



# SOWK14005 *Advanced Direct Practice*

## Term 1 - 2017

Profile information current as at 19/05/2024 01:17 am

All details in this unit profile for SOWK14005 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 to build on and strengthen the direct social work practice skills and knowledge you have developed throughout the course of your study in the social work course. It is an opportunity to enhance your critical analysis and evaluation of therapeutic models for social work practice, and demonstrate the practical application of a therapeutic approach at a level required of fourth year social work students preparing for final field placement.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

SOWK13011 Community Practice and SOWK13009 Field education 1 and SOWK13010 Integrating Theory and Practice 1.

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 1 - 2017

- Distance

### Attendance Requirements

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

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:  
Click here to see your [Residential School Timetable](#).

### 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. **Practical Assessment**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 20%

#### 4. **On-campus Activity**

Weighting: Pass/Fail

### 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 evaluation

##### **Feedback**

Examples of a narrative demonstration to support the completion of assessment.

##### **Recommendation**

Record residential demonstrations and make available on the course Moodle site.

##### **Action**

A practice example was used, however another example could be added to the unit.

#### Feedback from Student evaluation.

##### **Feedback**

Students liked the prescribed text. "What is narrative therapy?" was a special joy to read'

##### **Recommendation**

Retain the prescribed text.

##### **Action**

This text was not used, as another therapeutic approach was included to provide students with an option in their assessment tasks.

#### Feedback from Student course evaluation and residential evaluation.

##### **Feedback**

The residential school was experienced by students as a valuable and enjoyable learning experience.

##### **Recommendation**

Continue the residential school for this course.

##### **Action**

The same teaching and learning approach was taken at residential school. The teaching staff for this unit were modified due to a change in funding contracts. This resulted in a co-teaching arrangement and an additional therapeutic approach being used in the unit. This provided students with an option in their assessment tasks.

## Unit Learning Outcomes

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

1. Critically evaluate therapeutic models and their relevancy and practical application to social work practice contexts
2. Critically evaluate therapeutic approaches and skills for different cultural contexts including working in Indigenous contexts
3. Demonstrate a range of direct practice skills and techniques in the practical application of the chosen therapeutic approach
4. Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of the chosen therapeutic approach and developing social work practice

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes



## Textbooks and Resources

### Textbooks

SOWK14005

#### Supplementary

##### **Social Work from Theory to Practice**

Edition: 2nd edn (2015)

Authors: Connolly, M. & Harms, L.

Cambridge University Press

Melbourne , Victoria , Australia

ISBN: 9781107458635

Binding: Paperback

#### **Additional Textbook Information**

As it is a final year course, students may already have the supplementary textbook or be able to draw on other textbooks and resources acquired during the course of their study in the social work program.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Madonna Chesham** Unit Coordinator

[m.chesham@cqu.edu.au](mailto:m.chesham@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introductions & orientation to course Moodle site Narrative Practice & Ecological Systems Approach	Prescribed text prelude & chapter 1. Visit the Narrative Practice and Ecological Systems modules on course Moodle site for additional resources. In preparation for residential school visit the residential section on the course Moodle site for pre-readings.	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Practice & Ecological Systems Approach	Prescribed text & visit the Narrative Practice & Ecological Systems approach Modules on the course Moodle site for additional resources.	Compulsory Residential School 15-17 March 2017 - Noosa campus.  <b>On-campus Activity</b> Due: Week 2 Friday (17 Mar 2017) 5:00 pm AEST

**Week 3 - 20 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Practice <b>or</b> Ecological Systems Approach & chosen second therapeutic approach in Assessment 2	Prescribed text & visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	Weekly collaborate session in Zoom.

**Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Practice <b>or</b> Ecological Systems Approach & chosen second therapeutic approach in Assessment 2	Prescribed text & visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	Weekly collaborate session in Zoom.

**Week 5 - 03 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Context and Culture	Review the Context & Culture module on the course Moodle site.	Assessment 1 Q & A collaborate session in Zoom.

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Practice or Ecological Systems Approach and chosen second therapeutic approach in Assessment 2.	Visit the respective therapeutic module on the course Moodle site, and conduct own research and reading.	Weekly collaborate session in Zoom. <b>THEORETICAL APPROACHES: A Critical Evaluation</b> Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Refresher: Interpersonal Communication Skills	Review the Interpersonal Communication Skills module on the course Moodle site.	Assessment 2 Q & A collaborate session in Zoom.

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Narrative Practice or Ecological Systems approach	Visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	Weekly collaborate session in Zoom.

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Refresher: Reflection & Reflexivity module on course Moodle site	Review the Reflection & Reflexivity module on the course Moodle site.	Weekly collaborate session in Zoom. <b>THEORETICAL APPLICATION: Audio Visual Demonstration</b> Due: Week 9 Friday (12 May 2017) 11:45 pm AEST

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Refresher: Theory & Practice	Review Theory & Practice module on the course Moodle site.	Assessment 3 Q & A collaborate session.

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Preferred Social Work Identity & Practice Frameworks

Visit the Preferred Social Work Identity & Practice Frameworks module on the course Moodle site in preparation for Assessment 3.

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Preferred Social Work Identity & Practice Frameworks	Visit the Preferred Social Work Identity & Practice Frameworks module on the course Moodle site in preparation for Assessment 3.	<b>REFLECTIVE PRACTICE: Using a narrative approach</b> Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Exams SOWK14005		

#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
No Exams SOWK14005		

## Assessment Tasks

### 1 THEORETICAL APPROACHES: A Critical Evaluation

#### Assessment Type

Written Assessment

#### Task Description

##### ROLE OF STUDENT

You are required to critically reflect on your first field placement experience.

- Think of a scenario where you were involved in either therapeutic or case work interventions. Demonstrate your capacity to review these interventions from two different perspectives concluding with a critical evaluation of each. One of these perspectives will be the narrative approach or ecological systems approach.

OR

- Think of a scenario during field education where you were not the primary provider of interventions but assessed the need for a referral to such a service. Use that scenario to demonstrate how, if you were in a therapeutic or case work relationship with the people/person involved, you would approach possible interventions from two different perspectives concluding with your evaluation of each. One of these perspectives will be the narrative approach or ecological systems approach.

#### ASSESSMENT PRODUCT - A Critical Evaluation

Utilising a chosen placement scenario develop an essay which critically evaluates and compares the theoretical and practical applications of the narrative practice or ecological systems approaches and one other therapeutic approach covered in this course and/or previous social work courses to the scenario provided. Making reference to the scenario provided the critique should consider:

- The salient features of each therapeutic approach articulating where similarities lie as well as differences that contribute to the strength and limitation of each approach.
- Any contraindications or key considerations for each therapeutic approach including; cultural context, developmental stages, ability, etc..
- Describe contexts that are most suitable for the application of each therapeutic approach. For example, what contextual features need to be available for the successful application of each approach? What contextual features might limit or impact on the successful application of each approach?

#### WORD LIMIT

2000 words (excluding references and appendices). You must remain within 10% of the word limit (maximum 1% of the mark will be deducted for every 100 words over or under this range).

#### Assessment Due Date

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

**Return Date to Students**

Week 8 Friday (5 May 2017)

**Weighting**

40%

**Assessment Criteria**

- Demonstrates ability to critically evaluate and compare the theoretical and practical application of a narrative approach or ecological systems approach to the placement scenario provided.
- Demonstrates ability to critically evaluate and compare the theoretical and practical application of a second nominated therapeutic approach to the placement scenario provided.
- Demonstrates an ability to describe contextual features that are supportive as well as limiting of both theoretical applications.
- Demonstrates ability to critically evaluate academic literary sources and integrate appropriate sources within the critique. Literature has been drawn on to inform critique.
- Demonstrates ability to produce a well written and structured critical analysis within the word limit showing appropriate grammar, spelling and referencing (Harvard)

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Critically evaluate therapeutic models and their relevancy and practical application to social work practice contexts
- Critically evaluate therapeutic approaches and skills for different cultural contexts including working in Indigenous contexts

**Graduate Attributes**

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

## 2 THEORETICAL APPLICATION: Audio Visual Demonstration

**Assessment Type**

Practical Assessment

**Task Description****ASSESSMENT PRODUCT 1 - Audio Visual Demonstration**

Your task is to produce a fifteen minute audio visual recording demonstrating the application of the narrative therapy or ecological systems approach to a role play case scenario in a therapeutic context. Students are to develop their own role play scenario. You may choose to submit an individual or family casework or case management scenario. Much of the learning required for the competent completion of this assessment task will occur over the three days of residential. During the past three years of study, students have been exposed to simulated learning in the form of role plays at residential schools under the supervision of experienced practitioners and/or academics. These workshops highlighted the value of role plays for developing practice skills. They also highlighted some of the risks associated with role plays including the possible triggering of past experiences and/or the boundaries between role play and personal presentation being crossed. As the development of an audio visual demonstration will occur in an unsupervised environment students are required to undertake considered thought and preparation before arranging or engaging in the role play. This preparation must include the following instructions and assessment.

- Students are not to undertake a role play that considers the following practice issues: abuse (physical, sexual, emotional, and/or verbal); trauma and/or suicide. A submission will incur a 50% deduction in final marks if these issues are discussed.
- Students are required to carefully read documents; *Student Information - Role Play Preparation and Management*, and *Role Play Information and Consent Form*. These documents outline ethical considerations and strategies for minimising risks associated with role plays. All documentation is located on the course Moodle site.



- Students are required to provide a copy of the *Role Play Information and Consent Form* to all role play participants at least two days prior to the role play and ensure participant's understanding of the content. Additionally students need to inform participants of their right to contact the course coordinator if they have any concerns arising from the role play.
- Students are required to provide a copy of the role play case scenario (developed by student) to all participants at least two days prior to the role play. Social issues presented in the scenario should not be closely related to past, present or future events for the role play participant.
- Students must retain a copy of the signed *Role Play Information and Consent Form*.
- Students are not to refer to written scripts in the recording of the role play. There will be a 50% deduction from students' final marks if a written script is referred to in the role play.
- The audio visual recording will be used only for SOWK14005 assessment purposes. Permission will be obtained from both the student and all role play participants if other purposes are being requested.

### Duration

- The audio visual recording must be 15 minutes in duration (recording range 14 minutes to 16 minutes). Please note: one mark will be deducted for every minute less than 14 minutes and every minute over 16 minutes duration. Viewing will cease once 16 minutes has been reached.

### Format

- The audio visual recording is to be copied onto either a DVD or USB for submission **or** uploaded to a cloud drive storage such as Google Drive, Dropbox, or Onedrive and the submission link shared with the course coordinator. Students can contact tasac for support in accessing and using cloud drive.
- The audio visual recording must be saved in either Windows Media Player or VLC format. Media player and VLC software program are designed for viewing audio visual recordings and are available to download for free from the Internet.
- Before submitting your audio visual recording you must check that the file type extension is either mp4, mpeg, avi, wav or wmv.
- If submitting a hard copy to avoid damage use Australia Post recommended USB or DVD packaging.

### Documentation

- A *Role Play Information and Consent Form* must be signed by all participants and retained by the student. Should any issues emerge in relation to the role play experience then the student must be able to produce this consent form as evidence of their preparation and management of their role play.
- An *Assessment Cover Sheet and Check List* must be completed and attached to the audiovisual recording.
- Ensure the USB or DVD or submission link is clearly labelled with your name and student number.

### Submission (Offline/Hardcopy)

- The hard copy audio visual recording along with the *Assessment Cover Sheet and Checklist* are submitted via mail to: Attention Wendy Smith, School of Human, Health and Social Sciences Administration, Building 8, PO Box 3333, Bundaberg, QLD. 4670.

**OR**

### Submission (Online)

- Upload the link to the online copy submission on cloud drive along with the Assessment Cover Sheet and Checklist on Moodle with the theoretical application transcript.

**Please note:** An additional copy of the audio visual recording must be retained by the student (on rare occasions recordings have been lost in transit). A student will receive zero marks for this assessment if their submission is lost in transit and they are unable to submit a copy of the audio visual recording when requested by the Course Coordinator.

### **ASSESSMENT PRODUCT 2 - Theoretical Application Transcript**

Referring to your audio visual demonstration and using the *Theoretical Application Transcript template* provide a critical analysis and reflection of your audio visual recording along with the identification of at least four examples of the application of the narrative approach or ecological systems approach.

### Instructions

- Students are to complete all sections of the *Theoretical Application Transcript template* located on Moodle.
- References are to be included to support analysis.
- Please note: It is not necessary to transcribe the entire audio visual recording **only** the excerpts chosen to demonstrate the application of the narrative practice or ecological systems approach.

### Submission (Online)

- The *Theoretical Application Transcript* is submitted online via Moodle.

## Word Limit

- 2000 words (excluding references, appendices and the 'Narrative from role play' column in the *Theoretical Application Transcript*). You must remain within 10% of the word limit (maximum - 1% of the mark will be deducted for every 100 words over or under this range).

## Assessment Due Date

Week 9 Friday (12 May 2017) 11:45 pm AEST

## Return Date to Students

Week 11 Friday (26 May 2017)

Feedback will be provided on Moodle two weeks after the due date or receipt of submission.

## Weighting

40%

## Assessment Criteria

- Demonstrates the application of active listening skills to inform the therapeutic approach applied.
- Demonstrates the ability to appropriately apply and correctly identify the application of the narrative approach or ecological systems approach.
- Demonstrates the ability to critically reflect and evaluate the application of the therapeutic approach, practice skills, and use of self within the narrative or ecological systems approach, making adjustments to maintain appropriate engagement.
- Demonstrates the application of technical skills during 15 minute audio visual role play such as choice of venue, quality of sound, visual focus on worker and client.

## Referencing Style

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

## Submission

Offline Online

## Submission Instructions

Submission instructions and options outlined in task description.

## Learning Outcomes Assessed

- Critically evaluate therapeutic models and their relevancy and practical application to social work practice contexts
- Demonstrate a range of direct practice skills and techniques in the practical application of the chosen therapeutic approach
- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of the chosen therapeutic approach and developing social work practice

## Graduate Attributes

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

# 3 REFLECTIVE PRACTICE: Using a narrative approach

## Assessment Type

Written Assessment

## Task Description

### FOCUS STATEMENT

Adapted from Paquin, G. (2006) and Sax, P. (2006) this assessment invites students to apply a narrative theoretical approach to reflection of their learning journey in considering the personal story of their preferred social worker identity and its relationship to the past, present and future.

### ROLE OF STUDENT

You are yourself a 4th year social work student. Students are encouraged to approach this task with a sense of curiosity, engaging with reflective narrative questions to uncover their preferred social work identity.

## ASSESSMENT PRODUCT - Reflective Practice

Students will engage in reflective practice using a narrative theoretical approach. In an essay format using the following questions as a guide, author the story of your preferred social work identity.

- Reflect on an 'experience you had where you acted exactly the way you wanted to as a social worker' (Paquin 2006, p.136). What did you notice about what you were doing and how it aligned with your preferred view of yourself as a social worker? What name would you give to your preferred social work identity?
- Looking back, consider events, experiences and/or inspirational people that influenced your commitment to become a social worker and develop your preferred way of working? As a result of these experiences what was your growing understanding of your preferred values, purpose and intentions? How are these values and purpose aligned with social work values and aims, and reflected in your preferred way of working with people?
- What learning experiences helped you acquire the knowledges, skills and ability to perform this preferred way of working (Panquin 2006, p.136)? What are these knowledges, skills and qualities? What experiences or persons supported you to navigate the unfamiliar territory of your learning journey? What qualities did those people recognise about you then?
- What name do you give to those internal and/or external 'something/s' (Abel & Abel 2001, p.176) that tried to undermine your preferred social work identity? What did you discover to be the special features and tricks of this 'something'? What are the perfect conditions for this 'something' to thrive? What effects did it have on you and your preferred way of working with people?
- Describe the qualities, skills and knowledge that you possess that challenged the authority of this 'something' and helped to restore and strengthen your preferred social work identity? What strategies will you use to recall these qualities, skills, and knowledge in your future practice?
- Discuss the theoretical approaches and social work values and ethics that support your preferred way of working with others? How does this happen?
- Imagine you are able to have a conversation with yourself the social worker in 5 years time (Slocombe, 2002). How will you be able to recognise that you are continuing to work from your preferred social work identity? What might your colleagues and the people you work with tell you about their experiences of working with you? What would be the greatest compliment they could give you? What advice might this future social work version of yourself give you as you begin your social work career?
- Discuss your experience of this narrative reflective exercise, how it differs from other approaches you have used in the past, and the limitations and potential of this approach for facilitating your reflection.

## References

Abels, P. & Abels, S. 2001, *Understanding Narrative Therapy: A Guidebook for the Social Worker*, Springer Publisher Company, Inc., NY.

Paquin, G. 2006, "Including Narrative Concepts in Social Work Practice Classes: Teaching to Client Strengths". *Journal of Teaching in Social Work*, Vol. 26, pp. 127 - 144.

Sax, P. 2006, "Developing Preferred Stories of Identity as Reflective Practitioners". *Journal of Systemic Therapies*, Vol. 25, No. 4, pp. 59-72.

Slocombe, P. 2002, *Narrative Solutions: Bringing out the best in individuals, couples & families through helpful conversations*, Centacare Corporate Inc., Perth.

## WORD LIMIT

700 to 1000 words. It must remain within this range (maximum 1% of the mark will be deducted for every 100 words over or under this range).

## Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

## Return Date to Students

Exam Week Friday (16 June 2017)

## Weighting

20%

## Assessment Criteria

- Demonstrates ability to reflect on and articulate their preferred social work identity.
- Demonstrates ability to reflect on events and experiences that influenced this social work identity as being preferred.
- Demonstrates ability to understand and apply the concept of externalisation and articulate unique outcomes and insights for future practice from reflective engagement.
- Demonstrates ability to evaluate this reflective narrative approach
- Demonstrates ability to produce a well written paper with correct spelling, use of punctuation, grammar, and referencing as required within the word limit.

## Referencing Style

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

## Submission

Online

## Submission Instructions

## Learning Outcomes Assessed

- Demonstrate a range of direct practice skills and techniques in the practical application of the chosen therapeutic approach
- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of the chosen therapeutic approach and developing social work practice

## Graduate Attributes

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

# 4 On-campus Activity

## Assessment Type

On-campus Activity

## Task Description

Students are required to attend the 3 day residential school for this course on the Noosa campus from 15-17 March 2017.

## Assessment Due Date

Week 2 Friday (17 Mar 2017) 5:00 pm AEST

Students will be required to complete a log of hours timesheet at residential school.

## Return Date to Students

Week 4 Friday (31 Mar 2017)

## Weighting

Pass/Fail

## Assessment Criteria

- Attendance at the 3 day residential school on the Noosa campus from the 15 -17 March 2017.

## Referencing Style

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

## Submission

Offline

## Submission Instructions

Students will complete the log of hours timesheet at residential school.

## Learning Outcomes Assessed

- Demonstrate a range of direct practice skills and techniques in the practical application of the chosen therapeutic approach

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- 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