



# **SOWK14010 *Integrating Theory and Practice 2***

## **Term 2 - 2017**

Profile information current as at 02/05/2024 06:13 pm

All details in this unit profile for SOWK14010 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 27-06-17**

Currently no text books are prescribed and the following needs to be added as a prescribed text book:  
Author/s: Rubin, A. & Babbie, E. Year: 2016 Edition: 4th edition Publisher: Cengage Learning City: Boston MA Country: USA

## General Information

### Overview

The final theory unit in the Bachelor of Social Work (Honours) course provides students with advanced knowledge of social work theory and its relevance to social work practice. This unit requires students to build upon social research methods learning and practice knowledge gained from Field Education 1 (SOWK13009) and Integrating Theory and Practice 1 (SOWK13010) to apply research knowledge and skills to address the needs and aspirations of individuals, groups and communities to achieve socially just outcomes. Students will demonstrate graduate ability to apply research knowledge and skills and use research to inform practice and to develop, execute and disseminate research informed by practice. Students are required to attend a compulsory residential school as per the dates in the Student Handbook for the year they intend to undertake Field Education 2 (SOWK14009). This unit is a co-requisite to SOWK14009 and is only available at the time the student undertakes field education unless prior approval has been granted by the School.

### 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

Prerequisites: SOWK13009, SOWK13010, SOWK14005, SOWK14006 Corequisite: SOWK14009 Fieldwork Education 2

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 2 - 2017

- Distance

### Attendance Requirements

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

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Presentation and Written Assessment**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

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

Weighting: Pass/Fail

### Assessment Grading

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

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

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

Feedback from Student evaluation and course coordinator feedback.

#### Feedback

The residential school needs to take place in the same term as the course.

#### Recommendation

This change has been implemented.

## Unit Learning Outcomes

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

1. Evaluate your performance from feedback drawn from your involvement in professional learning contexts.
2. Construct and critically evaluate a Professional Practice Framework (PPF) and demonstrate how that PPF is informed by social work theory, ethics and AASW practice standards.
3. Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
4. Apply research knowledge and skills to undertake research congruent with social work values and ethics
5. Explore complex and sensitive social issues and problems to achieve socially just outcomes
6. Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

The learning outcomes in this unit are linked to the attributes of Australian social work graduates based on the AASW Practice Standards (2013) and statements of expected outcomes of AASW-accredited social work courses.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Presentation and Written Assessment - 40%			•	•		•
2 - Written Assessment - 60%		•	•	•	•	•
3 - On-campus Activity - 0%	•	•				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Presentation and Written Assessment - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•	•	•	•	•		
3 - On-campus Activity - 0%	•				•					

## Textbooks and Resources

### Textbooks

SOWK14010

#### Supplementary

##### Essential research methods for social work

4th edition (2016)

Authors: Rubin, A. & Babbie, E.

Cengage Learning

Boston MA , USA

ISBN: 9781305101685

Binding: Paperback

#### Additional Textbook Information

Students will have access to essential unit readings and resources on the unit Moodle site. The supplementary textbook provides a detailed exploration of different research methods for social work and is a useful resource for students considering future research study and or practice.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microphone and camera for use with Zoom

## Referencing Style

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Shirley Ledger** Unit Coordinator

[s.ledger@cqu.edu.au](mailto:s.ledger@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic

Chapter

Events and Submissions/Topic

Set text readings and research ongoing throughout 16 weeks of placement

### Week 2 - 17 Jul 2017

Module/Topic

Chapter

Events and Submissions/Topic

As per learning agreement activities  
 Development of topic  
 Please note the schedule for term will not align with your placement schedule due to length of placement. However we have scheduled your assessments to be finalised by week 14 of term which is effectively exam week. All students will have this due date regardless of their hours of placement

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Schedules announced for Zoom rooms

### Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Schedule announced for webinars via moodle

### Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Pre-recorded Zoom Presentation</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST <b>Residential School Mandatory Attendance</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

### Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Literature review - Evidence Based Practice</b> Due: Review/Exam Week Friday (13 Oct 2017) 11:45 pm AEST

## Term Specific Information

This unit is a co-requisite for SOWK14009 Field Education 2. This unit has a compulsory 3 day residential school held prior to term commencing in order for students to commence placement on schedule. Students must attend residential school in order to undertake placement and meet the pass requirements for this course. Residential information is available in scheduling online.

## Assessment Tasks

### 1 Pre-recorded Zoom Presentation

#### **Assessment Type**

Presentation and Written Assessment

#### **Task Description**

#### **Assessment 1**

#### **Webinar Presentation - Zoom**

You are you, a final year social work student undertaking your field education placement in an agency or organisation providing social welfare or human services to a particular community. Utilising the findings to date from your literature review of a particular area of interest in Assessment 2, prepare a 15 minute webinar presentation to be delivered by Zoom at a designated date and time. Details of the webinar will be made available on Moodle. This unit requires students to identify a topic from the contemporary issues that **can** relate to your field education placement, however students may choose a topic that does not relate to their agency or field of practice.

The webinar presentation must be accompanied by a PowerPoint presentation highlighting the primary findings of your research. The webinar will be recorded.

For this assessment students will submit a PowerPoint presentation to moodle and will then present at a webinar using their PowerPoint to discuss their researched topic via Zoom. The presentation must adhere to the guidelines of the grading criteria. The webinar requires you to focus on your overall analysis and findings to date.

Your webinar presentation should include; your rationale for choosing the topic, what you have learned, summary findings on evidence base for the practice area and how you critically analysed the information and the findings of the research. Highlights and limitations should also be outlined.

#### **Webinars should demonstrate the following:**

1. A statement of purpose and significance of the topic to social work practice or policy development in your particular field or context
2. Your critical analysis of your findings and how you evaluated the research methods, validity and reliability, limitations and relevance to practice or policy development
3. Your recommendations or assessment of the potential impact or relevance to your agency, community or society
4. Your reflections and practice wisdom gained from the research and how it may influence your future work as a social worker.
5. An engaging and professional power point as a visual aide to the presentation

**13-15 mins duration (1 mark per 2 minutes will be deducted over this duration).**

**40%**

**Students will be allocated a Zoom room in order to record their session. Details will be posted on Moodle.**

**Students will need to have access to computer, good internet speed and camera /**



**microphone in order to present and record the Zoom session.**

**Assessment Due Date**

Week 12 Friday (6 Oct 2017) 11:45 pm AEST  
The webinar schedule will be posted on moodle.

**Return Date to Students**

Exam Week Friday (20 Oct 2017)  
Submissions will be returned to students within 2-3 weeks of submission

**Weighting**

40%

**Assessment Criteria**

**SOWK14010- MARKING CRITERIA FOR WEBINAR PRESENTATION**

<b>Criteria</b>	<b>HD</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>F</b>
<b>Context</b>	The presentation identifies and outlines the practice contexts and demonstrates an excellent understanding of the ethical, legal and organisational contexts that are relevant to both social work and research	The presentation identifies and outlines the practice contexts and demonstrates a very good level of understanding of the ethical, legal and organisational contexts that are relevant to both social work and research	The presentation identifies and outlines some of the practice contexts and demonstrates a good level of knowledge of the ethical, legal and organisational contexts that are relevant to both social work and research, with some minor errors	The presentation identifies and a limited view of the practice contexts and demonstrates a low level of knowledge of the ethical, legal and organisational contexts that are relevant to both social work and research, however it was very limited	The presentation did not identify the practice contexts and did not demonstrate in all or any of the areas the ethical, legal and organisational contexts that are relevant to both social work and research
<b>Conceptualisation</b>	Demonstrates high level conceptual understanding with surprising or novel responses to the chosen issue or topic	Demonstrates a high level of understanding of the chosen issue or topic	Demonstrates a good level of understanding of the chosen topic	Demonstrates an adequate level of understanding of the chosen topic	Failed to demonstrate the required level of understanding of the chosen topic
<b>Analysis and new knowledge</b>	Able to critically analyse many sides of a complex issue and resolve informational conflicts. The student demonstrates excellent responses to the literature researched	Able to critically analyse some sides of a complex issue and resolve informational conflicts. The student demonstrates very good responses to the literature researched	Able to critically analyse a few sides of a complex issue and resolve informational conflicts. The student demonstrates good responses to the literature researched	Able to demonstrate some critical analysis of some sides of a complex issue and make attempts to resolve informational conflicts. The student demonstrates some reasonable responses to the literature researched	Unable to critically analyse any sides of a complex issue and or resolve informational conflicts. The student did not demonstrate appropriate responses to the literature researched

<b>Originality and breadth of material</b>	Has developed and justified using own ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed.	Able to critically appraise the literature and theory gained from a variety of sources; developing own ideas in the process	Clear evidence and application of readings/theory relevant to subject. Uses indicative texts identified	Information is presented uncritically and indicates limitations of understanding Comprehensive account of methodology, but is less able to discriminate between relevant and irrelevant details. Literature has been used in a purely descriptive way	Literature either not consulted or irrelevant to assignment set.
<b>Clarity of Expression and use of visual aids</b>	Thoughts and ideas - clearly and creatively expressed. Grammar and spelling accurate. Fluent professional presentation style.	Thoughts and ideas - clearly expressed. Grammar and spelling accurate. Language in general professional and accurate	Language mainly fluent. Grammar and spelling mainly accurate	Meaning apparent, but language not always fluent; grammar and spelling contain errors	Purpose and meaning of presentation unclear and/or language, grammar and spelling contain errors.
<b>Understanding of research and methodology</b>	Captures the essence of and critiques the research methodology. Succinct description of only those features which are relevant to the presentation	Recognises and key features of research methodology presenting the summary in a generally relevant and succinct manner	Comprehensive account of methodology, but is less able to discriminate between relevant and irrelevant details.	Methodology described but lacks focus and contains irrelevant detail	Methodology inaccurately presented or absent from presentation
<b>Integration of social work theory and literature</b>	Clear and concise links between social work theory, research and practice	Demonstrates use of social work theory and links very well to research and practice	Makes adequate links to social work theory and research to practice	Attempted to apply social work theory to practice with some links to research	Did not apply any social work theories and has not linked well to research or practice
<b>Conclusion and new knowledge</b>	Findings were well-grounded in theory and literature, demonstrating the development of new concepts	Very good development shown in summary of arguments based in theory/literature	Some good evidence of findings and conclusions grounded in theory/literature	Limited evidence of findings and conclusions supported by literature/theory	Unsubstantiated/ invalid conclusions based on anecdotes and generalisations only

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit via Moodle

### Learning Outcomes Assessed

- Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
- Apply research knowledge and skills to undertake research congruent with social work values and ethics
- Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

### Graduate Attributes

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

## 2 Literature review - Evidence Based Practice

### Assessment Type

Written Assessment

### Task Description

#### Purpose

You are you, a student in your final social work field education placement at agency/service X. Select an area of social work practice that **CAN** be relevant to your work in the agency setting. A topic might be broad such as; evidence based social work interventions with people who have self-harming behaviours, examining the effectiveness of group work, investigating the contributing factors to homelessness among young people, evidence based therapeutic intervention in a specific context or a specific aspect of social work practice in your organisation. However it is not compulsory to choose a topic that is relevant to your particular organisation. Topics should be broad enough to provide breadth of literature and specific enough to identify how this knowledge contributes to social work practice approaches. The research topic should be formulated as a research question.

#### Product

You are to:

1. Consider a consultation with your field educator/supervisor and discuss a possible collaboration with them or relevant staff in your agency to select an appropriate topic or area of interest relevant to the agency context, client group or area of practice, or some area that you have a special interest in that does not relate to your placement. Not every agency has capacity to engage in research projects so this is up to you to decide what will have the best outcome for you as the student
  2. Undertake a literature review related to your chosen topic of interest. Literature should include a range of methodologies (action research, ethnographic studies, quantitative and qualitative research, case study, meta analysis etc) in order to provide a solid evidence-base for the practice area. The focus for your research should be on **evidence based practice** with a social work specific lens. Approximately 75% of the research and literature relied upon must be social work specific. You will also draw from broader research and literature that provides context, theoretical underpinnings and practice approaches to your particular issue or topic.
  3. Using the set text, unit readings and resources, critically evaluate and analyse the research you have conducted to present your literature review
  4. Prepare a written paper on your literature review findings ensuring you adhere to appropriate scholarly standards
  5. Your paper should have a clear introduction, discussion and summary of your analysis and findings. Recommendations should include considerations for social work practice and further research.
- 4000 words excluding tables, diagrams or models, and reference list.

Students who exceed the word count will incur penalties. You must remain within 10% of the word limit (maximum 1% of the overall mark will be deducted for every 100 words over or below)

Students who do not submit within the due date without an extension request being approved will be

subject to penalties.

### Assessment Due Date

Review/Exam Week Friday (13 Oct 2017) 11:45 pm AEST

Field placement is 560 hours or approximately 16 weeks. therefore regardless of your hours this assessment is due in week 14 which is exam week at CQU, I am aware the week here states week 13, this is due to nexus inflexibility

### Return Date to Students

Exam Week Friday (20 Oct 2017)

Submissions will be returned to students within 3 weeks of submission

### Weighting

60%

### Assessment Criteria

## SOWK14010 - MARKING CRITERIA FOR WRITTEN ASSESSMENT - LITERATURE REVIEW AND ANALYSIS

	<b>HD</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>Fail</b>
<b>Critical Analysis Introduction, Statement of trend or issue relevant to organisational context</b>	Paper consistently demonstrates application of critical analysis and is well integrated.	Clear application of problem solving through critical analysis / critical thought of the topic area.	Demonstrates application of problem solving through critical analysis of the topic area.	Some evidence of critical thought / critical analysis and rationale for paper.	Lacks critical thought / analysis/ reference to problem solving .
<b>Use of Literature / Discussion in particular identifying collaborative methodology or consumer driven inquiry</b>	Has developed and justified using own ideas based on a wide range of sources which have been thoroughly analysed, applied and discussed.	Able to critically appraise the literature and theory gained from a variety of sources; developing own ideas in the process.	Clear evidence and application of readings/theory relevant to subject. Uses indicative texts identified.	Literature is presented uncritically and indicates limitations of understanding/ literature has been used in a purely descriptive way.	Literature either not consulted or irrelevant to assignment set.
<b>Application of social work practice framework as well as standards, ethics, values in order to analyse research and application to practice</b>	Uses the analysis and evaluation of social work knowledge and standards to formulate recommendations or knowledge for practice	Evidence of the ability to formulate strategies from the analysis of literature and research.	Strategies for social work practice clearly influenced by the research and relevant standards	Identification of the practice standards, ethics, values and appropriate social work knowledge integrated with practice.	Wholly theoretical, or wholly practice, or theory and practice disconnected from social work values and standards

<b>Evaluation and critical analysis informed by extensive social work literature</b>	Very extensive use of social work literature evaluating and analysing the chosen topic	Extensive use of social work literature evaluating and analysing the chosen topic	Social work literature is evaluated and analysed to inform review	Basic use of social work literature with application relevant to some aspects of the chosen topic	Poor, inaccurate or limited use of social work literature or research reports
<b>Summary</b>	Analytical and clear conclusions. Well-grounded in theory and literature, showing development of new concepts for practice	Good development shown in summary of arguments based on practice and theory.	Evidence of findings and conclusions grounded in practice.	Limited evidence of findings and conclusions .	Unsubstantiated/ invalid conclusions based on anecdotes and generalisations only.
<b>Clarity of Expression/ Read ability and Referencing</b>	Thoughts and ideas - clearly expressed. Grammar and spelling accurate. Fluent academic writing style and referencing	Thoughts and ideas - clearly expressed. Grammar and spelling accurate and language and referencing accurate and fluent	Language mainly fluent. Grammar and spelling mainly accurate. Referencing is generally accurate	Meaning apparent, but language not always fluent; grammar and spelling contain errors and referencing contains some errors	Purpose and meaning of written work unclear and/or language, grammar and spelling and referencing contain significant errors.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Moodle Upload

### Learning Outcomes Assessed

- Construct and critically evaluate a Professional Practice Framework (PPF) and demonstrate how that PPF is informed by social work theory, ethics and AASW practice standards.
- Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
- Apply research knowledge and skills to undertake research congruent with social work values and ethics
- Explore complex and sensitive social issues and problems to achieve socially just outcomes
- Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

### Graduate Attributes

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

- Ethical practice

### 3 Residential School Mandatory Attendance

**Assessment Type**

On-campus Activity

**Task Description**

As part of this unit, students are required to attend a compulsory residential school. Students that have previously failed the course must attend again. Students that have previously attended (within the last 2 years) may be eligible to receive an exemption from attendance however this will only be approved at the discretion of the Unit Coordinator.

There is no grade allocated to this assessment, however failure to attend will impact on participation in field education 2.

**Assessment Due Date**

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Webinars will be scheduled between week 10 - 13 of term. Submissions of completed activity made via moodle by end of placement.

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

feedback will be provided at the session

**Weighting**

Pass/Fail

**Assessment Criteria**

Evidence of attendance at residential school or written approval of exemption from Unit Coordinator.

**Referencing Style**

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

**Submission**

Offline

**Learning Outcomes Assessed**

- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.
- Construct and critically evaluate a Professional Practice Framework (PPF) and demonstrate how that PPF is informed by social work theory, ethics and AASW practice standards.
- Present a clear and coherent exposition of knowledge and ideas to a variety of audiences in both oral and written form.

**Graduate Attributes**

- Communication
- Team Work

## 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