

SOWK13010 *Integrating Theory and Practice 1*

Term 1 - 2025

Profile information current as at 21/04/2026 09:03 pm

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

Corrections

Unit Profile Correction added on 04-03-25

Assessment 2 correction:

- Assessment Type: Presentation and Written Assessment

Assessment 3 corrections:

- Assessment 3 Title: Critical Reflection and Evaluation for Ethical Social Work Practice.
- Word Limit: 1800 words

Assessment 4 correction:

- Assessment Type: Presentation and Written Assessment

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 - 2025

- 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).

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 Unit Coordinator

Feedback

To accommodate for differences in field placement learning experiences, case studies, rather than experiences from field placement, will be used to facilitate the integration of theory and practice.

Recommendation

Case studies, rather than a field placement experience, will be used in the final assessment.

Feedback from Unit Coordinator

Feedback

Student evaluation continues to indicate students enjoy all aspects of this unit and the residential school.

Recommendation

While study modules and the content will be updated, a similar residential program and teaching and learning approach will be taken.

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

— N/A Level ● Introductory Level ● Intermediate Level ● Graduate Level ● Professional Level ● Advanced Level

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%		●	●	●	●
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 - First Nations Knowledges					
11 - 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	11
1 - Online resource/s - 0%	•	•	•		•		•	•			
2 - Written Assessment - 20%	•	•	•	•			•	•			
3 - Written Assessment - 30%	•	•	•	•			•	•			
4 - Written Assessment - 50%	•	•	•	•				•			

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Students are encouraged to access and draw on Moodle readings, theory and practice textbooks, and previous social work theory unit resources, as well as engage in independent research and reading.

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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Madonna Chesham Unit Coordinator
m.chesham@cqu.edu.au

Schedule

Week 1 - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Complete the study Module on the unit Moodle site.	<p>Compulsory Residential School attendance at Brisbane Campus: 26th - 2nd March 2025</p> <p>Carefully read the unit profile and view the Unit Moodle site.</p> <p>Confirmation of Attendance at residential school - Face to Face at Brisbane Campus Due: Week 1 Friday (14 Mar 2025) 6:00 pm AEST</p>

Week 2 - 17 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
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- 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.

Presentation and Reflective Practice
Due: Week 2 Friday (21 Mar 2025) 6:00 pm AEST

Week 3 - 24 Mar 2025

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 and key elements of critically reflective practice.

Week 4 - 31 Mar 2025

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"> • Consider how the critically reflective practice frameworks differ and are similar to the reflective practice models you have used.

Week 5 - 07 Apr 2025

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"> • Continue to research the influence of context on the social work practice. • Does your Assessment 3 consider the influence of social forces and context on practice?

Vacation Week - 14 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Apr 2025

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 how problems/issues are understood and responded to. • All people experience a level of cultural identity and socialisation. Complete the module's activities to explore how culture might influence your practice.

Week 7 - 28 Apr 2025

Module/Topic	Chapter	Events and Submissions/Topic
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>Critical Evaluation & Evaluation for Ethical Social Work Practice Due: Week 7 Friday (2 May 2025) 6:00 pm AEST</p>

Week 8 - 05 May 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Uncovering assumptions	Complete the study Module on the unit Moodle site.	<ul style="list-style-type: none"> • What strategies and practices will you utilise to identify the influence of assumptions on practice?
Week 9 - 12 May 2025 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 the case studies and its influence on service users and social work practice.
Week 10 - 19 May 2025 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"> • What strategies, such as journaling and supervision, will you utilise to reflect on your use of self in practice and increase self-awareness?
Week 11 - 26 May 2025 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 - 02 Jun 2025 Module/Topic	Chapter	Events and Submissions/Topic
Self-care	Review	<ul style="list-style-type: none"> • What are your strategies for self care? <p>Social Work Practice Framework Due: Week 12 Monday (2 June 2025) 9:00 am AEST</p>
Review/Exam Week - 09 Jun 2025 Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 16 Jun 2025 Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Confirmation of Attendance at residential school - Face to Face at Brisbane Campus

Assessment Type
Online resource/s

Task Description
Aim

This assessment aims to provide evidence of your attendance at the Brisbane compulsory residential school. Attending and completing the residential is a compulsory requirement of this unit. 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

Ensure that you 'sign in and out' of every residential session. After each session, residential staff will review the attendance sheet to ensure students are present for the entire session. Teaching staff will not follow up on absentees; it

is your 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. significant unforeseen event, illness).

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

Assessment Due Date

Week 1 Friday (14 Mar 2025) 6:00 pm AEST

Submit your completed Confirmation of Record of Residential Attendance form via Moodle.

Return Date to Students

Week 3 Friday (28 Mar 2025)

Weighting

Pass/Fail

Assessment Criteria

Criteria	Pass	Fail
Students must attend the compulsory residential school in term 1 of 2025 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

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 Presentation and Reflective Practice

Assessment Type

Written Assessment

Task Description

Aim

This assessment is designed to help you prepare for the integration of theory and practice, group work, and team-building activities you will experience in your field placement.

You will undertake a case study via a group work process, present the case study at the residential school (Part A), and complete a critical reflection of a small group experience (Part B) to identify insights and learning gained for your future social work practice in teams.

Part A – Presentation

You will undertake a case study via a group work process, showcasing teamwork knowledge and skills guided by the principles and strategies of the Community Focused Learning (CFL) model and critical reflection frameworks. You will be allocated to a small group and given time at the residential school to work on the case study, culminating in a

presentation of your group's analysis, assessment, and proposed intervention.

Presentation Requirements:

- You are positioned as a social work student in training (SWIT) presenting to your peers.
- In a presentation format of your choice, the group will deliver a 10 - 15-minute presentation informed by the critical reflection framework outlined below. Like essay word counts, penalties for going under and over the allocated timeframe will be applied.
- Be aware of your voice and the pace of the presentation. Before presenting, groups should practice and time the presentation.
- All small group members are expected to participate in developing and delivering the presentation.
- The presentation will be engaging and creative, utilising various formats such as role-play, panel discussions, visual aids, and interactive activities, rather than being limited to a single-modal PowerPoint presentation.
- The PowerPoint must include a title page that lists all the group members.
- Groups must demonstrate engagement in and integration of independent research and reading. The PowerPoint should be referenced using the seventh edition of the APA Referencing Style Guide, and a reference list slide should be included. Use at least eight contemporary references (<10 years) in the PowerPoint to support your discussion.
- The Unit Coordinator will record the presentation at the residential school for marking purposes.
- The presentation will incorporate the AASW Practice Standards (2023) and Code of Ethics (2020) to guide and inform the case study analysis and plan. These documents and literature are provided in Group Work Materials on the unit Moodle site.
- Use a conventional and legible font.
- Any images used must be published with a Creative Commons (CC) license, and the source must be attributed as per the requirements of their CC license.
- Use formal academic language.
- Write in the third person context.
- All work submitted must be your own work.

Instructions

In a presentation format of your choice (be creative; don't feel limited to a PowerPoint presentation), the group will deliver a 10 - 15-minute presentation using the critical reflection framework of deconstruction and reconstruction outlined below. This framework will guide an in-depth case study analysis and reconstruction of your insights into a coherent action plan and presentation.

Deconstruction

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

1. Reflexivity: Exploring your experience

- In your small group, share your reactions, thoughts, and feelings while reading the case study.
- Reflect on and share only what you feel comfortable with, the things that influenced your reaction (personal experiences, background, education, culture, values, beliefs, and knowledge)
- Identify assumptions underlying your response.
- Did the case study highlight gaps you could encounter in how you might plan to practice (espoused theory and values) and your practice (theories in action)? Explain.

2. 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 practice.

- Jo - What assumptions or beliefs may have influenced Jo's response and what she prioritised? What discourses influenced Jo's reaction? What was Jo's experience of power? What cultural aspects and knowledge did she consider and neglect? What are the ethical implications of her plan and actions?
- Mr Thompson - Why do you think Mr Thompson was upset? How might he, an older Aboriginal man with a chronic health condition from a rural location, view and experience the social worker's response? How did Mr Thompson experience power in the situation? What might be the implications of the social work response for Mr Thompson?
- Matt - How might Matt, the Indigenous Health Worker, have experienced and viewed the social worker's response? What might be some of the implications for Matt? How did he experience power?
- Theory and other knowledge - Choose one or two social work theories/perspectives, along with other relevant literature and knowledge, to explain and make sense of the situation, including the analysis of power dynamics and social forces.

Reconstruction

This stage of Fook and Gardner's model (2007) is focused on change, requiring you to consider how your new understandings from the critical evaluation will inform anti-oppressive and culturally sensitive and responsive practice and your emerging practice framework.

1. New Understandings:

- Based on insights from the deconstruction phase, how has your understanding of the situation and possibilities for social work practice evolved? What aspects of Jo's response would you change or keep the same?

2. Proposed Actions:

- Plan of Action: What would you do? Justify your plan by explaining the professional values and ethics, as well as two theoretical approaches, skills, and strategies you would incorporate.
- Contextual Considerations: What other knowledge or contextual factors influenced our choice of practice approaches, methods and skills?
- Power: How does your approach respond to dominant discourses and power relations and contribute to social justice?

3. Hopes & Challenges:

- What are the anticipated challenges, risks, hopes, and outcomes of this new way of working?
- Identify the skills, strategies, support and self-care you would use or seek to develop to implement this plan and address the identified challenges.

Resources

- You can use unit-provided materials and other credible sources, e.g., journal articles and books, to reference your argument. The quality and credibility of your sources are important. Please note that lecture notes are not peer-reviewed primary sources of evidence and should not be used for this assessment.
- For information on academic communication, writing, and referencing, please visit the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources, including information for students with English as a second language. There are also Oral Presentation resources.
- For information on how to use PowerPoint, please go to the Academic Learning Centre Computing Basics section.

Academic Integrity

- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure).
- The use of any generative artificial intelligence is permitted for the following purposes:
 1. Gen AI content is used to generate ideas and general structures.
 2. Gen AI content editing.
 3. Checking spelling and grammar (for example, Grammarly).
- If you use Gen AI to generate ideas, you are required to reference the Gen AI agent as per APA 7th guidelines. If you are using a Gen AI agent for content editing, please complete the declaration on the title page of your assessment. If Gen AI is not used, please delete this declaration.

Weighting - 10%

Groups will be awarded a grade out of 10. This grade will be added to your Part B Reflective Practice grade to give you your final grade for Assessment 2.

Due Date

Presentations will take place on Friday, February 28th, 2025, at the residential school.

Submission

Your small group's PowerPoint must be uploaded to the submission area with your Part B, Reflective Practice, Week 2, Friday (21st Mar 2025) at 6:00 pm AEST.

Part B – Reflective Practice (750 words)

You will critically reflect on and analyse your participation in a small group learning environment to identify your strengths and areas for further development and consider what you might do in the future to improve your group work engagement and skills.

Instructions

Using a reflective practice model adapted from the Integrative Reflective Practice model (Kiser, 2014), 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 model and questions adapted from Fook and Gardner (2007) as a guide.

1. Experience

- Describe the experience. What happened?

2. Reactions

- How did you react? How did you feel? What were you thinking? What did you do?

3. Reflecting on Meaning

- Why was the experience important/significant to you? What did it mean to you?

- What do your account and language 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?
4. Other Perspectives, Theory & Knowledge
- What other perspectives have you considered? You can use AI as a critical friend to help you explore other perspectives and identify and challenge assumptions.
 - Identify relevant theories or literature to help you understand or provide an alternative view of the situation.
5. Examining dissonance
- Did this situation highlight any gap between how you say you will practice (espoused values, theories and skills) and your actions and interpretations?
 - Is this ok? If so, why? If not, why not?
 - What does this tell you about the values, theories, and practices critical to your emerging social work identity and practice framework?
6. Articulating learning
- Based on insights gained from your reflective practice, how has your understanding of the situation and possibilities for social work practice evolved?
 - What specific learnings can you take from this experience for your future social work practice? What did you learn about yourself, others, and the society in which you live?
7. Developing a plan
- What would you do the same or change in a similar practice situation next time? 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?

Literature and references

Use at least six contemporary references (<10 years) in your reflective practice to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, 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 national bodies, such as the Australian Association of Social Workers.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 1.5 or 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers in a header on the top right side of each page.
- Write in the first-person perspective.
- The written assessment should identify the scenario your group worked on; however, it should not repeat the details of the case study.
- When integrating theory and literature, use a third-person perspective and formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the reference list but includes in-text references and direct quotations.

Academic Integrity

- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time.
- The use of any generative artificial intelligence is permitted for the following purposes:
 - a. Gen AI content is used to generate ideas and general structures.
 - b. AI can be used as a critical friend to help you explore other perspectives.
 - c. Gen AI content editing.
 - d. Checking spelling and grammar (for example, Grammarly).
- If you use Gen AI to generate ideas, you are required to reference the Gen AI agent as per APA 7th guidelines. If you are using a Gen AI agent for content editing, please complete the declaration on the title page of your assessment. If Gen AI is not used, please delete this declaration.

Resources

You can support your argument using unit-provided materials and other credible sources (e.g., journal articles and

books).

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.

Word Limit

750 words

Weighting

10% - The reflection will be awarded a grade out of 10. This grade will be added to your Part A Presentation grade to give you your final grade for Assessment 2.

Submission

In the Assessment 2 submission area on Moodle, each group member must upload a copy of their small group PowerPoint presentation and Part B, Reflective Practice, as a Word document.

Assessment Due Date

Week 2 Friday (21 Mar 2025) 6:00 pm AEST

Part A, Small Group Presentations will take place at the Residential School on Friday the 28th of February. Students need to upload their presentation PowerPoint and Part B, Reflective Practice to the submission area on Moodle by Friday, Week 2.

Return Date to Students

Week 4 Friday (4 Apr 2025)

The return date accounts for Public Holidays.

Weighting

20%

Assessment Criteria

Criteria	Grade	HD (84.5-100%)	D (74.5-84.49%)	C (64.5-74.49%)	P (49.5-64.49%)	F (Below 49.5%)
Part A - Presentation						
Stage 1 - Deconstruction (/ 4 marks)	(3.38 - 4 marks)	(2.29 - 3.37 marks)	(2.58 - 2.97 marks)	(1.98 - 2.57 marks)	(0 - 1.97 marks)	
1. Reflexivity - Exploring your experience The presentation demonstrates the ability to engage in critically reflective and reflexive practice to identify the influence of values, beliefs, assumptions, social and cultural contexts and any gaps between espoused values and theory and practice.	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 evaluating the use of self and identifying 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.	
2. Exploring Other Perspectives The presentation demonstrates the capacity to consider other perspectives, literature, theory and knowledge.	Advanced consideration of other perspectives, knowledge and theories from relevant literature.	Very good consideration of other perspectives, knowledge and theories from relevant literature.	Sound consideration of other perspectives, knowledge and theories from relevant literature.	Basic consideration of other perspectives, knowledge and theories from relevant literature.	Poor or limited consideration of other perspectives, knowledge and theories from relevant literature.	
Stage 2 Reconstruction (/ 4 marks)	(3.38 - 4 marks)	(2.29 - 3.37 marks)	(2.58 - 2.97 marks)	(1.98 - 2.57 marks)	(0 - 1.97 marks)	
1 & 2. New Understandings & Proposed Actions Integrates insights from the deconstruction phase to inform appropriate changes to practice necessary for initiating change processes and promoting culturally appropriate and anti-oppressive practice.	Advanced integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice.	Very good integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice.	Sound integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice.	Basic integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice.	Poor or limited integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice.	
3. Hopes & Challenges Integrates critical analysis of the practice context to identify appropriate skills and strategies to address identified challenges and promote your emerging professional practice framework and social change and justice	Advanced integration of context analysis to identify appropriate skills and strategies that address identified challenges and promote your emerging professional practice, and social change and justice.	Very good integration of context analysis to identify appropriate skills and strategies that address identified challenges to promote your emerging professional practice, and social change and justice.	Sound integration of context analysis to identify appropriate skills and strategies that address identified challenges and promote your emerging professional practice, and social change and justice.	Basic integration of context analysis to identify appropriate skills and strategies that address challenges and promote your emerging professional practice and social change and justice.	Poor or limited integration of context analysis to identify appropriate skills and strategies that address challenges and promote your emerging professional practice, and social change and justice	
Presentation (/ 2 marks)						
Actively participated in a creative and engaging group presentation that demonstrated 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. (1.69 - 2 marks)	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. (1.29 - 1.48 marks)	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. (.99 - 1.28 marks)	Presentation somewhat engaging, utilising a single mode of delivery with some evidence of adequate or basic analysis and relevant literature utilised in the presentation. (0 - .98 marks)	Presentation inappropriately or inadequately presented with minimal or inadequate evidence of analysis skills.	
Total /10 marks						
Part B - Reflection						
Criteria	HD (84.5 - 100%)	D (74.5 - 84.49%)	C (64.5 - 74.49%)	P (49.5 - 64.49%)	F (Below 49.49%)	
Demonstrates the application of a reflective practice model to describe and make meaning of a small group learning experience to identify the influence of values, beliefs, theories and assumptions, and social and cultural contexts on practice (/ 2 marks)	Advanced ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (1.69 - 2 marks)	Very good ability to engage in professional reflective and reflexive practice for evaluating the use of self and identifying factors influencing practice. (1.49 - 1.68 marks)	Good ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (1.29 - 1.48 marks)	Adequate or basic ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (.99 - 1.28 marks)	Inadequate or inappropriate ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (0 - .98 marks)	
Demonstrates the capacity to consider other perspectives, including literature and theory, to understand the experience and initiate change processes (/ 2 marks)	Advanced consideration of other perspectives, ideas, and concepts from relevant literature to initiate change processes. (1.69 - 2 marks)	Very good consideration of other perspectives, ideas and concepts from relevant literature for initiating change processes. (1.49 - 1.68 marks)	Sound consideration of other perspectives, ideas, and concepts from relevant literature to initiate change processes. (1.29 - 1.48 marks)	Basic consideration of other perspectives, ideas, and concepts from relevant literature for initiating change processes. (.99 - 1.28 marks)	Poor or limited consideration of other perspectives, ideas, and relevant literature concepts for initiating change processes. (0 - .98 marks)	
Identifies any gaps between espoused theory, values, skills and practice. (/ 2 marks)	Advanced consideration of dissonance between espoused theory, values, skills, and practice. (1.69 - 2 marks)	Very good consideration of dissonance between espoused theory, values, skills, and practice. (1.49 - 1.68 marks)	Sound consideration of dissonance between espoused theory, values, skills, and practice. (1.29 - 1.48 marks)	Basic consideration of dissonance between espoused theory, values, skills, and practice. (.99 - 1.28 marks)	Poor or limited consideration of dissonance between espoused theory, values, skills, and practice. (0 - .98 marks)	

Articulates learning and identifies the values, theory, skills and strategies for future practice in groups and developing practice framework (/2 marks) Demonstrates ability to produce a well-written reflection with synthesis and integration of literature within the word limit, showing appropriate grammar, spelling and referencing (APA). (/2 marks)	Advanced consideration of the values, approaches, strategies, and skills for initiating change processes. (1.69 - 2 marks) Outstanding level of written expression, with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling, or referencing errors. (1.69 - 2 marks)	Very good consideration of the values, approaches, strategies, and skills for initiating change processes. (1.49 - 1.68 marks) 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. (1.49 - 1.68 marks)	Sound consideration of the values, approaches, strategies, and skills for initiating change processes. (1.29 - 1.48 marks) Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit. (1.29 - 1.48 marks)	Basic consideration of the values, approaches, strategies, and skills for initiating change processes. (.99 - 1.28 marks) Basic level of written expression with adequate synthesis and argument. Adequate grammar, spelling and referencing. Within the word limit. (.99 - 1.28 marks)	Poor or limited consideration of the values, approaches, strategies, and skills for initiating change processes. (0 - .98 marks) Poorly written with inaccuracies in grammar and spelling and/or poor referencing. Inadequate or inappropriate synthesis and/or argument. (0 - .98 marks)
Total /10 marks					

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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 Critical Evaluation & Evaluation for Ethical Social Work Practice

Assessment Type

Written Assessment

Task Description

Aim

In this assessment, you will demonstrate your critical reflection skills in examining and analysing a practice situation. The goal is to critique the social work practice and gain a comprehensive understanding of the situation, considering the perspectives of all stakeholders involved, as well as relevant theories, knowledge and literature. A critical reflective approach will help you build an ethically robust practice framework. The case study is located under Assessment 3 of the Assessment tile on Moodle.

Instructions

Apply the following critical reflection framework to deconstruct and reconstruct the situation, integrating insights into a coherent action plan and emerging practice framework that embodies social work knowledge, theories, values and ethics.

Deconstruction

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

With consideration given to Sara's response to their interaction with the social worker, critically examine the social worker's practice and the various factors contributing to the situation.

1. Reflexivity: Exploring your experience

Describe your reaction and experience reading the case study from a first-person perspective.

- What were your reactions, thoughts, and feelings when reading the case study?
- What do you think influenced your reaction? How did personal experiences, background, culture, values, beliefs, and knowledge influence your views of the social worker's response? You can use AI as a critical friend to help you understand and explore assumptions underlying your response.
- Did the case study highlight gaps you could encounter in how you might plan to practice (espoused theory and values) and your practice (theories in action)? Explain.

2. 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 practice.

- Chris - What experiences, assumptions or beliefs may have influenced the social worker's response? What broader social inequalities and discourses were prevalent in this situation, and how might they have influenced their response? How do you think Chris experienced power? What are the ethical principles and implications of Chris's actions?
- Sara - Why do you think Sara became upset? What experiences, assumptions or beliefs may have influenced their interaction? How did Sara experience power in the situation? What might be the implications of the aged care response for Sara and her sisters?
- Mrs Smith - How might Mrs Smith experience and view the aged care response and processes? What might be some of the implications for Mrs Smith? What do you think Mrs Smith's experience of power is in this situation?
- Theory and other knowledge - How might theory, literature or other knowledge help you make sense of this situation? Choose a critical theory to analyse the power dynamics and social constructs at play in Mrs Smith's situation and consider how societal norms and institutional practices may influence the experiences and behaviours of the stakeholders.

Reconstruction

This stage of Fook and Gardner's model (2007) is focused on change, requiring you to consider how your new understandings from the deconstruction phase will inform anti-oppressive practice and shape your emerging practice frameworks.

1. New Understandings:

- Based on insights from the deconstruction phase, how has your understanding of the situation and possibilities for social work practice evolved? What would/wouldn't you change about Chris's response?

2. Proposed Actions

- Plan of Action: What would you do? Justify your plan by explaining the professional values and ethics and two theoretical approaches, skills, and strategies you would incorporate.
- Contextual Considerations: What other knowledge or contextual factors influenced your choice of practice approaches, methods and skills?
- Power: How does your approach respond to dominant discourses and power relations and contribute to social justice? How will you manage similar situations in the future where you feel powerless to change the systems in which you work?

3. Hopes & Challenges

- What are the anticipated challenges, risks, hopes and benefits of your approach/plan?
- Identify the skills, strategies, support and self-care you would use or seek to develop to implement this plan and address the identified challenges.

4. Your Emerging Professional Identity & Practice Framework

- What does your critical reflection reveal about your emerging professional identity and practice framework?

Literature and references

Use at least eight contemporary references in this assessment 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, with 1.5 or 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- A combination of the first-person and third-person perspectives. The first-person perspective is to be used when describing your experience; however, the third-person perspective is required when analysing the relevance of theory and literature to understand the situation.
- Use formal academic language.
- Use the APA Referencing Guide. The Academic Learning Centre has an online APA 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.

Academic Integrity

- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time.
- The use of any generative artificial intelligence is permitted for the following purposes:
 - a. Gen AI content is used to generate ideas and general structures.

- b. AI can be used as a critical friend to help you explore other perspectives.
 - c. Gen AI content editing.
 - d. Checking spelling and grammar (for example, Grammarly).
- If you use Gen AI to generate ideas, you are required to reference the Gen AI agent as per APA 7th guidelines. If you are using a Gen AI agent for content editing, please complete the declaration on the title page of your assessment. If Gen AI is not used, please delete this declaration.

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

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.

Assessment Due Date

Week 7 Friday (2 May 2025) 6:00 pm AEST

Submit Word Document via Moodle.

Return Date to Students

Week 10 Monday (19 May 2025)

Return date accounts for a public holiday

Weighting

30%

Assessment Criteria

Criteria	Grade				
	HD (84.5-100%)	D (74.5-84.49%)	C (64.5-74.49%)	P (49.5%-64.49%)	F (Below 49.49%)
Stage 1 - Deconstruction					

<p>Exploring your experience demonstrates the ability to engage in critically reflective and reflexive practice to identify the influence of values, beliefs, assumptions, social and cultural contexts and any gaps between espoused values and theory and practice. (/5 marks)</p>	<p>Advanced ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (5-4.3 marks)</p>	<p>Very good ability to engage in professional reflective and reflexive practice for evaluating the use of self and identifying factors influencing practice. (4.22-3.73 marks)</p>	<p>Good ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (3.72-3.23 marks)</p>	<p>Adequate or basic ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (3.22-2.48 marks)</p>	<p>Inadequate or inappropriate ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice. (2.47-marks)</p>
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Dem onstrates the capacity to consider other pers pectives, litera ture, theor y and know ledge . (/1 mark s)	Advan ced consi derati on of other persp ective s, ideas and conce pts from releva nt literat ure. (10-8. 5 marks)	Very good consi derati on of other persp ective s, ideas and conce pts from releva nt literat ure. (8.4-7 .5 marks)	Sound consi derati on of other persp ective s, ideas and conce pts from releva nt literat ure. (7.4-6 .5 marks)	Basic consi derati on of other persp ective s, ideas and conce pts from releva nt literat ure. (6.4-5 marks)	Poor or limite d consi derati on of other persp ective s, ideas and conce pts from releva nt literat ure. (4.9-0 marks)
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**Stag
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Reco
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Integrates insights from the deconstruction phase to inform appropriate changes to practice necessary for initiating change processes and promoting anti-oppressive practice. (/5 marks)	Advanced integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice. (5-4.3 marks)	Very good integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice. (4.22-3.73 marks)	Sound integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice. (3.72-3.23 marks)	Basic integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice. (3.22-2.48 marks)	Poor or limited integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice. (2.47-marks)
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Integrates critical analysis of the practice context to identify appropriate skills and strategies to address identified challenges and promote your emerging professional practice framework, social change and justice. (_ /5 marks)	Advanced integration of context analysis to identify appropriate skills and strategies that address identified challenges and promote your emerging professional practice, social change and justice. (5-4.3 marks)	Very good integration of context analysis to identify appropriate skills and strategies that address identified challenges to promote your emerging professional practice, social change, and justice. (4.22-3.73 marks)	Sound integration of context analysis to identify appropriate skills and strategies that address identified challenges and promote your emerging professional practice, social change, and justice. (3.72-3.23 marks)	Basic integration of context analysis to identify appropriate skills and strategies that address challenges and promote your emerging professional practice and social change and justice. (3.22-2.48 marks)	Poor or limited integration of context analysis to identify appropriate skills and strategies that address challenges and promote your emerging professional practice, social change and justice. (2.47- marks)
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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 (APA). (___ /5 marks)	Outstanding level of written expression with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling or referencing errors. (5-4.3 marks)	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. (4.22-3.73 marks)	Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit. (3.72-3.23 marks)	Basic level of written expression with adequate synthesis and argument. Adequate grammar and spelling and referencing. Within the word limit. (3.22-2.48 marks)	Poorly written with inaccuracies in grammar and spelling and/or poor referencing. Inadequate or inappropriate synthesis and/or argument. (2.47-marks)
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Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

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 Social Work Practice Framework

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to develop the capacity to reflect on and articulate your social work practice effectively. A social work practice framework represents our preferred social work identity, a map of who we are as social workers, what we do and why. Drawing on a narrative theoretical approach to reflection, you will use a metaphor to symbolise your practice framework and share the story of your preferred social worker identity and its relationship to the past, present and future.

Your social work practice framework encompasses:

- **Being:** Reflects your values, ethics, purpose and professional identity as a social worker.
- **Knowing:** Represents the theoretical, practical and contextual knowledge and understanding that inform your practice.
- **Doing:** Refers to the practical application of skills and interventions in social work practice.
- **Becoming:** Recognises the ongoing critical reflective practice for learning and growth as a social worker.

Requirements

- Via Zoom, you will present a 10-12 minute oral presentation of your practice framework to a small group of peers and an academic staff member using any format (e.g., PowerPoint, Prezi, Word or other).
- You will need to refer to the online meeting instructions on Moodle for links and times, where you will choose a time and group that suits you. Please note that attendance for the entire chosen session is a requirement of this assessment. If your first choice of time or group is no longer suitable, it is your responsibility to arrange to swap with a peer and then notify the UC of this arrangement.
- You will use a metaphor or symbol to assist your presentation (Tree, boat, basket, river, etc.). Students are permitted to use AI to help them create a symbol or metaphor that reflects their practice framework.
- This presentation is a concise articulation of the key components within your PF.
- As your social work identity and framework are continually developing, you are encouraged to engage in critical reflection in the supervision on placement.
- Use a conventional and legible font. Any images used must be published with a Creative Commons (CC) license, and the source must be attributed as per the requirements of their CC license.
- Use formal academic language.
- Third and first-person perspectives are permitted.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide. A reference list must be included.

Instructions

Use a metaphor/symbol to summarise the key elements of your emerging social worker identity and developing practice framework:

1. Metaphor or symbol:

- Introduce your chosen metaphor or symbol (e.g., tree, boat, basket, river) and elaborate on how it represents your current practice framework and your continuous growth and development as a social worker.

Being

2. Background & Reflexivity:

- Informed by the concept of positionality, introduce yourself and how your positionality informs your practice framework.
- Reflect on the key events, experiences, and/or people that influenced your commitment to becoming a social worker.
- Discuss how these experiences shaped your values, purpose and intentions and how you will manage their impact on your professional role.

3. Values & Ethics:

- Identify the core values and ethics guiding your practice framework, demonstrating how they inform your actions and decisions.

- Explain how your values and purpose have both been challenged and aligned with social work values and aims, reflecting on your use of self in practice.

Knowing

4. Theories:

- Briefly explain the theories underpinning your practice framework and how they inform your practice. Explain the theories you use to explain and understand situations and to intervene.
- Explain how these theories inform your social work practice, including understanding and responding to service users' challenges, your therapeutic position/stance, and power relations. Discuss where your theoretical approach fits in Payne's triangle of views of social work (Payne, 2021, Figure 1.6)

5. Contextual Knowledge:

- Discuss other knowledge central to your practice framework and explain why.
- Explain how field placement or work context shapes your practice framework.
- Demonstrate how your practice framework adapts to different practice and cultural contexts.

Doing

6. Skills & Methods

- Discuss essential skills, methods and tools supporting the application of your practice framework and how they help engage and support service users.
- Explain how the practice context has informed your skills and methods development.

Becoming

7. Strengths and Development Areas:

- Reflect on an experience you had at field placement or work where you acted exactly how you wanted to as a social worker (Paquin 2006, p.136). Discuss what you noticed about what you were doing and how it aligned with your practice framework.
- Identify internal and external challenges to your social work identity and practice framework. Consider factors such as personal biases, organisational constraints, and societal pressures.
- Describe the qualities, strategies, skills and knowledge to build on your strengths, address your development areas, and adapt and evolve as a social worker.

8. Becoming:

- Reflecting on your initial exploration of your practice framework at residential school, discuss how your practice framework has evolved and been influenced by field placement and practice experiences.
- Reflect on what you have learned about your underlying assumptions and beliefs about social work and how they influence your practice.
- Explain how you will continue to adapt your practice framework and grow as a social worker.

Submission:

Presentations will take place in Week 12 of the Term.

The developed visual material (e.g., PowerPoint/ Prezi/ Word Doc) plus the script used to speak to the visual material (if you used one) will be submitted to Moodle by Monday, 2nd June at 9 am AEST.

Literature and references

Use at least eight contemporary references (10 years or less) sourced from the CQUniversity library in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, textbooks, and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies, for example, the Australian Association of Social Workers, Australian Bureau of Statistics, and Australian Institute of Health and Welfare. Websites such as StatPearls, Life in the Fastlane, and Wikipedia are unsuitable for this assessment task. Referencing lecture notes is unsuitable for this assessment task; students are encouraged to research the sources provided.

Resources

- You can reference your argument using unit-provided materials and other credible sources, e.g., journal articles and books. The quality and credibility of your sources are important. Please note that lecture notes are not peer-reviewed primary sources of evidence and should not be used for this assessment. · We recommend you access your discipline-specific Social Work and Human Services Guide.
- Please visit the Academic Learning Centre's Moodle site for academic communication, writing, and referencing information. The Academic Communication section has many helpful resources, including information for students with English as a second language. There are also Oral Presentation resources. · For information on using PowerPoint, please go to the Academic Learning Centre Computing Basics section – How to use PowerPoint. · For information on using Zoom to present your assessment, please go to Zoom web conferencing.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft of your assessment to Turnitin before the due date so that your Turnitin Similarity Score

can be reviewed before uploading your final submission. Instructions are available here.

Academic Integrity ·

- You must abide by the principles of academic Integrity (see Student Academic Integrity Policy and Procedure). Completing this assessment with another party or sharing responses is prohibited.
- The use of any generative artificial intelligence is permitted for the following purposes:
 - a. Gen AI content is used to generate ideas and general structures.
 - b. Gen AI content editing.
 - c. Checking spelling and grammar (for example, Grammarly).
 - d. To help create a symbol or metaphor reflecting your practice framework.
- If you use Gen AI to generate ideas or images, you are required to reference the Gen AI agent as per APA 7th guidelines. If you are using a Gen AI agent for content editing, please complete the declaration on the title page of your assessment. If Gen AI is not used, please delete this declaration.

Assessment Due Date

Week 12 Monday (2 June 2025) 9:00 am AEST

Submit your PPT via Moodle by the due date. Presentations will take place via Zoom in Week 12 of the Term. Students are required to stay for the entire Zoom session they are allocated to.

Return Date to Students

Exam Week Friday (20 June 2025)

Weighting

50%

Assessment Criteria

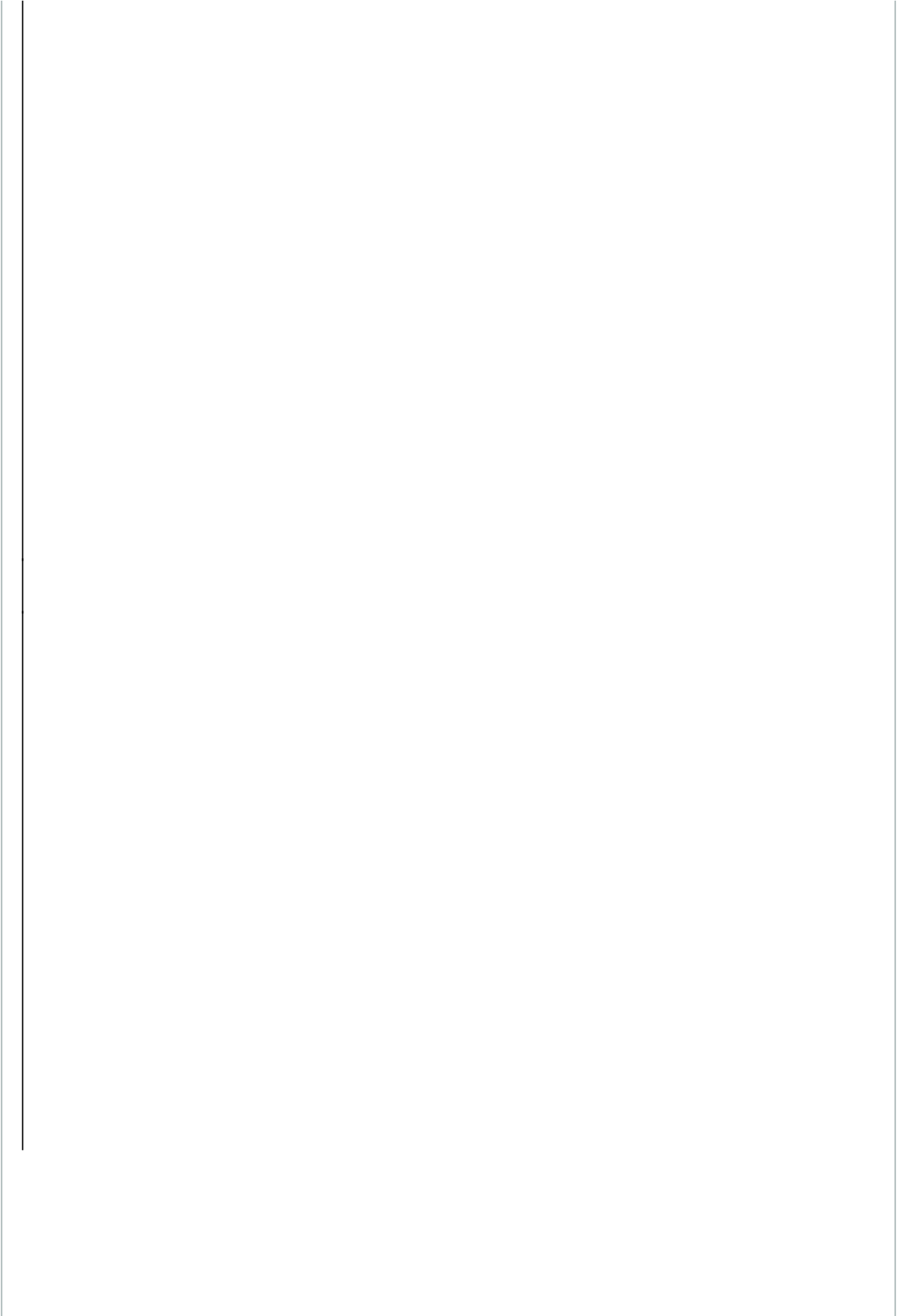
Criteria	Grade				
	HD (84.5-100%)	D (74.5-84.49%)	C (64.5-74.49%)	P (49.5-64.49%)	F (Below 49.5%)
Being: Reflects your values, ethics, and professional identity as a social worker.					
Background & Reflexivity: Reflects on the influence of positionality, background, experiences, beliefs and values and how you will manage its influence on your professional use of self. (_ /5 marks)	Provides an insightful and comprehensive reflection on positionality, background, experiences, beliefs, and values, with well-developed strategies for managing their influence on the professional use of self. (5-4.3 marks)	Offers a detailed and thoughtful reflection on positionality, background, experiences, beliefs, and values, with effective strategies for managing their influence on the professional use of self. (4.22-3.73 marks)	Presents an adequate reflection on positionality, background, experiences, beliefs, and values, with some strategies for managing their influence on the professional use of self. (3.72-3.23 marks)	Provides a basic reflection on positionality, background, experiences, beliefs, and values, with limited strategies for managing their influence on the professional use of self. (3.22-2.48 marks)	Offers a superficial or incomplete reflection on positionality, background, experiences, beliefs, and values, with insufficient or no strategies for managing their influence on the professional use of self. (2.47-0 marks)

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<p>Values: Integrates core values, ethics, and use of self, consistent with the social work code of ethics and practice standards. (/5 marks)</p>	<p>Comprehensively integrates core values, ethics, and use of self, demonstrating an exceptional understanding and alignment with the social work code of ethics and practice standards. The framework is detailed and insightful and reflects a deep commitment to ethical practice. (5-4.3 marks)</p>	<p>Clearly integrates core values, ethics, and use of self, showing a strong understanding and alignment with the social work code of ethics and practice standards. The framework is well-developed and demonstrates a solid commitment to ethical practice. (4.22-3.73 marks)</p>	<p>Integrates core values, ethics, and use of self, showing a good understanding and general alignment with the social work code of ethics and practice standards. The framework is adequately developed and demonstrates a reasonable commitment to ethical practice. (3.72-3.23 marks)</p>	<p>Integrates some core values, ethics, and use of self, showing a basic understanding and partial alignment with the social work code of ethics and practice standards. The framework is minimally developed and demonstrates a limited commitment to ethical practice. (3.22-2.48 marks)</p>	<p>Fails to adequately integrate core values, ethics, and use of self, showing little to no understanding or alignment with the social work code of ethics and practice standards. The framework is poorly developed and demonstrates a lack of commitment to ethical practice. (2.47-0 marks)</p>
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Knowing: Represents the theoretical and contextual knowledge and understanding that inform your practice.

<p>Theories: Represents the theoretical knowledge and understanding that inform your practice. (/5 marks)</p>	<p>An exemplary representation of theoretical knowledge demonstrating comprehensive integration and critical analysis of the implications for practice. Shows deep insight and mastery in applying the theories to practice. (5-4.3 marks)</p>	<p>A strong representation of the theoretical knowledge, demonstrating clear integration and critical analysis of the implications for practice. Shows solid comprehension and proficiency in applying the theories to practice. (4.22-3.73 marks)</p>	<p>A sound representation of theoretical knowledge, demonstrating reasonable integration and analysis of the implications for practice. Shows good comprehension and application of these theories to practice. (3.72-3.23 marks)</p>	<p>A basic representation of theoretical knowledge, demonstrating minimal integration and explanation of the implications for practice. Shows limited comprehension and application of theories to practice. (3.22-2.48 marks)</p>	<p>An inadequate or superficial representation of theoretical knowledge demonstrates poor integration and explanation of the practice implications relevant theories. Shows little to no comprehension or application of these theories to practice. (2.47-0 marks)</p>
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<p>Contextual Knowledge: Demonstrates how context influences practice and the adaptability of the practice framework to integrate relevant knowledge in different contexts. (/5 marks)</p>	<p>Demonstrates an exceptional understanding of how context influences practice. It shows outstanding adaptability in integrating relevant knowledge when responding to different contexts with comprehensive examples and critical analysis. (5-4.3 marks)</p>	<p>Shows a strong understanding of how context influences practice. It demonstrates significant adaptability in integrating relevant knowledge when responding to different contexts, with clear examples and thorough analysis. (4.22-3.73 marks)</p>	<p>Displays a good understanding of how context influences practice. With adequate examples and analysis, it shows reasonable adaptability in integrating relevant knowledge when responding to different contexts. (3.72-3.23 marks)</p>	<p>Reflects a basic understanding of how context influences practice. It demonstrates limited adaptability in integrating relevant knowledge when responding to different contexts, with minimal examples and analysis. (3.22-2.48 marks)</p>	<p>Fails to understand how context influences practice adequately. It shows little adaptability in integrating relevant knowledge when responding to different contexts, with poor or no examples and analysis. (2.47-0 marks)</p>
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Doing: Involves the practical application of skills and interventions in social work practice.

<p>Skills: Demonstrates the practical application of your practice framework by detailing the skills, tools and interventions used. (/5 marks)</p>	<p>An exceptional application of skills, tools, and interventions. It provides comprehensive and detailed examples, showing mastery and critical analysis of how these elements are applied in practice. (5-4.3 marks)</p>	<p>A strong application of skills, tools, and interventions. It includes clear and detailed examples, demonstrating solid understanding and proficiency in applying these elements in practice. (4.22-3.73 marks)</p>	<p>A good application of skills, tools, and interventions. It provides adequate examples, showing reasonable understanding and application of these elements in practice. (3.72-3.23 marks)</p>	<p>A basic application of skills, tools, and interventions. It includes minimal examples, indicating limited understanding and application of these elements in practice. (3.22-2.48 marks)</p>	<p>Fails to demonstrate an adequate application of skills, tools, and interventions. It provides poor or no examples, showing little to no understanding or application of these elements in practice. (2.47-0 marks)</p>
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Becoming: Recognises the ongoing reflective practice for learning and growth as a social worker.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

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