SOWK14006 *Professional Leadership in Human Services*
Term 1 - 2018

Profile information current as at 20/05/2024 08:30 am

All details in this unit profile for SOWK14006 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 provides students with an overview of the ideas and practices of contemporary management and leadership and relates these to social work practice. Students should be able to critically analyse the role of social worker as a manager, evaluate management and leadership approaches, and explore alternative leadership strategies to assist in the integration of social work values and ethics alongside the role of the manager and specific agency requirements for the delivery of services. Students should be able to propose leadership models appropriate to social work practice contexts and provide relevant strategies to promote social work values and ethics, and colloborative leadership. Students will have opportunities in this unit to integrate their learning with experiences in the workplace or field education.

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

Successful completion of 48 credit points in any course and ability to draw on experience from field placement or work in human services.
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 - 2018

- Distance

Attendance Requirements

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

Website

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

Class and Assessment Overview

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

Class Timetable

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

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

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 Course evaluation

Feedback

Students enjoyed the wide range of learning resources and the interaction by the lecturer in the weekly group discussions.

Recommendation

Use interactive teaching strategies to encourage student participation in course activities.

Feedback from Verbal feedback

Feedback

Some students reported that they found the text book difficult to understand.

Recommendation

Continue to review text books.

Unit Learning Outcomes

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

1. Critically evaluate contemporary approaches to management within organisations where social work is practised including the trends and theories influencing these approaches.
2. Propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery.
3. Critically evaluate the limitations and potential of these proposals.
4. Produce appropriate leadership strategies for different cultural contexts including working in Indigenous contexts.
5. Create a personalised leadership framework appropriate to social work practice for ongoing critical reflection.
6. Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 50%	●	●	●	●		
2 - Written Assessment - 50%			●		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•	•		•	•		
2 - Written Assessment - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

SOWK14006

Prescribed

Social Work Management and Leadership: Managing complexity with creatively
(2010)
Authors: Lawler J., & Bilson, A.
Routledge
London , UK
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

Teaching Contacts

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

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to leadership	See Moodle - Study Schedule Week 1.	Commence weekly activities located in the study schedule on Moodle.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Management and leadership in the human services	See Moodle - Study Schedule Week 2.	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, social work and practice contexts.	See Moodle - Study Schedule Week 3.	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Theoretical perspectives	See Moodle - Study Schedule Week 4.	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and culture	See Moodle - Study Schedule Week 5.	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ethical leadership in human services	See Moodle - Study Schedule Week 6.	**Contemporary Leadership in Human Services** Due: Week 6 Friday (20 Apr 2018) 11:45 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership, power and influence	See Moodle - Study Schedule Week 7.	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice for leadership	See Moodle - Study Schedule Week 8.	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and change	See Moodle - Study Schedule Week 9.	

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Relationships and collaboration	See Moodle - Study Schedule Week 10.	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership and evidence informed practice	See Moodle - Study Scehdule Week 11.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Leadership: Supervision and ongoing professional development	See Moodle - Study Schedule Week 12.	**Leadership framework for human services** Due: Week 12 Friday (1 June 2018) 11:45 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Contemporary Leadership in Human Services

Assessment Type
Written Assessment

Task Description
In this academic paper you are required to:

- Critically analyse contemporary approaches to management in human service organisations and discuss the implications of these trends on social work practice which includes governance, markets and managerialism. Make specific reference to the context of practice in which you did field placement.
- Discuss the differences or similarities between leadership and management.
- Critically analyse and compare two leadership theories/approaches and evaluate the usefulness and relevancy of each to your field placement.

Include in your discussion:

- The appropriateness of each approach when working in different cultural contexts with specific reference to working in Indigenous Australian contexts.
- The transferability of these approaches to other practice contexts giving consideration to the potentials and limitations.

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

Assessment Due Date
Week 6 Friday (20 Apr 2018) 11:45 pm AEST

Return Date to Students
Week 9 Monday (7 May 2018)
Uploaded online through Moodle

Weighting
50%

Assessment Criteria

- Critically evaluates the difference between management and leadership.
- Critically evaluates how governance impacts on management in human service organisations and discusses the

implications of these trends on social work practice.

- Critically evaluates how markets impact on management in human service organisations and discusses the implications of these trends on social work practice.
- Critically evaluates how managerialism impacts on management in human service organisations and discusses the implication of these trends on social work practice.
- Critically evaluates and compare two leadership theories/approaches and the usefulness of the leadership approaches to other practice contexts and different cultural contexts, including Indigenous Australians contexts.
- Critically evaluates the usefulness and relevance of each leadership/theory approach to your field placement experience.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation with appropriate citation and referencing (Harvard).

Referencing Style

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

Submission
Online

Submission Instructions
Online through Moodle

Learning Outcomes Assessed

- Critically evaluate contemporary approaches to management within organisations where social work is practised including the trends and theories influencing these approaches.
- Propose an ongoing management plan appropriate to social work practice contexts that promotes the integration of social work values and ethics and collaborative leadership, along with the role of manager/leader and specific agency requirements for service delivery.
- Critically evaluate the limitations and potential of these proposals.
- Produce appropriate leadership strategies for different cultural contexts including working in Indigenous contexts.

Graduate Attributes

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

2 Leadership framework for human services

Assessment Type
Written Assessment

Task Description
You are required to create your leadership framework/plan and demonstrate its application to the social work practice scenario provided. Students will draw on their reflective practice of leadership this term and how these insights have influenced their leadership approach.

Role of Student
You are a social worker with a community care service provider. You work in a multidisciplinary team that comprises of professions from nursing, occupational therapy, physiotherapy, dietetics, speech therapy and social work. You have been assigned the case manager role for Mrs Jenkins aged 52 years, who was recently discharged from the rehabilitation ward at the local hospital after experiencing a stroke three months ago. You continue to receive mixed feedback from your team, Mrs Jenkins, her friends and family about Mrs Jenkins's wellbeing since her return home and the current care plan in place. You arrange a special case planning meeting to address these issues.

Product

- In an academic paper demonstrate the application of your leadership approach/framework to the case scenario ensuring you:

Critically analyse two leadership theories/approaches you might draw on, including your rationale for taking this approach when working within the multi-disciplinary team.

- Apply knowledge of social work values and ethics into your leadership approach and provide examples of how you would do this.

- Critically evaluate your leadership approach including its potential and limitations.
- Discuss the strengths and skills you bring to this situation and aspects that may be particularly challenging for you.
- Draw on your research and reflective practice for leadership during the unit to discuss how the insights you have gained has influenced your leadership approach.
- Identify areas in leadership requiring further development and develop strategies to help you address these in your first year of practice.

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

Assessment Due Date
Week 12 Friday (1 June 2018) 11:45 pm AEST

Return Date to Students
Exam Week Friday (15 June 2018)

Weighting
50%

Assessment Criteria

- Critically evaluates the leadership theories and plan with reference to human services and social work practice contexts, making specific reference to working within the multi-disciplinary team.
- Demonstrates the integration of theory and social work values and ethics into the leadership plan.
- Critically reflects on leadership qualities and skills and articulates insights gained for social work practice.
- Creates a personalised leadership framework appropriate to social work practice for ongoing critical reflection.
- Demonstrates synthesis and integration of literature, strength and logic of argument, correct spelling (Macquarie) and punctuation, with appropriate citation and referencing (Harvard).

Referencing Style

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

Submission
Online

Submission Instructions
Online through Moodle

Learning Outcomes Assessed

- Critically evaluate the limitations and potential of these proposals.
- Create a personalised leadership framework appropriate to social work practice for ongoing critical reflection.
- Critically reflect on leadership qualities and skills and articulate insights gained for future social work practice.

Graduate Attributes

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