SOWK13012 *Professional Practice and Mental Health*

Term 2 - 2023

Profile information current as at 05/05/2024 10:18 am

All details in this unit profile for SOWK13012 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

You will critically evaluate the dominant and alternative models of mental health through a lens of diversity and inclusion, placing a strong emphasis on lived experience perspectives. You will be encouraged to engage with a range of theoretical frameworks and consider the ways in which different models can impact service users. The unit will also cover a range of assessment and intervention strategies in mental health, exploring the role of social work in this context. You will consider the values and ethics that underpin professional practice, as well as human rights and social justice principles. This unit offers a comprehensive and critical exploration of mental health within a social work context. Through engagement with theory and practice, you will develop the knowledge and skills required to work effectively in this complex and evolving field.

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

Successful completion of 48 credit points in any course.
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. **Written Assessment**
Weighting: 40%
2. **Written Assessment**
Weighting: 20%
3. **Presentation**
Weighting: 20%
4. **Peer assessment**
Weighting: 20%

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 survey Personal feedback

Feedback

Students reported to like the video assessment because of its authenticity and relevance to social work practice.

Recommendation

Review how the video is used in the unit.

Feedback from Have your say Personal feedback

Feedback

Students reported to appreciate the opportunity to write a range of mental health assessments in group discussion forums in preparation for the assessment.

Recommendation

Continue to provide formative learning opportunities in group discussions in preparation for assessment.

Unit Learning Outcomes

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

1. Analyse the dominant discourses and alternative discourses and constructions of mental health.
2. Critically evaluate the socio-political and historical context of mental health and how this has shaped mental health service delivery.
3. Apply social work strategies effectively in interdisciplinary contexts while incorporating professional values and ethics.
4. Examine a range of alternative mental health constructions which include the Lived Experience perspective, cultural and Indigenous perspectives, and a human rights and social justice perspective.
5. Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

The first learning outcome is from the required curriculum content from from the 2020 AASW Education and Accreditation Standards

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	●	●	●	●	
2 - Written Assessment - 20%	●	●	●	●	●
3 - Presentation - 20%	●	●	●	●	●
4 - Peer assessment - 20%					●

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks
SOWK13012

Prescribed

Models of Mental Health
(2016)
Authors: Gavin Davidson, Jim Campbell, Ciaran Shannon, Ciaran Mullholand
Palgrave
London , UK
ISBN: 9781137365903
Binding: Paperback

Additional Textbook Information
Students will be expected to purchase an additional book (lived perspective story) for their second and third assessment, which will be chosen in collaboration with their group peers.   The book will be available to purchase via kindle or paperback from Australian bookstores.

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

Paloma Cesare Unit Coordinator
p.cesare@cqu.edu.au

Schedule

- 24 Oct 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 1 - 10 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 2 - 17 Jul 2023		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 2 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	**Written Assessment: Assessment 1** Due: Week 6 Friday (25 Aug 2023) 11:45 pm AEST

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	**Group Work Written Assessment: Assessment 2** Due: Week 10 Friday (22 Sept 2023) 11:45 pm AEST

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Please refer to Moodle for unit readings and activities	Please refer to Moodle for unit readings and activities	**Group Work Presentation: Assessment 3** Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment: Assessment 1

Assessment Type
Written Assessment

Task Description

Aim
The aim of this assessment is for you to explore different models of mental health and their influence on identifying and understanding of mental distress. Additionally, you will examine how this understanding shapes interventions and approaches provided to both service users and Carers.

Instructions

Please read the case study provided and respond to the following questions. Your responses should be approximately 400 words each with a total of 2000 words overall: a) Use the medical/disease model to identify what the presenting issues are for Indi and suggest appropriate intervention/s to assist Indi? b) Use the psychological perspective models of mental health to identify the presenting issues for Indi and propose appropriate intervention/s to assist Indi. c) Apply the social model of mental illness to identify the presenting issues for Indi and recommend appropriate intervention/s to assist Indi. d) Utilise the service-user led perspective to identify the presenting issues for Indi and recommend appropriate intervention/s to assist Indi. e) Apply the integrated model of mental health to identify the presenting issues for Indi and propose appropriate intervention/s to assist Indi. By following these instructions, you will critically analyse the case study from various models of mental health, considering their implications on understanding mental distress and shaping interventions.

Case Study

Indi is 24 years old and lives at home with her parents and younger sibling who is in his last year of high school. Indi has had a few temporary jobs since finishing school but is now unemployed. She lost her last job as an administrator because she was not disseminating the mail and was hiding the mail in draws around the office. Her manager found three months of mail hidden away which impacted on the performance of the staff to complete their job. It was unclear as to why Indi was hiding mail. Indi had planned on going to university but was unsure what to do, so has delayed enrolling. Indi performed well at school and enjoyed studying. Over the last six months, she has stopped seeing her friends, and has begun locking herself in her bedroom and refusing to eat with her family or bathe. Her room is untidy and has rotting fruit on the floor and cat faeces on the floor, because she does not let the cat out of her room, for fear he will get lost. Indi started isolating herself after she had an argument with her best friend at a party and an incident with her boyfriend. Prior to this Indi would socialise regularly with her friends and was volunteering at her local pet shelter. Her parents also hear her walking about in her bedroom at night while they are in bed. Even though they know she is alone, they have heard her shouting and arguing as if someone else is there. When they try to encourage her to do more things, she whispers that she won't leave home because she is being spied upon by the neighbour or that if she goes outside, she will die. They don't believe she is taking drugs because she never sees anyone or goes anywhere.

Literature and references

In this assessment use contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.
Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, 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 (I, my) for reflective writing tasks, or as directed by your lecturer or write in 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 CQU APA Referencing Style Guide. ·
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important. ·
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide;](#) [Social Work and Community Services Guide](#). ·
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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](#).

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.

- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery Guide;](#) [Social Work and Community Services Guide](#).

- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

- 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 6 Friday (25 Aug 2023) 11:45 pm AEST

Return Date to Students
Week 8 Friday (8 Sept 2023)

Weighting
40%

Assessment Criteria
Marking Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%

	Excellent	Very good	Good	Satisfactory	Does not
Demonstrates an understanding of medical/disease model to identify what appears to be happening and what interventions would be appropriate. **20 marks**	Excellent understanding of the medical/disease model to identity what is happening. Identifies a comprehensive range of relevant interventions. (16.9-20)	Very good understanding of the medical/disease model to identify what is happening. Identifies a very good range of relevant interventions. (14.9-16.89)	Good understanding of the medical/disease model to identify what is happening. Identifies a good range of relevant interventions. (12.9-14.89)	Satisfactory understanding of the medical/disease model to identify what is happening. Identifies a satisfactory range of relevant interventions. (9.90-12.89)	Does not understand the requirements of the task or has not demonstrated satisfactory knowledge of the medical/disease model and relevant interventions. (<9.89)
Demonstrates an understanding of the psychological perspective of mental health to identify what appears to be happening for and what interventions would be appropriate. **20 marks**	Excellent understanding of the psychological perspective of mental illness to identify what is happening. Identifies an excellent range of relevant interventions. (16.9-20)	Very good understanding of the psychological perspective of mental illness to identify what is happening. Identifies a very good range of relevant interventions. (14.9-16.89)	Good understanding of the psychological perspectives of mental illness to identify what is happening. Identifies a good range of relevant interventions. (12.9-14.89)	Satisfactory understanding of the psychological perspectives of mental illness to identify what is happening. Identifies a satisfactory range of relevant interventions. (9.90-12.89)	Does not understand the requirements of the task or has not demonstrated satisfactory knowledge of the psychological perspective of mental illness and relevant interventions. (<9.89)
Demonstrates an understanding of the social model of mental illness to identify what appears to be happening and what interventions would be appropriate. **20 marks**	Excellent understanding of the social model of mental illness to identify what is happening. Identifies an excellent range of relevant interventions. (16.9-20)	Very good understanding of the social model of mental illness to identify what is happening. Identifies a very good range of relevant interventions. (14.9-16.89)	Good understanding of the social model of mental illness to identify what is happening. Identifies a good range of relevant interventions. (12.9-14.89)	Satisfactory understanding of the social model of mental illness to identify what is happening. Identifies a satisfactory range of relevant interventions. (9.90-12.89)	Does not understand the requirements of the task or has not demonstrated satisfactory knowledge of the social model of mental illness and relevant interventions. (<9.89)
Demonstrates an understanding of the integrated of mental illness to identify what appears to be happening and what interventions would be appropriate. **20 marks**	Excellent understanding of the integrated model of mental illness to identify what is happening. Identifies an excellent range of relevant interventions. (16.9-20)	Very good understanding of the integrated model of mental illness to identify what is happening. Identifies a very good range of relevant interventions. (14.9-16.89)	Good understanding of the integrated model of mental illness to identify what is happening. Identifies a good range of relevant interventions. (12.9-14.89)	Satisfactory understanding of the integrated model of mental illness to identify what is happening. Identifies a satisfactory range of relevant interventions. (9.90-12.89)	Does not understand the requirements of the task or has not demonstrated satisfactory knowledge of the integrated perspective of mental illness and relevant interventions. (<9.89)
Demonstrates ability to produce a well written analysis with synthesis and integration of literature, theory, knowledge and skills showing appropriate grammar, spelling and APA referencing within the word limit. **20 marks**	Outstanding level of written expression with evidence of superior critical analysis skills. No grammatical, spelling or APA referencing errors. Within the word limit. (16.9-20)	Very good level of written expression with evidence of good critical analysis skills. Minor grammatical, spelling and APA referencing errors. Within the word limit. (14.9-16.89)	Sound written expression with evidence of good critical analysis skills. Multiple grammatical, spelling and APA referencing errors. Within the word limit. (12.9-14.89)	Basic level of written expression with acceptable grammar and spelling. Within the word limit. Consistent APA referencing errors. (9.90-12.89)	Poorly written, with inaccuracies in grammar and spelling and poor APA referencing. Has not remained within the word limit. (<9.89)

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Analyse the dominant discourses and alternative discourses and constructions of mental health.
- Critically evaluate the socio-political and historical context of mental health and how this has shaped mental health service delivery.
- Apply social work strategies effectively in interdisciplinary contexts while incorporating professional values and ethics.
- Examine a range of alternative mental health constructions which include the Lived Experience perspective, cultural and Indigenous perspectives, and a human rights and social justice perspective.

2 Group Work Written Assessment: Assessment 2

Assessment Type
Written Assessment

Task Description
Aim

The aim of this assessment is to provide you with an opportunity to explore the lived experience of mental distress through groupwork. By engaging with peers, you will enhance your understanding of mental distress and develop skills in implementing social work values, such as respecting diversity, communication skills and teamwork.

Instructions

Please follow the instructions below for completing Assessment 2, 3 and 4. You will be randomly assigned to a group of 5 student members and are expected to facilitate group meetings via Zoom or Teams.

The assessments aim to develop your knowledge about the lived experience of mental distress. Your group will select a book listed on the Moodle site in the Assessment block. Please advise the Unit Coordinator of your selection. To complete the assessments, you are required to read the chosen book and address the following:

Assessment 2: Written Assessment

Assessment 3: Group Presentation

Assessment 4: Peer Assessment

Your reading of the book should inform your responses and you may also refer to your textbook where relevant. There will be a selection of the books that your group will select and advise the Unit Coordinator. You can obtain the book via eBook from the library. It is recommend that you start reading at the the commencement of term to allow sufficient time for reading. Alternatively, if you prefer a paperback version, please order it as soon as possible. Please note that this book is in addition to the textbook.

In the written assessment, your group will collaborate to respond to the 10 questions listed below a written response of approximately 200 words per question and a total of 2000 words. It is expected that your group will discuss the questions and answers then allocate tasks to members to complete the final submission.

Each student is required to complete question 11 individually. You are required to complete an individual reflective piece of 200 words in response to question 11.

You do not need an introduction and conclusion for this assessment.

1. Provide a brief overview of the story.

2. How did the person describe their experience of living with mental distress?

3. What challenges did they face?

4. What were their strengths?

5. How did they describe their experience of seeking help?

6. What was an important part of their recovery or coping?

7. What did you learn from the story?

8. Did you find the story challenging? If so, why? If not, why not?

9. What was the main takeaway from the story?

10. How will your understanding of the lived experience shape your social work practice?

11. What insights did you gain from the groupwork process related to your participation style, your role and contribution to the task?

By addressing these questions, your group will critically engage with the book, gaining insights into the lived experience of mental distress and consider the implications for future social work practice. Please submit the group assessment as an individual on Moodle.

Literature and references

In this assessment use the lived experience book you have selected from the Moodle site. You do not need to reference academic content for this assessment.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, 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 (I, my) for reflective writing tasks, or as directed by your lecturer.
- 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 CQU APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

- 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 the group presentation individually in Moodle, including your reflective writing piece.

Assessment Due Date
Week 10 Friday (22 Sept 2023) 11:45 pm AEST

Return Date to Students
Week 12 Monday (2 Oct 2023)

Weighting
20%

Assessment Criteria
Marking Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrates an understanding of the lived persons experience of mental distress and the major themes that were presented in the book. **20 marks**	Provides a comprehensive and an excellent overview of the major themes of the story and an excellent critical analysis of the person's lived experience. (16.9-20)	Provides a very good overview of the major themes of the story and a very good critical analysis of the person's lived experience. (14.9-16.89)	Provides a good overview of the major themes of the story and a very good critical analysis of the person's lived experience. (12.9-14.89)	Provides a satisfactory overview of the major themes of the story and a sound analysis of the person's lived experience. (9.90-12.89)	Fails to understand the major themes of the story and demonstrates no critical analysis of the person's lived experience is considered. (<9.89)
Demonstrates insight into the help seeking that the lived person sought and how the help was helpful or unhelpful. **20 marks**	Provides an excellent overview of the helping seeking that was sought and how it was helpful or unhelpful. Cites a comprehensive range of examples from the book. (16.9-20)	Provides a very good overview of the help seeking that was sought and how it was helpful or unhelpful. Cites very good examples from the book. (14.9-16.89)	Provides a good overview of the help seeking that was sought and how it was helpful or unhelpful. Cites a few good examples from the book. (12.9-14.89)	Provides a satisfactory overview of the help seeking that was sought and how it was helpful or unhelpful. Cites some sound examples from the book. (9.90-12.89)	Demonstrates no critical analysis of the person's help seeking behaviour. Provides no reference to book. (<9.89)
Demonstrates an understanding of the person's strengths and how they coped and recovered. **20 marks**	Provides an excellent overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites a comprehensive range of examples from the book. (16.9-20)	Provides a very good overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites a few very good examples from the book. (14.9-16.89)	Provides a good overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites a few good examples from the book. (12.9-14.89)	Provides a satisfactory overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites some sound examples from the book. (9.90-12.89)	Demonstrates no critical analysis of the person's strengths or coping skills. Provides no reference to book. (<9.89)

Criteria					
The student group provides insights about what they have learned, what was personally challenging in developing an understanding of the lived experience, and how their insights will shape their social work practice. **20 marks**	Provides excellent insights into their personal learning. Demonstrates clear links between their personal insights and how this will inform their social work practice, citing excellent examples. (16.9-20)	Provides very good insights into their personal learning. Demonstrates very good links between their personal insights and how will this inform their social work practice, citing a few very good examples. (14.9-16.89)	Provides good insights into their personal learning. Demonstrates good links between their personal insights and how this will inform their social work practice, citing a few good examples. (12.9-14.89)	Provides satisfactory insights into their personal learning. Demonstrates sound links between personal insights and how this will inform their social work practice, citing sound examples. (9.90-12.89)	Demonstrates no critical analysis of their personal learning. Does not make clear links between their learning and their emerging social work practice. (<9.89)
Demonstrates ability to produce a well written analysis with synthesis and integration of the book content, demonstrating appropriate grammar, spelling and APA referencing within the word limit. **15 marks**	Outstanding level of written expression with evidence of superior critical analysis skills. Excellent analysis of book and inclusion of relevant content. No grammatical, spelling or APA referencing errors. Within the word limit. (16.9-20)	Very good level of written expression with evidence of good critical analysis skills. Very good analysis of the book and inclusion of relevant content. Minor grammatical, spelling and APA referencing errors. Within the word limit. (14.9-16.89)	Sound written expression with evidence of good critical analysis skills. Good analysis of the book and inclusion of relevant content. Multiple grammatical, spelling and APA referencing errors. Within the word limit. (12.9-14.89)	Basic level of written expression with acceptable grammar and spelling. Sound analysis of the book and inclusion of relevant content. Within the word limit. Consistent APA referencing errors. (9.90-12.89)	Poorly written, with inaccuracies in grammar and spelling and poor referencing. Has not remained within the word limit. (<9.89)
Applies social work professional values and ethics to the individual reflection within the professional learning context. **5 marks**	Provides an excellent individual reflection, demonstrating deep insights into their own participation style, role, and contribution to the group task. Reflection is comprehensive, thoughtful, and displays critical analysis. (4.25 - 5)	Provides a very good individual reflection, showing substantial insights into their own participation style, role, and contribution to the group task. Reflection is well-developed and demonstrates critical thinking. (3.75 - 4.24)	Provides a good individual reflection, showcasing a satisfactory understanding of their own participation style, role, and contribution to the group task. Reflection is coherent and displays some critical thinking. (3.25 - 3.74)	Provides a basic individual reflection, with limited insights into their own participation style, role, and contribution to the group task. Reflection is somewhat coherent but lacks depth and critical analysis. (2.5 - 3.24)	Fails to provide a meaningful individual reflection or demonstrates a lack of understanding of their own participation style, role, and contribution to the group task. Reflection is poorly developed or absent. (<2.5)

Referencing Style

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

Submission
Online Group

Submission Instructions
Please submit your group assessment individually, including your individual reflective writing piece.

Learning Outcomes Assessed

- Analyse the dominant discourses and alternative discourses and constructions of mental health.
- Critically evaluate the socio-political and historical context of mental health and how this has shaped mental health service delivery.
- Apply social work strategies effectively in interdisciplinary contexts while incorporating professional values and ethics.
- Examine a range of alternative mental health constructions which include the Lived Experience perspective, cultural and Indigenous perspectives, and a human rights and social justice perspective.
- Analyse your own performance based on feedback drawn from your involvement in professional learning

contexts.

3 Group Work Presentation: Assessment 3

Assessment Type
Presentation
Task Description

Aim

The aim of this assessment is to provide you the opportunity to develop an engaging oral presentation and enhance oral presentation skills. Additionally, this assessment focuses on the development of group work skills required to collaborate and deliver an oral presentation effectively.

Instructions

Please follow the instructions to complete the group work oral presentation. The presentation should last for 15-minutes, followed by a 5-minute question and answer session with the Unit Coordinator and student peers. All students must present a section of the presentation. Students are required to attend 5 other student sessions and they have the flexibility to choose their preferred date in coordination with the Unit Coordinator. It is recommended that you present your own presentation and attend other groups presentations on the same day. The available presentation dates are:

- Wednesday 4th October at 10:00am, 11:00am, 12:00pm, 1:00pm, 2:00pm

- Thursday 5th October at 10:00am, 11:00am, 12:00pm, 1:00pm, 2:00pm

- Friday 6th October at 10:00am, 11:00am, 12:00pm, 2:00pm

After the presentation, each student will submit an individual reflection where you discuss your individual presentation contribution, within the professional learning context, the preparation process, and any personal insights gained from the experience.

The individual reflection is due on Monday 9th October at 900am.

For the presentation, address the following:

1. What were the key messages from the book you selected?
2. Why is lived experience so important? Demonstrate the importance by using examples from the book.
3. How do these messages shape how you will understand and support people with a lived experience of mental health distress?
4. In this assessment use the lived experience book you have selected from the Moodle site. You do not need to reference academic content for this assessment. Please submit the PowerPoint as an individual in Moodle and your individual reflection.

Literature and references

In this assessment use the lived experience book you have selected from the Moodle site. You do not need to reference academic content for this assessment.

Requirements

- Submit a PowerPoint presentation which is visually pleasing and engaging.There is no slide limit, but it is recommended that you do 15-25 slides per presentation. You may write in first person perspective (I, my) for reflective writing tasks, or as directed by your lecturer. 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 CQU APA Referencing Style Guide.

- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
- 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 the group presentation individually in Moodle, including your reflective writing piece.

Assessment Due Date
Week 12 Friday (6 Oct 2023) 11:45 pm AEST
You will have the opportunity to present and attend peer presentations on 4th, 5th, 6th October.
Return Date to Students
Exam Week Monday (16 Oct 2023)
Weighting
20%
Assessment Criteria
Marking Criteria

Marking Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Demonstrates insights about the key themes of the lived experience story. **25 marks**	Excellent insights about the key themes of lived experience in the book. (21.25 – 25)	Very good insights about the key themes of lived experience in the book. (18.75 - 21.24)	Good insights about the key themes of lived experience in the book. (16.25 - 18.74)	Satisfactory insight into the key themes of lived experience in the book. (12.5 – 16.24)	Does not demonstrate insights or misunderstands key insights into the lived experience of the book. (< 12.5)
Demonstrates an understanding of the importance of lived experience to understanding mental distress compared to traditional models of mental health and cites examples from the book. **25 marks**	Advanced critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites excellent examples that demonstrate an excellent understanding. (21.25 – 25)	Very good critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites very good examples that demonstrate a very good understanding. (18.75 - 21.24)	Good critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites good examples that demonstrate a good understanding. (16.25 - 18.74)	Satisfactory critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites satisfactory examples that demonstrate a satisfactory understanding. (12.5 – 16.24)	Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. (< 12.5)
Demonstrates an understanding of how these insights into the lived experience of mental distress will impact on their emerging social work practice. **25 marks**	Excellent insights developed and excellent practice examples are considered to inform knowledge and skills in social work practice. (21.25 – 25)	Very good insights are developed, and very good practice examples are considered to inform knowledge and skills in social work practice. (18.75 - 21.24)	Good insights are developed, and good practice examples are considered to inform knowledge and skills in social work practice. (16.25 - 18.74)	Satisfactory insights are developed, and satisfactory examples are considered to inform knowledge and skills in social work practice. (12.5 – 16.24)	Demonstrates a lack of awareness of the lived experience of mental distress and is unable to present insights into how this will inform social work practice. (< 12.5) Misunderstands the requirement of the criteria.
Materials are original and creative in design to engage the audience. The presentation is clearly presented and engaging, is visually engaging, and adheres to time limit. **20 marks**	Excellent originality and creativity to deliver presentation and engage audience. The presentation is clear, audible, interesting and all content is engaging. (21.25 – 25)	Very good originality and creativity to deliver presentation and engage audience. The presentation has good logic and clarity and is engaging most of the time. (18.75 - 21.24)	Good originality and creativity to deliver presentation and engage audience. The presentation is logical and understandable and is generally engaging. (16.25 - 18.74)	Satisfactory originality and creativity to deliver presentation and engage audience. The presentation Is mostly clear and some parts are engaging. (12.5 – 16.24)	Fail to deliver a clear presentation that was logical or understandable or Did not presentation a presentation or Did not understand the task requirements. (< 12.5)

Applies social work professional values and ethics to the individual reflection within the professional learning context. **5 marks**	Provides an excellent individual reflection, demonstrating deep insights into their own participation style, role, and contribution to the group task. Reflection is comprehensive, thoughtful, and displays critical analysis. (4.25 - 5)	Provides a very good individual reflection, showing substantial insights into their own participation style, role, and contribution to the group task. Reflection is well-developed and demonstrates critical thinking. (3.75 - 4.24)	Provides a good individual reflection, showcasing a satisfactory understanding of their own participation style, role, and contribution to the group task. Reflection is coherent and displays some critical thinking. (3.25 - 3.74)	Provides a basic individual reflection, with limited insights into their own participation style, role, and contribution to the group task. Reflection is somewhat coherent but lacks depth and critical analysis. (2.5 - 3.24)	Fails to provide a meaningful individual reflection or demonstrates a lack of understanding of their own participation style, role, and contribution to the group task. Reflection is poorly developed or absent. (<2.5)

Referencing Style

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

Submission
Online Group

Submission Instructions
Please submit the Powerpoint Presentation as an individual submission, including your individual reflective writing piece.

Learning Outcomes Assessed

- Analyse the dominant discourses and alternative discourses and constructions of mental health.
- Critically evaluate the socio-political and historical context of mental health and how this has shaped mental health service delivery.
- Apply social work strategies effectively in interdisciplinary contexts while incorporating professional values and ethics.
- Examine a range of alternative mental health constructions which include the Lived Experience perspective, cultural and Indigenous perspectives, and a human rights and social justice perspective.
- Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

4 Peer Assessment: Assessment 4

Assessment Type
Peer assessment

Task Description

Aim
The aim of this assessment is to conduct a self-assessment and peer assessment of participation and contribution to group assessments (Assessment 2 and 3). This process promotes reflection and accountability for individual and group contributions, ensuring fair evaluation of participation.

Instructions

Please follow the instructions below for completing the self-assessment and peer assessment surveys. You will need to access the survey twice throughout the group work process and complete 2 surveys on the specified dates:

Survey 1: Week 8 Friday September at 8th at 1159PM AEST

Survey 2: Exam Week Friday October 6th at 1159PM AEST

The survey link will be in your Assessment Module in Moodle. In the survey, you will have the opportunity to provide feedback on your peers' contributions and overall group work in Assessment 1. Detailed instructions for each survey will be provided with the survey. The average scores collected from the surveys will form the basis of the 20% weighting of this assessment.

The Unit Coordinators will have access to each student's name and their scoring. However, you will not have access to the identities of your group members or their individual scores. It is important to note that the evaluation focuses on

participation and contribution, not the accuracy of ideas or resources brought by individual members to the assessment.

Submission

- The surveys will be completed within Moodle.

Assessment Due Date

Survey 1: Week 8 Friday September at 8th at 1145PM AEST Survey 2: Exam Week Friday October 6th at 1145PM AEST

Return Date to Students
Exam Week Monday (16 Oct 2023)

Weighting
20%

Assessment Criteria
Assessment Criteria
Scores will be based on the Likert Scale (1-2-3-4-5; 1= least likely; 5=most likely) in the survey as well as additional comments to justify your assessment of group and member's participation and contribution.

1.	Was dependable in attending group meetings.
2.	Willingly accepted assigned tasks.
3.	Contributed positively to group discussions.
4.	Completed work on time or made alternative arrangements.
5.	Helped others with their work when needed.
6.	Achieved a sound representation of the work product.
7.	Contributed to the fair share of work.
8.	Worked well with other group members and demonstrated collaboration.
9.	The group member listened to others, communicated respectfully, and respected diverse views other than their own.
10.	Overall was a valuable member of the group.

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Analyse your own performance based on feedback drawn from your involvement in professional learning contexts.

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