



SOWK13011 Community Practice

Term 2 - 2023

Profile information current as at 19/04/2024 09:09 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 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 - 2023

- 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 Student feedback

Feedback

Students reported some confusion with assessment tasks and there appeared to be some inconsistency between the unit profile and assessment task outline uploaded on Moodle.

Recommendation

Improve student engagement with the unit profile through regular messaging in discussion forums. Review the unit profile and resources on Moodle for consistency.

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



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

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

For further information, see the Assessment Tasks.

Teaching Contacts

Susan Rockloff Unit Coordinator

s.rockloff@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Overview of community practice	Ife (2016) textbook & resources available on Moodle	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Approaches to community-led development	Ife (2016) textbook & resources available on Moodle	Assessment 1. WEEK 2 forum post & two reflective peer responses submitted to Assessment 1. Discussion Forum by 11 pm Friday.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Emerging perspectives of community development	Ife (2016) textbook & resources available on Moodle	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Social innovation in communities	Ife (2016) textbook & resources available on Moodle	Assessment 1. WEEK 4 forum post & two reflective peer responses submitted to Assessment 1. Discussion Forum by 11 pm Friday.

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Community economic development	Ife (2016) textbook & resources available on Moodle	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Community development in Australia	Ife (2016) textbook & resources available on Moodle	Assessment 1. WEEK 6 forum post & two reflective peer responses submitted to Assessment 1. Discussion Forum by 11 pm Friday. Assessment 1 - Online Discussion Forum Due: Week 6 Friday (25 Aug 2023) 11:59 pm AEST

Week 7 - 28 Aug 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Community development around the world - 1	Ife (2016) textbook & resources available on Moodle	
Week 8 - 04 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Community development around the world - 2	Ife (2016) textbook & resources available on Moodle	
Week 9 - 11 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Alternative movements to social action - 1	Ife (2016) textbook & resources available on Moodle	Assessment 2 - Community work models and Indigenous Communities Due: Week 9 Friday (15 Sept 2023) 11:59 pm AEST
Week 10 - 18 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Alternative movements to social action - 2	Ife (2016) textbook & resources available on Moodle	
Week 11 - 25 Sep 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Technology and how it changes community practice	Ife (2016) textbook & resources available on Moodle	
Week 12 - 02 Oct 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Review and reflection	Ife (2016) textbook & resources available on Moodle	Assessment 3 - Community Practice Report Due: Week 12 Friday (6 Oct 2023) 11:59 pm AEST
Review/Exam Week - 09 Oct 2023		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 16 Oct 2023		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 – Online Discussion Forum

Assessment Type

Online discussion forum

Task Description

This assessment aims to encourage you to interact with other students but also to develop reflective skills and demonstrate your understanding of the unit material.

Instructions

You are writing to demonstrate your understanding and engagement with the weekly topics, literature, and materials available to you, as outlined in the study schedule through research, reflection, and participation in online forums. The assessment involves you writing a 300-word (maximum) forum post and responding to two peer response posts. Each reflective peer response post is to be 100 words (max). Forum and peer responses are required for weeks 2, 4, and 6. The **total 1500 word** assessment includes **3 x 300-word forum posts and 6 x 100-word reflective peer responses**. Please see the Assessment 1 marking rubric for the marking breakdown.

A brief, concisely written answer to the question and peer response is more effective than a long-winded general comment. Where appropriate, refer to the literature to support your discussion and provide an in-text citation for the

sources you use. If you use a direct quote as part of your discussion, it must be indicated as such, and you will need to provide full reference details using APA (7th Edition) referencing style.

Please follow the steps below to complete your assessment task:

1. In weeks 2,4, and 6 you will respond to the forum questions posted by the Unit Coordinator (three posts). Your forum post and two reflective peer responses need to be completed by 11 pm Friday of weeks 2, 4, and 6.
2. To prepare each forum post to the question read the relevant required set textbook chapters, and other readings and view the weekly topic resources on the Moodle site and in the e-Reading list.
3. Familiarise yourself with the key concepts and perspectives covered in the unit.
4. Search the CQU library and databases for useful references for each of the chosen questions and undertake further reading.
5. Draft an outline before writing your response. Use examples to illustrate your applied understanding.
6. Provide in-text citations to support your discussions and include any references cited at the end of your post and add a single reference list at the end of each post.
7. Once you have made your post to the discussion forum, you will be able to view other student posts and can prepare two reflective peer response posts (respond to two different student forum postings). Each peer response post needs to be 100 words (maximum).
8. Scholarly conventions are required and appropriate communication in accordance with the AASW Code of Ethics (2020).

Literature and references

In this assessment, use a minimum of five contemporary references (<10 years) to support your discussion. The required set textbook is one suitable reference. 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.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 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.

You may write in the first-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQU University Academic Learning Centre has an online [APA Referencing Style Guide](#).

Compile a single reference list for the literature cited in all your forum post answers and peer response posts. The reference list goes on a new page after all the posts.

Provide a word count for each forum post and reflective peer response post. The total word count must not exceed 1500 words (max) (3x300 forum posts + 6x100 reflective peer responses)

Answers must not contain dot points or numbered lists.

The word count is considered from the first word of the answer to the last word of your individual posts. The word count excludes the reference list but includes in-text references and direct quotations. No table of contents, abstract, introduction, conclusion, or appendices are required for this assignment. The answers do not need images, tables, and graphs inserted in the response or attached as a file.

Resources

You can use unit provided materials, the set textbook, 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](#).

Submission

Submit your three forum post answers and your six reflective peer responses via the unit Moodle site in a single Microsoft Word file. You can copy and paste from your Moodle site into a Word document. **Clearly identify the week for each forum post (week 2, 4 or 6) and state the students' names whose posts you are responding to for each peer response post.**

Assessment Due Date

Week 6 Friday (25 Aug 2023) 11:59 pm AEST

Return Date to Students

Week 9 Monday (11 Sept 2023)

Weighting

30%

Assessment Criteria

A copy of the marking rubric is available on the Moodle site.

	HD (84.5-100%)	D (74.5-84.5%)	C (64.5-74.4%)	P (49.5-64.5%)	F (0-49.4%)
WORD COUNT (Total - 10%) Demonstrates adherence to the word count	All responses adhere to the word count.	Adheres to the word count for most responses.	Adheres to the word count for several responses.	Adheres to the word count for half the responses.	Fails to adhere to the word count for most or all responses.
FORUM POSTS & REFLECTIVE POSTS (Total - 75%) WEEK 2. Demonstrates understanding of the question posed on the Moodle forum. (15%)	A comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	A strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	An adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	A mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	None or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
WEEK 2. Demonstrates an ability to respond reflectively to (2) other student posts on community practice. (10%)	Reflective posts. An excellent demonstration of the ability to respond reflexively to other students' posts on their answers to the question posted. Two answers were given.	A very good demonstration of the ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	A good demonstration of the ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given	Fair demonstration of ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	The content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
WEEK 4. Demonstrates understanding of the question posed on the Moodle forum. (15%)	A comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	A strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	An adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	A mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	None or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
WEEK 4. Demonstrates an ability to respond reflectively to (2) other student posts on community practice. (10%)	Reflective posts. An excellent demonstration of the ability to respond reflexively to other students' posts on their answers to the question posted. Two answers were given.	A very good demonstration of the ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	A good demonstration of the ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given	Fair demonstration of ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	The content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality

WEEK 6. Demonstrates understanding of the question posed on the Moodle forum. (15%)	A comprehensive and critical discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	A strong and appropriate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	An adequate discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality.	A mostly relevant discussion and includes: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality	None or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
WEEK 6. Demonstrates an ability to respond reflectively to (2) other student posts on community practice. (10%)	Reflective posts. An excellent demonstration of the ability to respond reflexively to other students' posts on their answers to the question posted. Two answers were given.	A very good demonstration of the ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	A good demonstration of the ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	Fair demonstration of ability to respond reflexively to other students' posts on their answers to the question posed. Two answers were given.	The content provides no or inadequate discussion and lacks many: Independent reading and research, relevant arguments, supporting examples, relevant concepts & evidence of originality
WRITING QUALITY (Total - 5%) Shows appropriate grammar, spelling & paragraph structure.	Consistently accurate with spelling, grammar, and paragraph structure.	Minimal (2-3) critical spelling, grammar, or paragraph structure errors.	Few (3 - 4) critical spelling, grammar, or paragraph structure errors.	Several (4-5) critical spelling, grammar, or paragraph structure errors.	Many (>6) spelling, grammar, or paragraph structure errors.
REFERENCING (Total - 10%) Demonstrates ability to source relevant contemporary references & to apply APA style to in-text referencing. (5%) Demonstrates ability to use APA 7th edition referencing list style & prepare a reference list. (5%)	A minimum of 8 contemporary references were used. Consistently integrates references to support and reflect ideas, factual information, and quotations with consistently accurate in-text referencing. The list appears in alphabetical order and fully adheres to APA 7th Edition reference list presentation guidelines.	A minimum of 7 contemporary references were used. Generally, integrates references to support and reflect ideas, factual information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified. The reference list appears alphabetically and consistently adheres to reference list presentation guidelines.	A minimum of 6 contemporary references were used. Frequently integrates references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors are identified. The reference list appears alphabetically and frequently adheres to reference list presentation guidelines.	A minimum of 5 contemporary references were used. Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors were identified. The reference list appears alphabetically and occasionally adheres to reference list presentation guidelines.	The required number of 5 references is not used, or none are contemporary. Fails to or infrequently attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations. Inconsistent with APA 7th Edition style. >6 inaccuracies with in-text referencing. The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

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 Assessment 2 – Community work models and Indigenous Communities

Assessment Type

Written Assessment

Task Description

The aim is for you to explore community work models used in Australia and internationally for addressing social issues. It involves examining various community work models implemented in different contexts and evaluating their effectiveness, with a specific focus on cultural competency.

By comparing different community work models, the assessment aims to assess their ability to engage with and address the diverse cultural needs of individuals and communities, specifically Indigenous people and communities. You will need to evaluate how these models incorporate components of cultural competency, to provide insight into their applicability and effectiveness in diverse cultural contexts and communities.

Instructions

You are required to submit an essay of 1500 words. Start by following these steps:

1. Select one social issue – homelessness or food insecurity.
2. Identify one Australian and one international example of social innovation involving Indigenous communities for your selected social issue.
3. Distinguish Indigenous communities as one idea of community relative to other ideas of community.
4. Critique the community work models used in the two social innovations and how they deliver outcomes for Indigenous people and communities.
5. Compare and contrast these work models to other community work models in integrating cultural competency into their practice.
6. Evaluate them against the key components of cultural competency in social work.

Please do not use dot points or numbered lists in your discussion. You are encouraged to discuss your ideas and resources with the unit coordinator and others in the Moodle Discussion Forum and Zoom tutorial sessions.

A brief, concisely written answer to the question is more effective than a long-winded general comment. Where appropriate, refer to the literature to support your discussion and provide an in-text citation for the sources you use. If you use a direct quote as part of your discussion, it must be indicated as such, and you will need to provide full reference details using APA (7th Edition) referencing style.

Please follow the steps below to complete your assessment task:

1. Read the relevant required set textbook chapters and view the weekly topic resources and tutorial material on the Moodle site and in the e-Reading list.
2. Familiarise yourself with the key concepts and perspectives covered in the unit.
3. Search the CQU library and databases for useful references and undertake further reading.
4. Draft an outline of your essay discussion first. Use examples to illustrate your applied understanding.
5. Provide in-text citations to support your discussion and add a single reference list at the end of your document on a new page.

Literature and references

In this assessment, use a minimum of ten contemporary references (<10 years) to support your discussion. The required set textbook is one suitable reference. 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.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 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.

Write in the third-person perspective.

Use formal academic language (avoid contractions).

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 for the essay is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations. No table of contents, abstract, or appendices is required for this assignment.

Resources

You can use unit provided materials, the set textbook, 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](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Assessment Due Date

Week 9 Friday (15 Sept 2023) 11:59 pm AEST

Return Date to Students

Week 11 Friday (29 Sept 2023)

Weighting

35%

Assessment Criteria

A copy of the marking rubric is available on the Moodle site.

HD (84.5-100%)	D (74.5-84.4%)	C (64.5-74.4%)	P (49.5-64.4%)	F (0-49.4%)
Writing quality, word count & structure (10%) Consistently accurate with spelling, grammar and paragraph structure. Adheres to the word count. (5%)	Minimal (2-3) critical spelling, grammar or paragraph structure errors. Adheres to the word count.	Few (3 - 4) critical spelling, grammar or paragraph structure errors. Adheres to the word count.	Several (4-5) critical spelling, grammar or paragraph structure errors. Adheres to the word count.	Many (>6) errors with spelling, grammar or paragraph structure. Fails to adhere to the word count.
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. A clear and succinct conclusion that provides closure to the topic. (5%)	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides a clear and appropriate closure to the topic.	Appropriate introduction that introduces the topic and outlines the direction of the paper Appropriate conclusion to the topic that somewhat outlines closure to the topic.	The introduction is apparent although consists only of a list of the contents of the paper. The topic is not clearly introduced. The conclusion is apparent although consists of only a brief closure of the topic. The topic is not clearly concluded.	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or the conclusion content is not reflective of the discussion.
Discussion (75%) Identifies an Australian & an international social innovation engaging Indigenous communities for the selected social issue. (10%) Content provides a clear and succinct description.	Content provides a clear description.	Content provides an appropriate description.	Content provides an adequate description.	Content provides inadequate or no description.

Explores Indigenous communities as one idea of community relative to other ideas of community. (10%) Content provides a clear and succinct discussion of the different ideas of community.	Content provides a clear discussion of the different ideas of community.	Content provides an appropriate discussion of the different ideas of community.	Content provides an adequate discussion of the different ideas of community.	Content provides inadequate or no discussion of the different ideas of community.
Critiques the community work models used in the two social innovations & how they deliver outcomes for Indigenous people & communities (15%) The content provides a comprehensive and critical assessment.	The content provides a strong assessment.	The content provides an appropriate assessment.	The content provides an adequate assessment	The content provides an inadequate or no assessment & there are little or no readings, supporting examples or very limited evidence of originality.
Compare & contrast these work models to other community work models in being able to integrate cultural competency into their practice (20%) Content provides a comprehensive and critical discussion	Content provides a strong discussion.	Content provides an appropriate discussion.	Content provides an adequate discussion.	Content provides an inadequate discussion. There is little or no readings, supporting examples or very limited evidence of originality
Evaluate these community work models against the key components of cultural competency in social work (20%) Content provides a comprehensive and critical evaluation against several cultural competency components.	Content provides a strong discussion against several cultural competency components.	Content provides an appropriate discussion against a few cultural competency components.	Content provides an adequate discussion against one or two cultural competency components.	Content provides an inadequate discussion of any cultural competency components. There is little or no readings, supporting examples or limited evidence of originality.
Integrates references & adopts correct in-text referencing (5%) Consistently integrates references to support and reflect all ideas, information, and quotations. Consistently accurate with in-text referencing.	Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors are identified.	Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors were identified.	Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.
Use of contemporary (<10 years) references (5%) A minimum of 13 contemporary references were used. Reference list meets APA (7th edition) referencing style guidelines (5%) List appears in alphabetical order and fully adheres to APA 7th Edition reference list presentation guidelines.	A minimum of 12 contemporary references were used. The reference list appears alphabetically and consistently adheres to reference list presentation guidelines.	A minimum of 11 contemporary references were used. The reference list appears alphabetically and frequently adheres to reference list presentation guidelines.	A minimum of ten contemporary references were used. The reference list appears alphabetically and occasionally adheres to reference list presentation guidelines.	The required minimum number of ten contemporary references has not been used, and/or none are contemporary (<10 years). The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

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 Assessment 3 – Community Practice Report

Assessment Type

Report

Task Description

We live in an increasingly diverse global community and Australia is a large multicultural country with a growing population of diverse ethnic minorities, many of whom are migrants from other countries. Social workers advance a more inclusive and equitable society to support the settlement and integration of migrants into Australia by advocating for policy changes.

The aim of your assignment is to write a report demonstrating your analysis of the conception of community and community work models that exist in your selected community by identifying and examining the community work models used and how they perform in general and compared to other models.

Instructions

You are required to submit a report of **1500 words**. Start the discussion by:

1. Analyse the idea of community, as ethnic/cultural and diasporic.
2. Select your migrant community and explore it in terms of its context (history, social, cultural, and political elements), commonly held assumptions or stereotypes, and the power dynamics amongst individuals of various identities (gender, race, social-economic status, age).
3. Identify and examine the community work models in practice (e.g., strengths perspective) in Australian society when social workers are working with your selected community and other first and second generation migrant clients (e.g., South East Asian).
4. Examine the strategies used and identify where positive outcomes result in the community. Select factors such as cultural richness, community organisation, local leadership, and social cohesion to evaluate the effectiveness of the strategies used.

Please see the Assessment 3 marking rubric for a marking breakdown.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas and resources with the unit coordinator and others in the Moodle Discussion Forum and Zoom tutorial sessions.

A brief, concisely written answer to the question is more effective. Where appropriate, refer to the literature to support your discussion and provide an in-text citation for the sources you use. If you use a direct quote as part of your discussion, it must be indicated as such, and you will need to provide full reference details using APA (7th Edition) referencing style.

Please follow the steps below to complete your assessment task:

1. Read the relevant required set textbook chapters and view the weekly topic resources and tutorial material on the Moodle site and in the e-Reading list.
2. Familiarise yourself with the key concepts and perspectives covered in the unit.
3. Search the CQU library and databases for useful references for each of the chosen questions and undertake further reading.
4. Draft an outline of key points and topics before writing your first draft. Use examples to illustrate your applied understanding.
5. Provide in-text citations to support your discussion and add a single reference list at the end of your document on a new page.

Literature and references

In this assessment, use a minimum of ten contemporary references (<10 years) to support your discussion. The required set textbook is one suitable reference. 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.

Requirements

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 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.

Write in the third-person perspective.

Use 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 introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations. After the cover page, include a brief executive summary paragraph and then a table of contents. No appendices are required for this assignment. The answers do not need images, tables, and graphs inserted in or attached as appendices.

Resources

You can use unit provided materials, the set textbook, 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](#).

Re-attempt

In this unit, you may be offered to re-attempt a failed assessment task to demonstrate your achievement of one or more of the unit's learning outcomes. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete every part of the assessment task.

If the Unit Coordinator allows you to re-attempt an assessment task, you must resubmit your revised work within seven (7) consecutive days of being notified about the re-attempt opportunity. A re-attempted assessment will receive a mark no greater than the minimum pass mark allowable for the original assessment task.

Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:59 pm AEST

Return Date to Students

27 October 2023

Weighting

35%

Assessment Criteria

A copy of the marking rubric is available on the Moodle site.

HD (84.5-100%)	D (74.5-84.4%)	C (64.5-74.4%)	P (49.5-64.4%)	F (0-49.4%)
Word count (5%) Adheres to the word count.	Adheres to the word count.	Adheres to the word count.	Adheres to the word count.	Fails to adhere to the word count.
Writing quality (5%) Consistently accurate with spelling, grammar, and paragraph structure.	Minimal (1-2) critical spelling, grammar, or paragraph structure errors.	Few (3 - 4) critical spelling, grammar, or paragraph structure errors.	Several (5-6) critical spelling, grammar, or paragraph structure errors.	Many (>6) errors with spelling, grammar or paragraph structure.

<p>Structure (5%) Clear and succinct executive summary and an introduction that introduces the topic and outlines the direction of the paper. A clear and succinct conclusion that provides closure to the topic. (5%)</p>	<p>Clear and appropriate executive summary and an introduction that introduces the topic and outlines the direction of the paper. The conclusion provides a clear and appropriate closure to the topic</p>	<p>An appropriate executive summary and an introduction that introduces the topic and outlines the direction of the paper Appropriate conclusion to the topic that somewhat outlines closure to the topic.</p>	<p>The executive summary and introduction are apparent although they superficially cover some content of the paper. The topic is not clearly introduced. The conclusion is apparent although consists of only a brief closure of the topic. The topic is not clearly concluded.</p>	<p>No recognisable executive summary and/or introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or the conclusion content is not reflective of the discussion.</p>
<p>Discussion (70%) Analyse the idea of community, as ethnic/cultural and diasporic. (10%) Content provides a clear and succinct discussion of the two ideas of community.</p>	<p>Content provides a clear discussion of the two ideas of community.</p>	<p>Content provides an appropriate discussion of the two ideas of community.</p>	<p>Content provides an adequate discussion of the two ideas of community.</p>	<p>Content provides inadequate or no discussion of the two ideas of community.</p>
<p>Examines a migrant community's context, commonly held assumptions/stereotypes & the power dynamics (20%) Content provides a comprehensive and critical discussion of the relevant community elements.</p>	<p>Content provides a strong discussion of the relevant community elements.</p>	<p>Content provides an appropriate discussion of the relevant community elements.</p>	<p>Content provides an adequate discussion of the relevant community elements</p>	<p>Content provides an inadequate or incomplete discussion of the relevant community elements. There is little or no readings, supporting examples or very limited evidence of originality.</p>
<p>Identify & examine the community work models applied by social workers in their activities within the selected community & other migrant clients in Australia (20%) Content provides a comprehensive and critical discussion of the community work models applied.</p>	<p>Content provides a strong discussion of the community work models applied.</p>	<p>Content provides an appropriate discussion of the community work models applied.</p>	<p>Content provides an adequate discussion of the community work models applied.</p>	<p>Content provides an inadequate discussion of the community work models applied. There is little or no readings, supporting examples or very limited evidence of originality.</p>
<p>Examine the intervention strategies used & identify positive outcomes in the community (20%) Content provides a comprehensive and critical discussion of the intervention strategies, positive outcomes, & relevant factors.</p>	<p>Content provides a strong discussion of the intervention strategies, positive outcomes, & relevant factors.</p>	<p>Content provides an appropriate discussion of the intervention strategies, positive outcomes, & relevant factors.</p>	<p>Content provides an adequate discussion of the intervention strategies, positive outcomes, & relevant factors.</p>	<p>Content provides an inadequate discussion of the intervention strategies, positive outcomes, & relevant factors. There is little or no readings, supporting examples or limited evidence of originality.</p>

<p>Integrates references & adopts correct in-text referencing (5%) Consistently integrates references to support and reflect all ideas, information, and quotations. Consistently accurate with in-text referencing.</p>	<p>Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.</p>	<p>Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors are identified.</p>	<p>Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors were identified.</p>	<p>Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.</p>
<p>Use of contemporary (<10 years) references (5%) A minimum of 13 contemporary references were used. Reference list meets APA (7th edition) referencing style guidelines (5%) List appears in alphabetical order and fully adheres to APA 7th Edition reference list presentation guidelines.</p>	<p>A minimum of 12 contemporary references were used. The reference list appears alphabetically and consistently adheres to reference list presentation guidelines</p>	<p>A minimum of 11 contemporary references were used. The reference list appears alphabetically and frequently adheres to reference list presentation guidelines.</p>	<p>A minimum of ten contemporary references were used. The reference list appears alphabetically and occasionally adheres to reference list presentation guidelines.</p>	<p>The required minimum number of ten contemporary references has not been used, and/or non are contemporary (<10 yrs). The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.</p>

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

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