate ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.

1. Exploring your experience Demonstrates capacity to critically analyse the influence of the social, cultural and political context and power relations on practice (/10 marks)	Advanced ability to analyse the influence of context and the use of power on practice.	Very good ability to analyse the influence of context and the use of power on practice.	Sound ability to analyse the influence of context and the use of power on practice.	Adequate or basic ability to analyse the influence of context and the use of power on practice.	Inadequate or basic ability to analyse the influence of context and use of power on practice.
1. Exploring other perspectives Demonstrates the capacity to consider other perspectives, literature, theory and knowledge (/10 marks)	Advanced consideration of other perspectives, and ideas and concepts from relevant literature.	Very good consideration of other perspectives, ideas and concepts from relevant literature.	Sound consideration of other perspectives, and ideas and concepts from relevant.	Basic consideration of other perspectives, and ideas and concepts from relevant literature.	Poor or limited consideration of other perspectives, and ideas and concepts from relevant literature.
Stage 2 - Reconstruction					
Identifies new understandings informing the values, theoretical approaches, skills and strategies for initiating change processes and developing practice framework. (/15 marks)	Advanced consideration of the values, approaches, strategies, and skills for initiating change processes.	Very good consideration of the values, approaches, strategies, and skills for initiating change processes	Sound consideration of the values, approaches, strategies, and skills for initiating change processes	Basic consideration of the values, approaches, strategies, and skills for initiating change processes	Poor or limited consideration of the values, approaches, strategies, and skills for initiating change processes
Academic writing & referencing					
Demonstrates ability to produce a well written critical reflection 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

Learning Outcomes Assessed

- Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice

- Critically reflects on your developing social work identity and professional practice framework
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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