



SOWK14005 *Advanced Direct Practice*

Term 1 - 2020

Profile information current as at 19/09/2024 03:29 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.

Corrections

Unit Profile Correction added on 02-04-20

Assessment 1 Compulsory Residential School removed (currently pass or fail) Non compulsory due to travel restrictions.

Assessment 2 Audio Visual Demonstration and Critical Reflection Role Play

Task Requirement

You are to record your AV role play using Zoom (if possible) and illustrate how video conferencing can be utilised to provide services to clients and communities. Further instructions will be provided to students on Moodle.

Assessment Product 2 - Critical Reflection Role Play (20 marks)

Please note the following addition to prompt questions :

- What skills were utilised to enhance engagement while using video conferencing? What are the strengths and limitations of this modality?

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 - 2020

- 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).

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 evaluation and feedback. Consultation with social work team.

Feedback

Students enjoyed the regular zoom lectures and discussions in order to connect theory to practice. The assessment tasks were relevant to their practice and this should continue.

Recommendation

Continue regular zoom meetings with the class. Ensure assessments remain relevant to social work practice with a focus on clinical social work and evidence-based practice. Students are better prepared for the learning required the following term in the final year of the Bachelor of Social Work.

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

There are no required textbooks.

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

Schedule

Week 1 - 09 Mar 2020

Module/Topic

Introductions and 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.

Chapter

In preparation for residential school visit the residential section on the course Moodle site for pre-readings.

Events and Submissions/Topic

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 - 16 Mar 2020

Module/Topic

Social Work Practice Frameworks

Chapter

Moodle resources.

Events and Submissions/Topic

Week 3 - 23 Mar 2020

Module/Topic

Reflective Practice and Critical Reflection

Chapter

Moodle resources and readings.

Events and Submissions/Topic

Week 4 - 30 Mar 2020

Module/Topic

Culturally safe and inclusive practice

Chapter

Prescribed text and visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.

Events and Submissions/Topic

Week 5 - 06 Apr 2020

Module/Topic

Narrative Therapy

Chapter

Resources and readings on Moodle.

Events and Submissions/Topic

Vacation Week - 13 Apr 2020

Module/Topic**Chapter****Events and Submissions/Topic**

Week 6 - 20 Apr 2020

Module/Topic

Ecological Systems Approach

Chapter

Visit the respective therapeutic module on the course Moodle site, and conduct own research and reading.

Events and Submissions/Topic

Week 7 - 27 Apr 2020

Module/Topic

Strengths based perspective

Chapter

Prescribed text and visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.

Events and Submissions/Topic

Week 8 - 04 May 2020

Module/Topic**Chapter****Events and Submissions/Topic**

Cognitive Behavioural Therapies	Visit the respective therapeutic modules on the course Moodle site, and conduct own research and reading.	Audio Visual Demonstration and Critical Reflection Role Play Due: Week 8 Monday (4 May 2020) 5:00 pm AEST
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Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Crisis Intervention and Task-Centred Approaches	Resources and readings on Moodle site.	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Critical, Feminist and Anti-Oppressive Perspectives	Review Theory and Practice module on the course Moodle site.	

Week 11 - 25 May 2020

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

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Preferred Social Work Identity and Practice Frameworks	Visit the Preferred Social Work Identity and Practice Frameworks module on the course Moodle site in preparation for Field Education 2.	SOCIAL WORK PRACTICE FRAMEWORK: A Critical Evaluation Due: Week 12 Friday (5 June 2020) 6:00 pm AEST

Review/Exam Week - 08 Jun 2020

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

Exam Week - 15 Jun 2020

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

Term Specific Information

There is a compulsory residential school assigned to this course. This residential school is held at Noosa campus 27-29 March 2020.

Assessment Tasks

1 Compulsory Residential School 27-29 March Noosa Campus

Assessment Type

On-campus Activity

Task Description

Students will attend and participate in a compulsory residential school 27-29 March Noosa campus.

Assessment Due Date

Attendance for 3 days 27 - 29 March 2020 Compulsory

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

Referencing Style

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

Submission

No submission method provided.

Graduate Attributes

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

Learning Outcomes Assessed

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

2 Audio Visual Demonstration and Critical Reflection Role Play

Assessment Type

Practical Assessment

Task Description



ASSESSMENT PRODUCT 1 (40 marks)

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 of yourself in the role of social worker in training (SWIT) and another student or adult volunteer in the role of client. This AV demonstration will highlight the application of the deep listening and advanced clinical skills required to navigate and negotiate a client problem or concern to a role play case scenario in a therapeutic context. It is strongly recommended that your case scenario involves a voluntary client situation. 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:

- Assessment frameworks relevant to the context and presenting issues or needs; and
- Advanced clinical skills congruent with an ethical helping relationship; and
- Theories of change relevant to the client's needs and eclecticism ; and
- Ecological systems perspective; or
- Strengths perspective; or
- Brief solutions focused approach; or
- Narrative perspective; or
- Approaches learned through your first social work placement and / or practice experience

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.
- 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 role play 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 (20 marks)

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 scenario 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.

Weighting

60%

Assessment Due Date

Week 8 Monday (4 May 2020) 5:00 pm AEST

Submission via moodle

Return Date to Students

Week 10 Monday (18 May 2020)

AV submissions will be returned to students within 2-3 weeks.

Weighting

60%

Assessment Criteria

Assessment Criteria	HD	D	C	P	F
Product 1 40 marks	HD (16.9-20)	D (14.9-16.9)	C (12.9-14.9)	P (9.9-12.9)	F <9.9
Demonstrates the application of advanced active listening skills to inform the therapeutic approach applied. (20 marks)	Highly developed demonstration of advanced and deep listening skills incorporating multiple techniques and approaches connected to a purposeful practice approach.	Very good demonstration of active listening skills with well-developed techniques congruent with the approach applied.	Good demonstration of active listening skills and appropriate techniques congruent with the approach applied.	Adequate demonstration of active listening skills with some relevant techniques applied, congruent with the approach selected.	Inadequate demonstration of active listening skills or the approach utilised was ineffective or incongruent with the needs and presentation of the client. Demonstration relied on a script that impacted on deep listening.
	HD (8.5 - 10)	D (7.5 - 8.4)	C (6.5 - 7.4)	P (5 - 6.4)	F < 4.9
Demonstrates the ability to appropriately apply and correctly identify the application of relevant skills, techniques, values and theories to inform practice. (10 marks)	Student has demonstrated excellent application and identification of four techniques.	Student has demonstrated very good application and identification of four techniques.	Student has demonstrated good application and identification of at least three techniques.	Student has a adequately applied and identified techniques.	Student has not demonstrated the correct application and identification of at least two techniques.
Demonstrates professional social work practice informed by relevant social work theories, values and skills that provide effective assessment and negotiation of a client's concern or problem. (10 marks)	The submission demonstrates an advanced skill level with a theory informed social work framework that provides effective assessment and negotiation of a client's concern or problem.	The submission demonstrates a high skill level with a theory informed social work framework that provides effective assessment and negotiation of a client's concern or problem.	The submission demonstrates good integration of theory to practice in both application of skills and in written submission that assists with effective assessment and negotiation of a client's concern or problem.	The submission demonstrates appropriate level of integration of theory to practice in the audio visual and written submission with effective assessment and negotiation of a client's concern or problem.	The submission demonstrates inappropriate integration of theory to practice in either the audio visual or written piece or there is an ineffective assessment made that impacts on successful negotiation of the client's concern or there is no reflection or analysis identified.

Product 2 20 marks

	HD (8.5 - 10)	D (7.5 - 8.4)	C (6.5 - 7.4)	P (5.0 - 6.4)	F < 4.9	
	Excellent ability to critically reflect and evaluate the application of the chosen approach, practice skills, and the use of self within the therapeutic approach.	Very good ability to critically reflect and evaluate the application of the chosen approach, practice skills, and the use of self within the therapeutic approach.	Good ability to critically reflect and evaluate the application of the chosen approach, practice skills, and the use of self within the therapeutic approach.	Adequate ability to critically reflect and evaluate the application of the chosen approach, practice skills, and the use of self within the therapeutic approach.	Limited or no ability to critically reflect and evaluate the application of the chosen approach, practice skills, and the use of self within the therapeutic approach.	
(10 marks)	Demonstrates ability to produce a well written and structured analysis within the word limit showing appropriate grammar, spelling and referencing.	Excellent analysis with high a very high level of written expression and referencing	Very good analysis with high level of written expression and referencing	Written expression and referencing are applied accurately with only minor errors or clarity issues	Written expression is basic and conveys meaning accurately.	There are significant errors or inconsistencies with written expression. The readability of the analysis is impacted or ideas are presented inaccurately or without appropriate referencing.
(10 marks)						

2.

Referencing Style

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

Submission

Online

Submission Instructions

As described above

Graduate Attributes

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

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

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.

Your essay should specify how your practice framework theorises Indigenous issues and constructs relevant practice responses with Indigenous peoples. You are to present your practice framework in written form paying particular attention to how your framework is integrated to your practice.

Your submission should include reference to practice theories (micro and macro theories of change e.g psychodynamic, attachment theory, anti-oppressive, critical and Feminist perspectives) that influence how you work in direct practice as a social worker in training. This requires you to describe the therapeutic approaches and skills that exemplify advanced direct practice. You should provide examples of how this is applied in 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 will include an appendix of your visual representation or metaphor of your practice framework.

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 12 Friday (5 June 2020) 6:00 pm AEST

Moodle

Return Date to Students

Exam Week Monday (15 June 2020)

Weighting

40%

Assessment Criteria

Assessment Criteria	HD	D	C	P	F
	HD (8.5 - 10)	D (7.5 - 8.4)	C (6.5 - 7.4)	P (5.0-6.4)	F <5
Demonstrates ability to correctly identify relevant elements and components of the social work practice framework including cross cultural practice (10 marks)	Components and elements are presented and considered in a surprising and novel way with advanced critical thinking demonstrated.	Components and elements are presented and synthesised demonstrating a high level of knowledge and critique.	Components and elements are presented clearly and coherently.	Core components and elements of the practice framework are identified and discussed.	The practice framework fails to identify social work values, skills, theories and or methods or wholly focuses on one component and does not address social work purpose correctly or sufficiently.
Demonstrates ability to explain how the social work practice framework components are integrated into clinical practice situations (10 marks)	Critically evaluates and reflects on the therapeutic models and skills highlighting their relevancy and application to practice.	Highly developed explanations for the therapeutic models and skills with relevant practice processes described and evaluated.	Well-developed understanding of the practice framework components and its relationship to practice processes.	Practice processes are connected to theories, skills, values and methods and appropriate examples are provided.	The components of the framework are disconnected to practice or processes are incorrectly or inadequately identified to demonstrate understanding of practice situations and relevance.
Demonstrates an ability to describe contextual features that are supportive and or limiting to the application and integration of the social work practice framework (10 marks)	Advanced integration of contextually responsive practice requirements with surprising or novel adjustments synthesised.	Highly developed integration and application of context to practice with demonstrated critical evaluation of its application.	Well-developed integration and consideration of context responsive practice. Context and practice issues are evaluated and adjustments identified.	The agency context is identified appropriately and connected to the social work practice framework.	The context for practice is inadequately or incorrectly identified and is disconnected to the practice framework or the practice framework components are incongruent with social work values and goals.
Demonstrates ability to identify learning needs and strategies for development of the social work practice framework when integrated to advanced direct	Advanced insight or surprising and novel learning strategies and goals are identified and proposed in a well-constructed and presented submission.	Learning needs and strategies for development demonstrate in depth critical reflection and use of self in a very good presentation.	Learning needs and strategies for development are identified and consistent with a 4 th year social work student with	Identification of learning needs and at least one strategy for development is identified. There are only minor issues or referencing	Learning needs and strategies are not identified or are incongruent with social work practice requirements for ethical professional practice. The paper is poorly written or

Referencing Style

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

Submission

Online

Submission Instructions

Submission through Moodle

Graduate Attributes

- o Communication
- o Problem Solving
- o Critical Thinking
- o Information Literacy

- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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.

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