



# SOWK14005 *Advanced Direct Practice*

## Term 1 - 2019

Profile information current as at 01/05/2024 04:01 pm

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 program. 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 - 2019

- Mixed Mode

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

Weighting: Pass/Fail

#### 2. **Practical Assessment**

Weighting: 60%

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

Weighting: 40%

### 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 valued the frequent and detailed zoom sessions related to assessment task requirements however greater clarity in the written task information would improve confidence and understanding in the first instance.

##### Recommendation

Review the assessment task description and details to ensure greater clarity around expectations. It is recommended that a minor change to the narrative transcript product to a critical evaluation written submission will address this issue. This change will improve the learning experience for students while addressing any ambiguity.

## Unit Learning Outcomes

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

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - On-campus Activity - 0%	•			
2 - Practical Assessment - 60%	•	•	•	
3 - Written Assessment - 40%			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•

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

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - On-campus Activity - 0%	•	•	•	•	•	•	•	•		
2 - Practical Assessment - 60%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•	•		

## 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

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

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Computer with audio card or equivalent device enabling video conferencing with sound using Zoom.
- Video Recording Device (Camcorder, Digital Camera, Smartphone, etc.)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Shirley Ledger** Unit Coordinator  
[s.ledger@cqu.edu.au](mailto:s.ledger@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introductions & orientation to course Moodle site * This unit does not follow a weekly schedule rather modules are presented and selected by the student based on relevant components and elements of the social work practice framework	In preparation for residential school visit the residential section on the course Moodle site for pre-readings.	Compulsory Residential School 15 - 17 March 2019 - Noosa campus. Students may consider utilising the opportunity to record Assessment 1 Audio visual activity while at residential. This may involve taking an IPAD / smartphone or other recording device.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social Work Practice Frameworks	Moodle resources	

<b>Week 3 - 25 Mar 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Reflective Practice and Critical Reflection	Moodle resources and readings	
<b>Week 4 - 01 Apr 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Culturally safe and inclusive practice	Prescribed text & visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	
<b>Week 5 - 08 Apr 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Narrative Therapy	Resources and readings on Moodle	
<b>Vacation Week - 15 Apr 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 22 Apr 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Ecological Systems Approach	Visit the respective therapeutic module on the course Moodle site, and conduct own research and reading.	<b>Audio Visual Demonstration and Critical Reflection Role Play Due:</b> Week 6 Friday (26 Apr 2019) 11:45 pm AEST
<b>Week 7 - 29 Apr 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Strengths based perspective	Prescribed text & visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	
<b>Week 8 - 06 May 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Cognitive Behavioural Therapies	Visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	
<b>Week 9 - 13 May 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Crisis Intervention and Task-Centred Approaches	Resources and readings on moodle site	
<b>Week 10 - 20 May 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Critical, Feminist and Anti-Oppressive Perspectives	Review Theory & Practice module on the course Moodle site.	<b>SOCIAL WORK PRACTICE FRAMEWORK: A Critical Evaluation Due:</b> Week 10 Friday (24 May 2019) 11:45 pm AEST
<b>Week 11 - 27 May 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Preferred Social Work Identity & Practice Frameworks		
<b>Week 12 - 03 Jun 2019</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

Preferred Social Work Identity & Practice Frameworks

Visit the Preferred Social Work Identity & Practice Frameworks module on the course Moodle site in preparation for Field Education 2

### Review/Exam Week - 10 Jun 2019

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

### Exam Week - 17 Jun 2019

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

## Term Specific Information

The Unit Coordinator is Shirley Ledger s.ledger@cqu.edu.au  
Please note SOWK14005 is a pre-requisite for SOWK14009 and SOWK14010.

## Assessment Tasks

### 1 Compulsory Residential School

#### Assessment Type

On-campus Activity

#### Task Description

Students will attend and participate in a compulsory residential school 15 - 17 March Noosa campus.

#### Assessment Due Date

Attendance for 3 days 15 - 17 March 2019 Compulsory

#### Return Date to Students

#### Weighting

Pass/Fail

#### Assessment Criteria

#### Referencing Style

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

#### Submission

No submission method provided.

#### 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

## 2 Audio Visual Demonstration and Critical Reflection Role Play

### Assessment Type

Practical Assessment

### Task Description



## 2. Theoretical Application: Audio Visual Demonstration

### Assessment Product 1

### Task Description

#### Preparation for Task

During the past three years of study, you 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.












#### ■ Task Requirement

You are to produce a fifteen minute audio visual recording demonstrating the application of the deep listening skills required to navigate and negotiate a client problem or concern to a role play case scenario in a therapeutic context. You are to develop your own role play scenario. You may choose to submit an individual or family casework or case management scenario. You are required to demonstrate application of your social work practice framework in an assessment interview incorporating the relevant theories, skills and values that exemplify professional practice. You will be informed by:

- Ecological systems perspective
- Strengths perspective
- Brief solutions focussed approach
- Narrative perspective
- Approaches learned through your first social work placement and / or practice experience

Much of the learning required for the competent completion of this assessment task will occur over the three days of residential.


#### Requirements for the role play that must be adhered to:

-    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.
-  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. You should focus your role play on the assessment aspect of an intervention in particular navigating and negotiating a client concern or problem. You should select a continuous and unbroken section of your role play for submission. You are encouraged to review the assessment criteria for full details of techniques and skills required for demonstration.

## Format


-  The audio visual recording is to be uploaded to a cloud drive storage such as Google Drive, Dropbox, or Onedrive and the submission link shared with the Unit 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.
-  Only in exceptional circumstances will a USB be accepted. Approval must be sought and granted from the Unit Coordinator prior to submission.

## Accompanying documentation

 A *Role Play Information and Consent Form* must be signed by all participants and retained by the student and uploaded to moodle. 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 also uploaded to moodle. Ensure the roleplay submission link (file sharing www link) is documented along with your name and student number.

## Submission (Online)

 Upload the Assessment Cover Sheet, Checklist, Consent Form and theoretical application transcript to the relevant moodle submission area. Please ensure the web link to your audio visual file is included on the cover sheet.

**Please note:** An additional copy of the audio visual recording must be retained by the student (on rare occasions recordings have been corrupted or not able to be viewed). A student will receive zero marks for this assessment if they are unable to submit a copy of the audio visual recording when requested by the Unit Coordinator.

## ASSESSMENT PRODUCT 2 - Critical Reflection Role Play

Referring to your audio visual demonstration provide a critical analysis and reflection drawing on examples to illustrate your application and integration of theory, skills and values to your practice. Your critique and reflection should be informed by the following prompts:

- What was the context for practice in your scenarion and how did your chosen techniques and approach demonstrate contextually responsive practice?
- What were the skills utilised in your assessment scenario? How did your application of these skills demonstrate congruence with your practice framework?
- What social work values were represented in your practice in the role play? How did you demonstrate these and why?
- What theories informed your approach and how are these theories connected to your social


work practice framework?

- Were there times where you deviated from your practice framework or chosen approach? What happened and what is your reflection and analysis of this?
- What adjustments may need to be made when working with a client or family from an Indigenous Australian background or from a culturally or linguistically diverse background?
- What are your recommendations for your future practice going into your final placement?

## Instructions

- References **MUST** be included to support analysis.

### ◦ Submission (Online)

 Via moodle

### Word Limit

 1500 words

**The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.**





### ◦ Assessment Due Date

Week 6 Friday (26 Apr 2019) 11:45 pm AEST

### Return Date to Students Weighting

60%

### Assessment Criteria

-  Demonstrates the application of advanced active listening skills to inform the therapeutic approach applied.
-  Demonstrates the ability to appropriately apply and correctly identify the application of relevant skills, techniques, values and theories to inform practice.
-  Demonstrates the ability to critically reflect and evaluate the application of the therapeutic approach, practice skills, and use of self within the therapeutic approach, making adjustments to maintain appropriate engagement.
- Demonstrates professional social work practice informed by relevant social work theories, values and skills that provide effective assessment and negotiation of a clients concern or problem.
-  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.
- Demonstrates ability to produce a well written and structured analysis within the word limit showing appropriate grammar, spelling and referencing.

#### **Assessment Due Date**

Week 6 Friday (26 Apr 2019) 11:45 pm AEST

Submission via moodle

#### **Return Date to Students**

Week 9 Friday (17 May 2019)

#### **Weighting**

60%

#### **Assessment Criteria**

- Demonstrates the application of advanced active listening skills to inform the therapeutic approach applied.
- Demonstrates the ability to appropriately apply and correctly identify the application of relevant skills, techniques, values and theories to inform practice.
- Demonstrates the ability to critically reflect and evaluate the application of the therapeutic approach, practice

- skills, and use of self within the therapeutic approach, making adjustments to maintain appropriate engagement.
- Demonstrates professional social work practice informed by relevant social work theories, values and skills that provide effective assessment and negotiation of a clients concern or problem.
- 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.
- Demonstrate ability to produce a well written and structured analysis within the word limit showing appropriate grammar, spelling and referencing

### Referencing Style

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

### Submission

Online

### Submission Instructions

As described above

### 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
- Critically evaluate therapeutic models and their relevancy and practical application to social work practice contexts

### Graduate Attributes

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

## 3 SOCIAL WORK PRACTICE FRAMEWORK: A Critical Evaluation

### Assessment Type

Written Assessment

### Task Description

- **ASSESSMENT PRODUCT - A Critical Evaluation**

Your practice framework evolves and adapts over time and is contextually responsive. Your practice framework helps guide your practice and influences your social work professional identity. It should be informed by social work values, relevant theories, methods, skills and broader policy context. You are to present your practice framework in written form paying particular attention to *how your framework is integrated to your practice*. This requires you to describe the therapeutic approaches and skills that exemplify advanced direct practice. You are to evaluate the strengths and limitations of your practice framework and its elements including identifying where and how adjustments may need to be made in your future practice. You are to identify and explain how you will further develop particular components of your practice framework for advanced direct practice including making reference to how you may implement these learning goals in your final social work placement. The written product may include an appendix of your visual representation or metaphor of your practice framework.

### WORD LIMIT

1500words

**The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.**

### Assessment Due Date

Week 10 Friday (24 May 2019) 11:45 pm AEST

**Return Date to Students**

Review/Exam Week Friday (14 June 2019)

**Weighting**

40%

**Assessment Criteria**

- Demonstrates ability to correctly identify relevant elements and components of the social work practice framework
- Demonstrates ability to explain how the social work practice framework components are integrated to clinical practice situations
- Demonstrates an ability to describe contextual features that are supportive and or limiting to the application and integration of the social work practice framework
- Demonstrates ability to identify learning needs and strategies for development of the social work practice framework when integrated to advanced direct practice.
- 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

**Submission Instructions**

Submission through Moodle

**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

## 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