



SOWK13011 Community Practice

Term 2 - 2017

Profile information current as at 03/05/2024 07:44 am

All details in this unit profile for SOWK13011 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 is designed so that you are able to compare different approaches to community practice and provide the relevant knowledge and skills to critically analyse contexts for community work. You will develop appropriate strategic social work responses in a range of differing community contexts, including different cultural contexts and from an international perspective. You will be required to undertake reflexive practice through the use of journalling.

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

SOWK13010 Integrating Theory & Practice 1 or (SOWK11010 Social Work Skills & Methods A and SOWK11011 Social Work Skills & Methods B and SOWK19014 Social Work Theory & Prac IIA and SOWK19015 Social Work Theory & Prac IIB). 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 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

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. **Written Assessment**

Weighting: 25%

2. **Written Assessment**

Weighting: 35%

3. **Written Assessment**

Weighting: 30%

4. **Written Assessment**

Weighting: Pass/Fail

5. **Group Work**

Weighting: 10%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback at the residential.

Feedback

While students have enjoyed learning about 'yarning circles', an example would assist with this learning.

Recommendation

An example of a yarning circle will be included on moodle.

Feedback from Student feedback (at the residential, via email and 'Have Your Say')

Feedback

The timing of the residential is not conducive to learning

Recommendation

There is no residential for this course from 2017.

Unit Learning Outcomes

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

1. Critique ideas of community and a range of community work models for practice.
2. Discuss the relevance of community work methods to previous practice experience.
3. Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
4. Integrate cultural competency skills working within the community including working within Indigenous communities
5. Evaluate contextual strategies to alleviate shortcomings in community based practice.

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 - Written Assessment - 25%	•	•	•	•	•
2 - Written Assessment - 35%	•		•	•	•
3 - Written Assessment - 30%		•	•	•	•
4 - Written Assessment - 0%	•	•	•	•	•
5 - Group Work - 10%					•

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 - Written Assessment - 25%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 35%	•	•	•	•	•	•	•	•		
3 - Written Assessment - 30%	•	•	•	•		•	•	•		
4 - Written Assessment - 0%	•	•	•	•	•	•	•	•		
5 - Group Work - 10%	•				•	•				

Textbooks and Resources

Textbooks

SOWK13011

Prescribed

Community development in an uncertain world: vision, analysis and practice
(2016)

Authors: Ife, Jim

Cambridge University Press

Melbourne , Victoria , Australia

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Davina Taylor Unit Coordinator
d.taylor@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Overview of community development and community practice		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to community development		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Community led development		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Emerging perspectives in community development		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Community economic development

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Community development in Australia - approaches and measurement		Essay 1500 words individual submission - Analysis of Community Practice Due: Week 6 Friday (25 Aug 2017) 11:45 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Community development from around the world		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Continue from week 7		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Alternative movements and social action		

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Continue from week 9.		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
The role of technology in community development and social action		

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Continue from week 11.		Major essay 2000 words group submission - Role of a community practitioner Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST Reflexive Practice Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST Group Work Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Weekly postings

Assessment Type

Written Assessment

Task Description

This assessment requires you to demonstrate your understanding and engagement with the weekly topics. You will need to make a weekly posting for weeks 3, 5 and 7, in response to the week's question. Each posting should be approximately 500 words (wordage may vary by 10% ie 10% above wordage maximum or below) and appropriately referenced. While you are encouraged to keep up to date with the weekly readings, the online forums will be open for two (2) weeks from the commencement of each relevant week.

Your posting needs to thoughtfully address the week's question/s which are outlined on the forum itself. The posting should be written in first person and provide a brief outline of the information you have gathered, together with your own opinion or viewpoint as to the topic being addressed. Where ever appropriate you should consider making reference to the Australian context, particularly to applicability in your own community.

The forum for these submissions is set up so you will not be able to see the responses from other students until you post your own submission.

Assessment Due Date

Ongoing

Return Date to Students

Ongoing

Weighting

25%

Assessment Criteria

Posting well researched and considered answers to all three online activities on Moodle by the required time.

Synthesis and integration of literature and unit material within postings.

Clear written expression and correct spelling (Macquarie).

Adequate and appropriate referencing (Harvard).

Referencing Style

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

Submission

Online

Submission Instructions

Please, submit to the relevant online forum

Learning Outcomes Assessed

- Critique ideas of community and a range of community work models for practice.
- Discuss the relevance of community work methods to previous practice experience.
- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
- Integrate cultural competency skills working within the community including working within Indigenous communities
- Evaluate contextual strategies to alleviate shortcomings in community based practice.

Graduate Attributes

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

2 Essay 1500 words individual submission - Analysis of Community Practice

Assessment Type

Written Assessment

Task Description

This essay requires you to critically analyse one of the community development approaches or perspectives introduced in the first half of the term. The assignment will facilitate your in depth understanding of one of the approaches and assist in your skills critically analysing different practice perspectives.

You are required to submit a written paper of approximately 1500 words.

Your paper will be an analysis of one community development perspective. You are encouraged to choose one of the approaches outlined in class but if there is another approach that you have come across in your own reading and research that you wish to focus on you may do so as long as you first seek approval from the unit coordinator.

The essay requires you to:

Provide an overview of a Community Development approach or perspective - including outlining its history and how it's in use in the world today.

Demonstrate your understanding of the conceptual/theoretical knowledge and community development principles that underpin the approach.

Consider the advantages and disadvantages of adopting this approach when working within Australian communities today, making particular reference to working with Indigenous communities.

Assessment Due Date

Week 6 Friday (25 Aug 2017) 11:45 pm AEST

Return Date to Students

Week 8 Friday (8 Sept 2017)

Weighting

35%

Assessment Criteria

Ability to outline a relevant community development approach or perspective, including the conceptual/theoretical knowledge and principles underpinning it.

Ability to critically analyse the approach or perspective as to its usefulness and applicability for working with Australian communities in the current context, with particular reference to Indigenous communities.

Ability to synthesise material and provide logical and cohesive presentation and argument.

Evidence of broad reading, accessing resources and research in the area.

Presentation and accuracy in written expression, word count, correct spelling (Macquarie).

Accuracy in referencing (Harvard).

Referencing Style

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

Submission

Online

Submission Instructions

Please submit to Moodle at Assessment 2 Submission

Learning Outcomes Assessed

- Critique ideas of community and a range of community work models for practice.
- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
- Integrate cultural competency skills working within the community including working within Indigenous communities
- Evaluate contextual strategies to alleviate shortcomings in community based practice.

Graduate Attributes

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

3 Major essay 2000 words group submission - Role of a community practitioner

Assessment Type

Written Assessment

Task Description

You are required to work in groups and submit one group paper (an essay or a report), of approximately 2000 words (wordage may vary by 10% ie 10% above wordage maximum or below, references and appendices are not included in the word count).

Your paper will introduce a community development project or initiative. The paper will need to outline the project, the community development approach that was utilised and explore the role of the community development practitioner within this context. Your paper will also need to provide an overview of the skills needed by practitioners when working within this particular approach.

As a group, you are asked to also create a flyer that would explain the community development initiative to its intended clientele, this is to be included as an Appendix.

As part of your essay you also need to provide a reflection on the group process your group used to write the essay, considering how effectively the process both built and maintained community (in this case your small group is being viewed as a "community"), including mention of your use of technology and your face to face interaction.

Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

30%

Assessment Criteria

Demonstrate conceptual/theoretical knowledge and understanding of the selected community development project and the relevant community development approaches, including the practices employed within each perspective and the skills necessitated by such practices.

Ability to explain the skills required by a community work practitioner.

Demonstrated ability to target the project to its intended clientele.

Ability to reflect on group process and its role in community building.

Ability to synthesise material and provide logical and cohesive presentation and argument.

Presentation and accuracy in written expression, word count, correct spelling (Macquarie).

Accuracy in referencing

Referencing Style

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

Submission

Online Group

Learning Outcomes Assessed

- Discuss the relevance of community work methods to previous practice experience.
- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
- Integrate cultural competency skills working within the community including working within Indigenous communities
- Evaluate contextual strategies to alleviate shortcomings in community based practice.

Graduate Attributes

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

4 Reflexive Practice

Assessment Type

Written Assessment

Task Description

This assessment is designed to develop skills associated with reflexive practice and journaling. You are to write a 200-250 word* reflexive practice journal entry responding to each of the following questions:

What do you need to do now (in the near future) to build in the learning you have had this term and incorporate it into your practice framework?

What is your intent for incorporating what you have learned about community development into your practice in the future and why?

Of all the approaches presented during the term, which is the approach that resonates with you the most and why?

The assessment will be in the form of an online post in week 12 (alternatively if you would prefer not to share this, it can be uploaded to moodle).

*200-250 word per question so your overall wordcount will be 600-750 words.

Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

Pass/Fail

Assessment Criteria

Demonstrates active engagement with each reflexive practice entry.

Student had completed all required entries.

Student has accessed and sourced relevant literature to inform their insights.

Demonstrates ability to articulate new insights from reflexive engagement.

Demonstrates ability to articulate how new insights will inform future practice.

Referencing Style

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

Submission

Online

Submission Instructions

Please, submit this assignment as an online post in week 12.

Learning Outcomes Assessed

- Critique ideas of community and a range of community work models for practice.
- Discuss the relevance of community work methods to previous practice experience.
- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
- Integrate cultural competency skills working within the community including working within Indigenous communities
- Evaluate contextual strategies to alleviate shortcomings in community based practice.

Graduate Attributes

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

5 Group Work

Assessment Type

Group Work

Task Description

This unit will require you to give and receive feedback from your peers. The online tool for this assessment will be forwarded to your student email account accompanied by news announcements and reminders at Moodle. You will have two opportunities to give and received feedback in weeks 6 and week 12. The average of these two scores will be allocated to you by your peers and this will be your final mark. Unit Coordinators have access to each student's name and their scoring. You will not have access to the identity of group members or their individual scoring. You will receive a single averaged score out of ten that will be posted privately to you on Moodle.

Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

Weighting

10%

Assessment Criteria

Was dependable in attending group meetings
Willingly accepted assigned tasks
Contributed positively to group discussions
Completed work on time or made alternative arrangements
Helped others with their work when needed
Did work accurately and completely
Contributed their fair share of work
Worked well with other group members
Overall was a valuable member of the team
Additional comments

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Evaluate contextual strategies to alleviate shortcomings in community based practice.

Graduate Attributes

- Communication
- Team Work
- Information Technology Competence

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