SOWK14005 *Advanced Direct Practice*
Term 1 - 2023

Profile information current as at 08/05/2024 11:21 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 your direct social work practice skills, knowledge and techniques to effectively facilitate assessments and interventions. This unit focuses on the appropriate use of interpersonal communication skills and theoretical approaches for working in different contexts including culturally responsive practice. Through the practical application of relevant therapeutic approaches, you will demonstrate ability to provide accountable service in person and demonstrate knowledge of strengths and limitations of IT assisted communication such as telehealth as a mode of service delivery.

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

Pre-requisite conditions - 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 - 2023

- Online

Attendance Requirements

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

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**
Weighting: 30%
2. **Practical Assessment**
Weighting: 50%
3. **Online discussion forum**
Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback via email

Feedback

Students enjoyed the opportunity to engage in the residential school via Zoom or face to face in response to COVID-19 issues.

Recommendation

The attendance adjustments were AASW (Australian Association of Social Workers) approved and only for the duration of the COVID-19 health and travel restrictions.

Unit Learning Outcomes

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

1. Demonstrate an evidence-based effective helping relationship with a diverse range of clients and consumers applying appropriate techniques and skills for practice
2. Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
3. Communicate the strengths and limitations of IT-assisted communication as a mode of service delivery
4. Demonstrate culturally safe, sensitive and competent social work practice.

This unit complies with the AASW ASWEAS (2020) in particular:

6.3.3 The learning outcomes from the professional practice skills training in accordance with the Graduate Attributes should include core professional competencies but are not limited to:

- advanced oral communication skills and professional documentation
- assessment, engagement and decision-making with individuals and groups
- developing the personal and professional insight and emotional intelligence required for effective use of self as a professional

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 30%		●		●
2 - Practical Assessment - 50%	●	●	●	●
3 - Online discussion forum - 20%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Camera and microphone for attending Zoom tutorials and completing presentation assessment task
- Zoom (both microphone and webcam capability)

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 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 1: Introduction to the unit and the importance of effective communication in social work practice.	Chapter 1 of text	Review resources and assessments on Moodle Undertake survey attitudes and values to counselling

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 2: Review of different therapeutic approaches and how to choose the most appropriate one for a specific client or situation.	Chapter 3 of text Readings on Moodle	

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 3: Practical application of therapeutic approaches in role-play exercises and small group discussions.	Resources on moodle under Praxis Chapter 3 of text	

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 4: Introduction to IT-assisted communication (e.g. telehealth) as a mode of service delivery, including its strengths and limitations.	Chapter 3 of text Readings on Moodle	

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Week 5: Cultural competency in social work practice, including working with Indigenous clients and other diverse cultural groups.	Chapter 7 of text Readings on Moodle	Online quiz (a) and (b) opens 10am (AEST) Monday 03 April 2023 **Case study forum** Due: Week 5 Friday (7 Apr 2023) 6:00 pm AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 6: Mid-term assessment: Multiple choice quiz on key concepts covered so far, including therapeutic approaches and IT-assisted communication.	Chapter 8 of text Readings on Moodle	

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 7: Case studies showcasing the use of different therapeutic approaches in practice.	Chapter 9 of text Readings on Moodle	

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 8: Skills development workshop on active listening and other communication techniques.	Chapter 11 of text	

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 9: How to engage in effective helping relationships with clients and consumers, including setting boundaries and managing self-care.		

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 10: Review of ethical considerations in social work practice, including confidentiality and dual relationships.	Readings on Moodle	**Multiple Choice Quiz (a) and (b)** Due: Week 10 Monday (15 May 2023) 6:00 pm AEST

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 11: Critically evaluating and reflecting on one's own social work practice, including the use of supervision and professional development opportunities.	Chapter 14 of text Readings on Moodle	**Audio visual Demonstration - Telehealth** Due: Week 11 Monday (22 May 2023) 6:00 pm AEST

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Week 12: Final assessment: Written reflection on the practical application of a chosen therapeutic approach, including an evaluation of its effectiveness and any challenges faced.	Chapter 16 of text Readings on Moodle	

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Multiple Choice Quiz (a) and (b)

Assessment Type
Online Quiz(zes)

Task Description
Assessment 1
Type: Online quiz (a) and (b)
Quiz (a & b) opens: 10am (AEST) Monday 03 April 2023 Week 5
Quiz (a & b) closes: 10am (AEST) Monday 22 May 2023 Week 11
Completion time: 30 minutes
Weighting: 30%
Length: 30 multiple choice questions
Unit Coordinator/s: Shirley Ledger
Aim
The aim of this assessment is to assess your understanding of the core concepts and principles covered in the unit. Each quiz will comprise 15 multiple choice questions related to the content delivered in this unit.
Instructions
You are completing an online quiz. The quiz will assess your knowledge and understanding of materials covered in Weeks 1-10. Quiz (a) is related to content delivered in Weeks 1 – 5. Quiz (b) is related to content delivered in Weeks 6 – 10.
Access the quiz via the Assessment 1 portal on the Moodle site.
Each quiz consists of 15 multiple-choice questions. There are a total of 30 multiple-choice questions. Each question is worth 1 mark.
This is an open book quiz. You can refer to your learning materials at any time during your attempt.
You have a maximum of 30 minutes to complete each quiz. You must complete each quiz in one sitting. Once you start the quiz, you must complete it in 30 minutes. The quiz will automatically close at the end of 30 minutes and will submit your result even if you have not finished.
You can have a maximum of 2 attempts for the quiz. The highest result will be recorded as your grade.
Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.
If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).
Requirements
• Computer access with a reliable internet connection.
• Relevant learning materials available to access during the quiz.
Submission
• You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
• Results for the quiz will be available immediately after the attempt is complete.
Learning Outcomes Assessed
• Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
• Demonstrate culturally safe, sensitive and competent social work practice

1.

Number of Quizzes
2
Frequency of Quizzes
Other
Assessment Due Date
Week 10 Monday (15 May 2023) 6:00 pm AEST
Quiz (a) and Quiz (b) completed by the due date

Return Date to Students
Week 11 Monday (22 May 2023)
Results returned immediately following completion of each quiz

Weighting
30%

Assessment Criteria
No Assessment Criteria

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
- Demonstrate culturally safe, sensitive and competent social work practice.

2 Audio visual Demonstration - Telehealth

Assessment Type
Practical Assessment

Task Description
Aim
Throughout your studies, 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 must undertake considered thought and preparation before arranging or engaging in the role play. Students should utilise a telehealth modality using Zoom.

Task Requirement
You are to produce a 15-minute audio visual (AV) recording of yourself in the role of a social worker in training (SWIT) and another student or adult volunteer in the client role. This AV demonstration will highlight the application of the deep listening and advanced clinical skills required to navigate and negotiate a client's 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 submit an individual or family casework or case management scenario. You are required to demonstrate the 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 must carefully read the 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 must provide a copy of the Role Play Information and Consent Form to all role play participants at least two days before the role play and ensure the participant's understanding of the content. Additionally, students must inform participants of their right to contact the unit 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 the 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 <u>role</u> 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).

You should focus your role play on the assessment aspect of an <u>intervention in particular,</u> <u>navigating</u> 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 OneDrive or Google Drive, and the submission link will be shared with the Course Coordinator. Students can contact TASAC for support in accessing and using the available student OneDrive account.
- 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, <u>avi</u>, wav or <u>wmv</u>.
- The file should be saved in the following format : Student number, Surname, First Name, SOWK14005 A2

- A hyperlink to the file should be copied to the Assessment Cover Sheet. It should be viewable to anyone with the link.

Accompanying documentation

- A Role Play Information and Consent Form must be signed by all participants, 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 <u>and also</u> 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, and Consent Form 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).

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 11 Monday (22 May 2023) 6:00 pm AEST

Return Date to Students

Exam Week Monday (12 June 2023)

Moodle

Weighting

50%

Assessment Criteria

Assessment Criteria	HD	D	C	P	F

	HD (16.9-20)	D (15-16.9)	C (13-14.9)	P (9.9-12.9)	F <9.9
Demonstrates the application of advanced active listening skills to initiate / build upon and develop an empathic relationship. (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 empathy with well-developed attending, paraphrasing, summarising, feeling reflection, and reflexivity) consistent with the approach applied.	Good demonstration of empathy, additive empathy, and appropriate techniques (encouraging, paraphrasing, summarising and reflecting) congruent with the approach applied.	Basic empathy is demonstrated with an accurate response to the client using open questions consistent 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. Empathy was not well understood by the student (subtractive empathy) or overuse of closed or directive questioning.
Story and Strengths: Using the selected approach, the student demonstrates a framework to draw out client stories, concerns, problems or issues. (20 marks)	HD (16.9-20) Clear demonstration of a range of interview techniques (reflecting meaning, content and clarifying feedback) to elicit thoughts, feelings, and behaviours in detail inclusive of strengths and resources.	D (15-16.9) Student has demonstrated several techniques to elicit thoughts, feelings and behaviours inclusive of strengths and resources.	C (13-14.9) Student has demonstrated good application and identification of at least three ALS to elicit a client's story / needs or concerns.	P (9.9-12.9) Student has adequately applied attending, empathy and summarising client comments to integrate emotions and behaviours to the client freely and openly discussing the issue of concern.	F < 9.9 Student has failed to provide an empathic or supportive approach to hearing the clients story or has failed to attend, paraphrase, reflect or hear the story accurately.
Goals: Using the selected approach, the student demonstrates a framework and process that intentionally focusses on the client theme / concern / issue towards client direction for change or goals. (10 marks)	HD (8.5 – 10) The student demonstrates an advanced skill level where the client is supported to discuss directions, goals, behaviours or alternatives to the current issue. The skills and techniques utilised are informed by the practice theories and approaches selected.	D (7.5 – 8.4) The student demonstrates high level competency applying identifiable techniques to support the client identify directions, goals or behaviours for change,. concern or problem.	C (6.5 – 7.4) The student demonstrates several appropriate attempts at relevant techniques to support the client identify directions, goals or behaviours of change.	P (5 – 6.4) The student demonstrates techniques and skills to negotiate goals with the client with sufficient focus given to therapeutic goals.	F < 4.9 The student overly dominates the identification of goals or the focus is incongruent with the client's social context or needs or confrontation was used inappropriately.

Referencing Style

- Harvard (author-date)

Submission
No submission method provided.

Learning Outcomes Assessed

- Demonstrate an evidence-based effective helping relationship with a diverse range of clients and consumers applying appropriate techniques and skills for practice
- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
- Communicate the strengths and limitations of IT-assisted communication as a mode of service delivery
- Demonstrate culturally safe, sensitive and competent social work practice.

3 Case study forum

Assessment Type
Online discussion forum

Task Description
Assessment 3 – Online Forum Discussion
Weighting: 20%
Length: 500 – 800 words (Lecturer Prompt Question) & 250 – 300 words peer response
Aim
The aim of this assessment task is to provide you with an opportunity to engage in a collaborative and reflective discussion of your learning in this unit. Your writing should be clear, concise, and well structured, and should demonstrate your ability to communicate effectively and professionally.
Instructions
For this assessment task, you are required to participate in an online forum in which you will respond to the case scenario of Sarah.
Each student will participate in an online forum discussion related to the practical application of social work practice, with a focus on the skills and techniques demonstrated in their work with clients and consumers.
Students will be required to contribute to the discussion by responding to a minimum of two prompts, one from the lecturer and one from a peer.
Your response should demonstrate an understanding of the evidence-based effective helping relationship with a diverse range of clients and consumers and apply appropriate techniques and skills for practice.
You should also critically evaluate and reflect on their skills and techniques in practical social work practice, and communicate the strengths and limitations of IT-assisted communication as a mode of service delivery.
Furthermore, you should demonstrate a culturally safe, sensitive and competent approach to social work practice.
Lecturer Prompt Question:
You are a social worker working with a client named Sarah, who is a 35-year-old woman from a culturally and linguistically diverse background. Sarah is seeking support due to conflict with her ex-husband, who she shares custody of their two children with. Sarah has expressed concerns about her ex-husband's behaviour towards her and the children and is struggling to find a way to communicate effectively with him.
Using the case scenario above, please respond to the following questions:

- How would you approach building a helping relationship with Sarah in a culturally sensitive and competent manner?
- What evidence-based therapeutic techniques and skills would you use to support Sarah in her situation?
- How would you evaluate and reflect on the effectiveness of your approach in supporting Sarah?
- What are the strengths and limitations of using IT-assisted communication as a mode of service delivery in Sarah's case? How would you ensure that your use of technology is culturally safe and appropriate?

In your response to the lecturer prompt question, make sure to include relevant examples, theories, techniques and research to support your arguments. Your response should be approximately 500-800 words in length and should be posted in the online forum by the specified due date.

- Your response should be written in a professional and reflective manner, using relevant literature and theory to support your argument.
- Your response should be a minimum of 500 words and a maximum of 800 words.
- You should reference at least three academic sources in your response, using Harvard referencing style.
- You should use proper grammar and spelling and present your response in a clear and organised manner.
- Your response will be assessed based on your ability to demonstrate the learning outcomes listed above.

Note: You may use the provided case scenario as a starting point, but you should also include additional relevant information that you gather through your own research and analysis.
Peer Response
For this assessment task, you are required to write a 250 – 300-word response to a peer's post in the online discussion forum. The purpose of this task is to provide you with an opportunity to critically reflect on your peers' application of the course content and to engage in constructive dialogue about the complex and ethical issues that arise in social work practice.
Your response should address the following points:

- Evaluate the strengths and limitations of the therapeutic approach and skills demonstrated by your peer in the case scenario.
- Discuss the implications of the limitations you identified and how they may impact the client's well-being and the effectiveness of the therapeutic relationship.
- Discuss the importance of considering cultural context in the application of therapeutic skills and how your peer demonstrated culturally safe, sensitive and competent practice in their scenario.

- Provide feedback and suggestions to your peer on how they could improve their approach and skills in the future.
- Please ensure that your response is well-structured, clear, concise and professional. You should also refer to the relevant course materials and research evidence where appropriate. Your post should be submitted by the due date specified in the unit profile.

Literature and references

In this assessment use at least 3 contemporary references (<10 years however seminal works or textbooks are suitable) for each post to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

Once you have completed your two forum posts (response to Lecturer prompt and response to peer), copy and paste these, along with a copy of the peer's posting, to a word document and upload in the Moodle submission area for Assessment 3.

Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on the top right side of each page in a header.

Write in the third-person perspective using (SWIT) and (Client Name as depicted in the case study).

The word count is considered from the first word of the script to the last word of the forum post.

Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online Harvard Referencing Style Guide.

Resources

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

We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.

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

For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

Submit a copy of both your posts via the unit Moodle site in Microsoft Word format only.

Assessment Due Date

Week 5 Friday (7 Apr 2023) 6:00 pm AEST
2 Posts in forum and copy of posts uploaded to Moodle

Return Date to Students

Week 7 Friday (28 Apr 2023)
Moodle

Weighting

20%

Assessment Criteria

Assessment Criteria	HD	D	C	P	F

Criteria	HD	D	C	P	F
Demonstration of evidence-based effective helping relationship (5 marks)	HD (5-4.23) The forum discussion demonstrates nuanced and exceptional understanding of a range of therapeutic techniques or focuses on techniques and the associated practice theory to meet the needs of the client in the scenario	D (4.22-3.73) The forum discussion demonstrates highly developed and evidence-based examples of a range of techniques to meet the needs of the client in the scenario	C (3.72-3.23) The forum discussion demonstrates well-developed and researched application of the chosen therapeutic technique in a clear, concise, and effective manner that meets the needs of the client in the scenario	P (3.22-3.23) The student demonstrates the application of the chosen therapeutic technique in a clear, concise and effective manner that meets the needs of the client in the scenario. Key issues and concerns are identified congruent with practice knowledge	F <2.47 Inadequate demonstration of the application of the chosen therapeutic technique or key issues and concerns were overlooked, misunderstood, or incorrectly assessed.
Evaluation of IT-assisted communication (5 marks)	HD (5-4.23) Forum post presents highly developed analytical and evidence-based evaluation of the strengths and limitations of using IT-assisted communication as a mode of service delivery inclusive of surprising or novel insights.	D (4.22-3.73) Forum post presents a concise and evidence-based analysis of the strengths and limitations of using IT-assisted communication as a mode of service delivery in the scenario with examples.	C (3.72-3.23) Forum post presents a well-reasoned and informed evaluation of the strengths and limitations of using IT-assisted communication as a mode of service delivery in the scenario with explanations.	P (3.22-2.48) Forum post presents a well-reasoned and informed evaluation of the strengths and limitations of using IT-assisted communication as a mode of service delivery in the scenario and considers the ethical implications.	F < 2.47 Forum post does not identify the strengths and limitations of using IT-assisted communication as a mode of service delivery in the scenario or fails to identify ethical considerations.
Critical evaluation of therapeutic approaches and skills (5 marks)	HD (5-4.23) The student demonstrates an advanced skill level where the client is supported to discuss directions, goals, behaviours or alternatives to the current issue. The skills and techniques utilised are informed by the practice theories and approaches selected.	D (.22-3.73) The student demonstrates high level competency applying identifiable techniques to support the client identify directions, goals or behaviours for change. concern or problem.	C (3.72-3.23) The student demonstrates several appropriate attempts at relevant techniques to support the client identify directions, goals or behaviours of change.	P (3.22-2.48) The student demonstrates techniques and skills to negotiate goals with the client with sufficient focus given to therapeutic goals.	F < 2.47 The student overly dominates the identification of goals, or the focus is incongruent with the client's social context or needs or confrontation was used inappropriately, or the response may result in harm to the client.

Demonstration of culturally safe, sensitive and competent social work practice (5 marks)	HD (5-4.23) Demonstrates a deep understanding of cultural competence and demonstrates this in their discussion post by using culturally sensitive language and showing respect for different cultures. Provides specific examples and associated impacts on the helping relationship. Shows a commitment to ongoing self-reflection and self-improvement in terms of cultural competence and demonstrates a willingness to learn from their experiences.	D (4.22-3.73) Demonstrates a good understanding of cultural competence but may not have applied it as thoroughly or without examples. A commitment to self-reflection and a willingness to adopt a reflexive and de-centred stance is demonstrated.	C (3.72-3.23) Demonstrates an understanding of cultural competence, but may not have applied it as thoroughly or provided as many examples as possible of how they have applied this in their work.	P (3.22-2.48) Demonstrates a basic understanding of cultural competence but may not have applied it in their work or shown a commitment to ongoing self-reflection and improvement.	F (<2.47) Demonstrates a limited understanding of cultural competence and the importance of culturally safe and sensitive practices. Does not show a commitment to ongoing self-reflection and improvement in cultural competence.

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Demonstrate an evidence-based effective helping relationship with a diverse range of clients and consumers applying appropriate techniques and skills for practice
- Critically evaluate and reflect on the skills and techniques demonstrated in the practical application of social work practice
- Communicate the strengths and limitations of IT-assisted communication as a mode of service delivery
- Demonstrate culturally safe, sensitive and competent social work 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