



SOWK14010 *Integrating Theory and Practice 2*

Term 2 - 2019

Profile information current as at 02/05/2024 04:11 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

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 - 2019

- Mixed Mode

Attendance Requirements

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

Residential Schools

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

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 feedback and evaluation

Feedback

Students enjoyed and valued the residential school learning as it provided important content prior to commencing the unit. Students appreciated the consults offered by the Unit Coordinator. The requirements for this unit can be challenging for some students and this relates to the embedded honours learning outcomes.

Recommendation

As part of accreditation review recommendations, the embedded honours will change to a more traditional honours program by invitation. The assessment requirements will be adjusted to align with social work graduate attributes related to research however, will not be as onerous. The consults held with students are a valuable part of learning and should continue. The residential school format should be maintained.

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 | • | • | • | • | • | • |
| 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

[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

Schedule

Week 1 - 15 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---|------------------------------|
| | Set text readings and research related to EBP topic | |

Week 2 - 22 Jul 2019

| 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 - 29 Jul 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| Week 4 - 05 Aug 2019 | | |
|---------------------------------------|---------|---|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 5 - 12 Aug 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic PPT and commentary notes- Common factors for therapeutic alliance Due: Week 5 Friday (16 Aug 2019) 11:45 pm AEST |
| Vacation Week - 19 Aug 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 6 - 26 Aug 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 7 - 02 Sep 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 8 - 09 Sep 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 9 - 16 Sep 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 10 - 23 Sep 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic Evidence Based Practice - Clinical Social Work Due: Week 10 Friday (27 Sept 2019) 11:45 pm AEST |
| Week 11 - 30 Sep 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Week 12 - 07 Oct 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Review/Exam Week - 14 Oct 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Exam Week - 21 Oct 2019 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Term Specific Information

This unit is a co-requisite for SOWK14009 Field Education 2. This unit can only be undertaken with or after the successful completion of SOWK14009.

There is a compulsory residential school held for this unit. Please see the handbook for important dates and locations.

Assessment Tasks

1 PPT and commentary notes- Common factors for therapeutic alliance

Assessment Type

Presentation and Written Assessment

Task Description

Task Description

Focus Statement

Evidence based practice with a social work lens facilitates the research practitioner identity. The social work professional identity is supported when research evidence is used to help answer practice questions. Applying evidence based practice to social work contexts can enhance the quality of decisions made about service provision, assists in the critical appraisal of client presentations and provides a framework for lifelong learning as a practitioner.

Product

In addition to applying the best available evidence for treatment or intervention approaches, other factors must be considered and incorporated into practice. Common factors are conditions and processes utilising strategies and skills that positively influence practice outcomes across a range of practice theories.

There is general consensus that the therapeutic relationship is one of these common factors that positively influence practice outcomes across practice theories.

You are to select two (2) characteristics from the following list and produce a PowerPoint presentation for your organisation describing and critically evaluating their application to social work practice within your organisational context. Your presentation should include an overview of the research related to the common factors research for an effective therapeutic relationship.

- * Accurate empathy
- * Warmth
- * Positive regard
- * Cultivating hope
- * Adapting treatment to the client's stage of change
- * Cultural sensitivity and safe practice

You are not required to deliver the presentation however, you are required to submit the presentation and commentary notes as if you were to deliver the presentation. Your PowerPoint and accompanying commentary should describe the core elements comprising the chosen common factors, referring to relevant studies and literature to support your statements. Your commentary should identify the skills and techniques required to implement and maximise the therapeutic relationship. You should discuss the variables, for example working with involuntary clients, individuals from culturally and linguistically diverse backgrounds, age, gender; that would need to be considered when developing a therapeutic relationship. Your PowerPoint and commentary notes should also address how you would measure or evaluate the client's perception of how effective the therapeutic relationship is, referring to a specific tool or clinical approach.

Word Count

1500 words Commentary Notes (adhering to scholarly conventions)

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

10 PPT slides max including a reference slide

Assessment Due Date

Week 5 Friday (16 Aug 2019) 11:45 pm AEST

Submit via moodle

Return Date to Students

Week 8 Monday (9 Sept 2019)

Submissions will be returned to students within 2-3 weeks of submission

Weighting

40%

Assessment Criteria

| Assessment Criteria | HD | D | C | P | F |
|--|--|---|--|--|--|
| Demonstrates understanding of the selected characteristics and their influence on the development of a positive therapeutic relationship | Characteristics and techniques are presented and considered in a surprising and novel way with advanced critical thinking demonstrated | Characteristics and techniques are presented and synthesised demonstrating a high level of knowledge and critique | Characteristics and techniques are presented clearly and coherently | Core characteristics and techniques are identified and discussed. | The submission fails to identify correctly or insufficiently identifies characteristics and techniques required to develop a positive therapeutic relationship |
| Demonstrates ability to apply research and literature to inform social work practice | Advanced level of integration demonstrated with practice processes synthesised and critically analysed | Highly developed integration with relevant practice processes described and evaluated | Well developed integration with relevant practice processes presented in a clear and coherent manner | Practice processes are connected to theories, skills, values and methods and appropriate examples are provided | The therapeutic relationship is incorrectly described or inadequately discussed with limited connections made to relevant social work literature or knowledge |

| | | | | | |
|---|--|---|---|--|--|
| Demonstrates understanding of the skills required to maximise the therapeutic relationship | Advanced integration of contextually responsive skills implementation with surprising or novel adjustments synthesised. | Highly developed integration and application of relevant skills for practice with demonstrated critical evaluation of its application | Well developed integration and consideration of required skills to maximise the therapeutic relationship | A range of skills are applied to the establishment and maintenance of the therapeutic relationship | The therapeutic relationship is disconnected to practice or skills are incorrectly or inadequately identified to enhance the relationship |
| Demonstrates consideration of relevant variables for consideration when developing the therapeutic relationship | Advanced insight or surprising and novel consideration of variables for practitioner consideration are identified | Highly developed consideration of relevant variables is demonstrated | Well developed consideration of relevant variables is demonstrated | Variables related to client needs and context are identified and considered for developing the therapeutic relationship | The clients needs and context for practice are not considered accurately or insufficiently considered |
| Demonstrates understanding of ethically and professionally sound evaluation approaches of the therapeutic relationship | The evaluation approaches are holistic and demonstrate an advanced integrative response | The evaluation approaches consider the client and practitioner in context and are consistent with good practice | The evaluation approaches identify required feedback variables and are consistent with good practice | The evaluation approach is based in research and relevant social work knowledge | The evaluation approach is absent or incorrectly or insufficiently discussed |
| Demonstrates clarity of expression and adherence to scholarly conventions and word count | The submission demonstrates an advanced skill level with a theory informed social work framework adhering to all scholarly conventions | The submission demonstrates a high skill level with a theory informed social work framework adhering to scholarly conventions. | The submission demonstrates inclusion of research and literature informing the social work practice framework adhering to scholarly conventions with only minor errors or omissions | The submission demonstrates some integration of relevant literature to present the social work practice framework and is adequately written adhering to scholarly conventions with minor errors or omissions | The submission is poorly written or does not include adequate research or literature or there are issues of academic literacy that impact on the readability or accuracy of statements made. |

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 Evidence Based Practice – Clinical Social Work

Assessment Type

Written Assessment

Task Description

[Task Description](#)

Focus Statement

Evidence based practice (EBP) has become an important influence on clinical social work practice. EBP is a process of locating and evaluating prior relevant research and is considered a collaborative, individualised intervention planning process between practitioner and the client. Research is an important part of social work practice and EBP balances the science and art of social work effectively.

Your role

You are you, a student in your 4th year social work field education placement at agency/service X. You have identified a client or practice issue that requires treatment or an intervention plan. You are to utilise an EBP process to present your social work intervention / treatment plan. If you are not in your 4th year field education placement, you are to recall a client from your previous placement for the purposes of this task. The plan will include:

- assessment of the client's concerns, strengths, and support systems;
- Discussion and analysis drawn from the best relevant research results;
- Reference to the values and preferences / particular needs of the client; and
- Discussion related to your level of clinical expertise and adjustments made with regards to supervision or

professional development needs.

Product

You are to prepare a written essay outlining the evidence-based practice intervention response related to your selected practice issue or client presentation. Your essay will clearly outline each of the steps involved in this process and make a recommendation for intervention. The essay should be written with the practice question as the title and headings are acceptable.

You will need to formulate an answerable question that will form the basis of your review for evidence-based practice. Your question must be sufficient to support a search of existing research literature. Your question may be related to clinical social work practice or community practice. Your essay must include discussion related to the following six steps of EBP:

Step 1: Assessment of client needs or presenting issues. The assessment informs an answerable practice question and case information needs

Step 2: The location of relevant research knowledge related to the practice question

Step 3: Critical appraisal of the quality and relevance or applicability of this knowledge to the specific client's needs and situation

Step 4: Identification of how and what would be discussed with the client to collaboratively determine how the research results fit with the client's values and goals. Outline how you would ensure the client's culture, values, and personal preferences could be incorporated to the treatment options.

Step 5: Synthesis and discussion of the client's needs and circumstances with the relevant research results and overall plan of intervention described.

Step 6: Discussion about how you would evaluate the practice intervention agreed to.

Your paper should adhere to scholarly conventions and should draw from relevant social work literature, practice standards and ethical considerations.

Weighting

60%

Due Date

Week 10

Conditions

Must achieve a minimum 50% pass to pass the unit

Word Limit

3000 words excluding references, tables, diagrams and appendices. A 10% under or over allowance is acceptable within this word limit.

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

Assessment Due Date

Week 10 Friday (27 Sept 2019) 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

Week 12 Friday (11 Oct 2019)

Submissions will be returned to students within 2 - 3 weeks of submission

Weighting

60%

Minimum mark or grade

Must pass to pass this unit

Assessment Criteria

| Criteria | Grade | | | | |
|---|---|---|---|---|--|
| | HD | D | C | P | F |
| Demonstrates application of an evidence-based practice process, adhering to all relevant steps | Paper consistently demonstrates application of critical analysis within an evidence based practice process at each step and is well integrated. | Very good application and analysis within an evidence-based practice process at each step and is well integrated. | Good application and evaluation within an evidence-based practice process at each step with appropriate integration | Each step of the evidence-based practice process is sufficiently discussed and aligned to the answerable question | There is inadequate adherence to the practice process for evidence-based practice or there is insufficient consideration of research steps |
| Demonstrates critical analysis of best available research including making recommendations for intervention | Highly developed critical analysis of best available research with intervention recommendations of an advanced practice level | Able to critically appraise the best available research making highly developed recommendations for intervention | Clear evidence and application of relevant best available research. Uses indicative texts identified. | Relevant best available research is incorporated to inform practice interventions | Literature and research evidence is either not consulted or irrelevant to practice question |

| | | | | | |
|---|--|--|--|---|--|
| Demonstrates integration of theory and social work knowledge to discuss a practice issue or problem and associated intervention plan | Uses the analysis and evaluation of social work knowledge and standards to formulate assessments and intervention recommendations or knowledge for practice. | Evidence of the ability to discuss practice issues and formulate strategies for intervention from the analysis of literature and research. | Strategies for social work intervention are clearly influenced by the research and relevant standards for practice | Identification of the practice theories, standards, ethics, values and appropriate social work knowledge integrated to an associated intervention plan. | Wholly theoretical, or wholly practice, or theory, and practice disconnected from social work values and standards. The intervention plan is incomplete or inaccurately presented. |
| Individualises and contextualises the intervention plan | Practice and processes are context responsive and individualized at a very high level | Practice and processes are context responsive and individualized at a high level | Well developed practice and processes, individualized with primary presenting needs and contextualization | Primary presenting individual needs are incorporated to the intervention plan consistent with the practice context | Client needs are omitted or not considered and incorporated to the intervention plan or context is incorrectly or inadequately responded to |
| Evaluation and critical analysis informed by extensive social work literature | Very high level evaluation and critical analysis informed by extensive social work literature | Highly developed evaluation and critical analysis informed by extensive social work literature. | Well developed evaluation and critical analysis informed by extensive social work literature | Basic evaluation or depth of critical analysis informed by extensive social work literature | Poor or limited use of social work literature or analysis and evaluation is limited or incorrectly applied |
| Clarity of expression/read ability and referencing | Highly developed thoughts and ideas clearly expressed drawing from a wide range of literature. Grammar and spelling accurate. Fluent academic written 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

Return Date to Students

Weighting

Pass/Fail

Minimum mark or grade

Must pass through attendance or with written approval of UC

Assessment Criteria

Marking Criteria

Attend on campus residential

Demonstrated participation in learning activities, which include group work, role play, fish bowl activities, and oral presentations.

Pass

Student is present for the full duration of the residential program (24 hours)

Student participates in group work, role play, fish bowl activities, and oral presentations

Fail

Student is absent from the residential or partially attends

Student does not participate in role plays, fish bowl activities, and oral presentations.

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