SOWK13011 *Community Practice*
Term 2 - 2019

Profile information current as at 29/04/2024 10:39 pm

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 be 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 responses in a range of differing community contexts, including different cultural contexts and from an international perspective. You will develop an understanding of social innovation and the use of social entrepreneurship and social enterprise within communities.

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

Students will need to have successfully completed 48 credit points.
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 - 2019

- Online

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 discussion forum**
Weighting: 30%
2. **Written Assessment**
Weighting: 35%
3. **Report**
Weighting: 35%

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.

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 'Have your say'

Feedback
Please, add the weeks to the module headings

Recommendation
The week number will be added to the start of all module headings.

Feedback from 'Have you say'

Feedback
Zoom sessions to discuss assessments

Recommendation
Zoom sessions for discussion of assessment topics will be introduced.

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. Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
3. Integrate cultural competency skills working within the community including working within Indigenous communities
4. Explain how social innovation is used within communities.

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**
1 - Online discussion forum - 30%		●		●
2 - Written Assessment - 35%	●		●	
3 - Report - 35%	●	●		

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Online discussion forum - 30%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 35%	•	•	•	•			•	•		
3 - Report - 35%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
SOWK13011

Prescribed

Community Development in an Uncertain World
(2016)
Authors: Jim Ife
Cambridge University Press
Melbourne , Victoria , Australia
Binding: Paperback

Additional Textbook Information
Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

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 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Overview of community practice	Resources available on Moodle	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to community-led development	Resources available on Moodle	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Emerging perspective of community development	Resources available on Moodle	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social innovation within communities	Resources available on Moodle	

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Community economic development	Resources available on Moodle	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Explore your own community		

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Community development in Australia	Resources available on Moodle	**Analysis of Community Practice** Due: Week 6 Monday (26 Aug 2019) 11:45 pm AEST

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Community development around the world	Resources available on Moodle	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue from Week 7	Resources available on Moodle	**Online Discussion (500 words each)** Due: Week 8 Monday (9 Sept 2019) 11:45 pm AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Alternative movements to social action	Resources available on Moodle	

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue from Week 9	Resources available on Moodle	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Technology and how it is changing community practice	Resources available on Moodle	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review and reflection	Resources available on Moodle	**Role of a Community Practitioner** Due: Week 12 Monday (7 Oct 2019) 11:45 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online Discussion (500 words each)

Assessment Type
Online discussion forum

Task Description

Length: 1500 words
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.
Format: Three online forum posts and one word document uploaded to Moodle.
This assessment requires you to demonstrate your understanding and engagement with the weekly topics. You will need to make an online forum posting for weeks 3, 5 and 7, in response to that week's question. Each posting should be approximately 500 words and appropriately referenced. Your posting needs to thoughtfully address the week's question/s which are outlined in the forum. The posting should provide a brief outline of the information you have gathered, together with your own opinion or viewpoint. Where appropriate, consider how the strategies, referred to in the weekly questions, could be used in your community.

All three posts need to be uploaded as one word document for marking

Assessment Due Date
Week 8 Monday (9 Sept 2019) 11:45 pm AEST

Return Date to Students
Week 10 Friday (27 Sept 2019)

Weighting
30%

Assessment Criteria

	HD (85-100)	D (75-84)	C (65-74)	P (50-64)	F (0-49)
Posting well researched and considered answers to all three online activities (25%)	Demonstrates a thorough understanding of the three topics	Demonstrates a good understanding of the three topics	Demonstrates an adequate understanding of the three topics	Demonstrated a limited understanding of the three topics	Fails to demonstrate an understanding of the topics
Synthesis and integration of literature and unit material within the posting (25%)	Consistently integrates up-to-date literature to support and reflect all ideas and factual information	Generally integrates up-to-date literature to support and reflect all ideas and factual information with 1 or 2 exceptions	Generally integrates up-to-date literature to support and reflect all ideas and factual information with 3 or 4 exceptions	Occasionally integrates up-to-date literature to support and reflect all ideas and factual information with 5 or 6 exceptions	Fails or infrequently attempts to integrate up-to-date literature to support and reflect all ideas and factual information
Clear written expression and correct spelling (25%)	Consistently accurate with spelling and grammar.	1-2 errors with spelling and grammar	3-4 errors with spelling and grammar.	5-6 errors with spelling and grammar	Many consistent errors with spelling and grammar.
Adequate and appropriate referencing (Harvard) (25%)	Excellent and appropriate referencing	Very good and appropriate referencing with 1-2 errors	Good referencing with 3-4 errors	Adequate referencing with 5-6 errors	Inadequate and inappropriate referencing

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Please, post to the relevant forum and upload one word document to 'Assessment 1 Submission'

Learning Outcomes Assessed

- Compare a range of strategies that provide useful outcomes for specified community based contexts and evaluate their usefulness.
- Explain how social innovation is used within communities.

Graduate Attributes

- Communication
- Problem Solving

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

2 Analysis of Community Practice

Assessment Type
Written Assessment

Task Description
Length: 1500 words
The word count is considered from the first word of the introduction to the last work of the conclusion, it excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.
Format: Written essay
This essay requires you to critically analyse and compare two of the community development approaches or perspectives introduced in the first half of the term. The assessment will facilitate your in-depth understanding of community practice and assist in your skills to critically analyse different practice perspectives. You are required to submit a written essay of approximately 1500 words. Your paper will be an analysis of two community development perspectives and then a discussion of the differences and similarities between the approaches. You are encouraged to choose approaches outlined in the unit material but if there is another approach that you wish to focus on you may do so. You are also asked to consider the implications of adopting these approached when working within Australian communities today, making particular reference to working within Indigenous communities.

Assessment Due Date
Week 6 Monday (26 Aug 2019) 11:45 pm AEST

Return Date to Students
Week 8 Friday (13 Sept 2019)

Weighting
35%

Assessment Criteria

	HD (85-100)	D (75-84)	C (65-74)	P (50-64)	F (0-49)
Ability to outline two relevant community development approaches, including its theoretical underpinnings (30%)	Demonstrates a thorough understanding of two approaches to community development	Demonstrates a good understanding of two approaches to community development	Demonstrates an adequate understanding of two approaches to community development	Demonstrates a limited understanding of two approaches to community development	Fails to demonstrate an understanding of two approaches to community development
Ability to critically analyse and compare both approaches (25%)	Demonstrates an excellent analysis and comparison	Demonstrates good analysis and comparison	Demonstrates an adequate analysis and comparison	Demonstrates a limited analysis and comparison	Fails to demonstrate an analysis or comparison
Ability to explain both approaches usefulness and applicability for working with Australian communities, particularly Indigenous communities (25%)	Demonstrates an excellent understanding of the application of both approaches	Demonstrates a good understanding of the application of both approaches	Demonstrates an adequate understanding of the application of both approaches	Demonstrates a limited understanding of the application of both approaches	Fails to demonstrate an understanding of the application of either approach.

Standard of written communication, grammar, punctuation and referencing (20%)	Consistently accurate with spelling and grammar. Consistently integrates up-to-date references to support all idea and factual information	1-2 errors with spelling and grammar. Generally, up-to-date references to support and reflect all ideas and factual information with 1 or 2 exceptions	3-4 errors with spelling and grammar. Partly integrates up-to-date references to support and reflect ideas and factual information with 3 or 4 exceptions	5-6 errors with spelling and grammar. Occasionally integrates up-to-date references to support ideas and factual information with 5 or 6 exceptions	Many consistent errors with spelling, grammar or structure. Fails to or infrequently attempts to integrate up-to-date references to support ideas or factual information

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Please, submit at 'Assessment 2 Submission'

Learning Outcomes Assessed

- Critique ideas of community and a range of community work models for practice.
- Integrate cultural competency skills working within the community including working within Indigenous communities

Graduate Attributes

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

3 Role of a Community Practitioner

Assessment Type
Report

Task Description
Length: 2000 words
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.
Format: Report
You are required to submit a report of approximately 2000 word. Your paper will introduce a socially innovative community project or initiative. The paper will need to outline the project, the community development approach that was utilised and a rationale to explain how the project is socially innovative. Your paper will need to provide an overview of the skills needed by practitioners working within your chosen project or initiative. You are welcome to choose a local, national or international project.
In addition to your paper, you are asked to create a flyer that provides information about the project or initiative that is targeted to the intended clientele.

Assessment Due Date
Week 12 Monday (7 Oct 2019) 11:45 pm AEST

Return Date to Students
Review/Exam Week Monday (14 Oct 2019)

Weighting
35%

Assessment Criteria

	HD (85-100)	D (75-84)	C (65-74)	P (50-64)	F (0-49)

Demonstrates conceptual/theoretical knowledge and understanding of the selected community development initiative and the relevant community development initiative	Demonstrates excellent understanding of the chosen initiative	Demonstrates a good understanding of the chosen initiative	Demonstrates an adequate understanding of the initiative	Demonstrates a limited understanding of the initiative	Fails to demonstrate an understanding of the initiative
Ability to explain the skills required by a community practitioner (30%)	Demonstrates a thorough understanding of the skills of a community practitioner	Demonstrates a good understanding of the skils of a community practitioner	Demonstrates an adequate understanding of the skills of a community practitioner	Demonstrates a limited understanding of the skills of a community practitioner	Fails to demonstrate an understanding of the skills of a community practitioner
Demonstrated ability to target the initiative to its intended clientele (10%)	Excellent demonstration of targeting inteneded clientele	Good demonstration of targeting intended clientele	Adequate demonstration of targeting intended clientele	Limited demonstration of targeting intended clientele	Fails to demonstrate targeting intended clientele
Presentation and accuracy in written expression, word count, spelling and grammar (15%)	Consistently accurate	1-2 errors in spelling and grammar	3-4 errors in spelling and grammar	5-6 errors in spelling and grammar	Many errors with spelling and grammar
Accuracy in referencing (15%)	Consistently integrates up-to-date references to support all idea and facual information	Generally integrates up-to-date references to support all idea and facual information, with 1 -2 exceptions	Partly integrates up-to-date references to support all ideas and factual information with 3-4 exceptions	Occasionally integrates up-to-date references to support all ideas and factual information with 5- 6 exceptions	Fails to or infrequently integrates up-to-date references to support all ideas and factual information.

Referencing Style

- Harvard (author-date)

Submission
No submission method provided.

Submission Instructions
Please, submit at 'Assessment 3 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.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem