SOWK13011 *Community Practice*
Term 2 - 2020

Profile information current as at 12/10/2024 03:37 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 - 2020

- 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.

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 'Have your say'

Feedback

Zoom sessions at a time that suits the majority of students.

Recommendation

A survey will be sent in week 1 of term asking students to select the best time for zoom sessions.

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	•	•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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: Vision, Analysis and Practice
2nd Edition (2016)
Authors: Jim Ife
Cambridge University Press
Binding: Paperback

Additional Textbook Information
If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code). eBooks can be purchased at the publisher's website.

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

Trudie Irle Unit Coordinator
t.irle@cqu.edu.au

Schedule

Overview of community practice - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Approaches to community-led development - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Emerging perspectives of community development - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

Social innovation in communities - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Community economic development - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Explore your own community - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Community development in Australia - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Analysis of community practice Due: Week 6 Monday (24 Aug 2020) 4:45 pm AEST

Community development around the world - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Continue from week 7 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Online Discussion (500 words each) Due: Week 8 Friday (11 Sept 2020) 4:45 pm AEST

Alternative movements to social action - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Continue from week 9 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Technology and how it changes community practice - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic

Review and reflection - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Social innovation in communities Due: Week 12 Monday (5 Oct 2020) 4:45 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

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 length is considered from the first word of the introduction to the last word of the conclusion.
Format: Three 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 posting for weeks 3, 5 and 7, in response to that week''s question about a range of community work models for practice. Each posting should be approximately 500 words and appropriately referenced. Your posting needs to thoughtfully address the week's questions 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.

Assessment Due Date
Week 8 Friday (11 Sept 2020) 4:45 pm AEST

Return Date to Students
Week 10 Monday (21 Sept 2020)

Weighting
30%

Assessment Criteria

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 (40%)	Demonstrates an excellent understanding of the three topics	Demonstrates a very good understanding of the three topics	Demonstrates a good understanding of the three topics	Demonstrates an adequate understanding of the three topics	Fails to demonstrate an understanding of the topics
Synthesis and integration of literature and unit material within the posting (20%)	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 exception	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 (20%)	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) (20%)	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 online discussion forum and collate all three responses and upload as one word document to Moodle.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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 length 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 quotations.
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 1500 word essay. The essay requires you to:
- provide an overview of a community development approach or perspective, including outlining its history and how it's used in the world today
- demonstrate your understanding of the conceptual/theoretical knowledge and 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 Australians.

Assessment Due Date
Week 6 Monday (24 Aug 2020) 4:45 pm AEST

Please, upload to Moodle

Return Date to Students
Week 8 Monday (7 Sept 2020)

Weighting
35%

Assessment Criteria

Criteria	HD (85-100)	D (75-84)	C (65-74)	P (50-64)	F (0-49)
Ability to outline a relevant community development approach, including its theoretical underpinnings (30%)	Demonstrates an excellent understanding of an approach to community development	Demonstrates a very good understanding of an approach to community development	Demonstrates a good understanding of an approach to community development	Demonstrates an adequate understanding of an approach to community development	Fails to demonstrate an understanding the approach to community development
Ability to critically analyse the approach (25%)	Demonstrates an excellent analysis	Demonstrates very good analysis	Demonstrates a good analysis	Demonstrates an adequate analysis	Fails to demonstrate an analysis

Ability to explain its usefulness and applicability for working with Australian communities, particularly Indigenous communities (25%)	Demonstrates an excellent understanding of its applications	Demonstrates a very good good understanding of its application	Demonstrates a good understanding of its application	Demonstrates an adequate understanding of its application	Fails to demonstrate an understanding of its applications
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
No submission method provided.

assessmentOutcome

- 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

assessmentGradAttribute

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

3 Social innovation in communities

Assessment Type
Report

Task Description
Length: 2000 words
The word length 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 quotations.
Format: Report
You are required to submit a report. Your report will introduce a socially innovative community project or initiative. Your report 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 report will 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 initiative.
As an appendix, you are asked to create a flyer to promote your chosen project.

Assessment Due Date
Week 12 Monday (5 Oct 2020) 4:45 pm AEST

Return Date to Students
Exam Week Monday (19 Oct 2020)

Weighting
35%

Assessment Criteria

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 (30%)	Demonstrates an excellent understanding of the chosen initiative	Demonstrates a very good understanding of the chosen initiative	Demonstrates a good understanding of the initiative	Demonstrates an adequate 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 very good understanding of the skills of a community practitioner	Demonstrates a very good understanding of the skills of a community practitioner	Demonstrates a good understanding of the skills of a community practitioner	Demonstrates an adequate understanding of the skills of a community practitioner	Fails to demonstrate an understanding of the skills of a community practitioner
Demonstrates the ability to target the initiative to its intended clientele (10%)	An excellent demonstration of targeting an intended clientele	A very good demonstration of targeting an intended clientele	A good demonstration of targeting an intended clientele	An adequate demonstration of targeting an 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 factual information	Generally, integrates up-to-date references to support all idea and factual 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.

assessmentOutcome

- 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.

assessmentGradAttribute

- 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