



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

## **Term 2 - 2021**

Profile information current as at 26/04/2024 05:32 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 13-08-21**

Due to an administrative error, incorrect marking rubrics were included in this unit profile. The correct rubrics for the unit can be found on the Moodle page under the assessments tile. Please get in touch with your unit coordinator if you require more information.

## 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. 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 - 2021

- Mixed Mode

### Attendance Requirements

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

### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

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

### Class Timetable

#### [Regional Campuses](#)

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

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

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

Weighting: 40%

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

Weighting: 60%

### 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 Verbal feedback from students, formal evaluation responses

**Feedback**

Lack of residential component due to Covid-19 impacted on student's academic journey as it is seen as a valuable way of reinforcing and consolidating learning

**Recommendation**

Reintroduction of residential school when permitted by government restrictions. Continue offering Zoom sessions throughout the semester to connect as a group.

#### Feedback from Verbal feedback from students, formal evaluation responses

**Feedback**

Having this unit at same time as placement was seen as stressful and overwhelming - 'difficult to make the most of both learning opportunities', students reported other universities do not have requirement to have simultaneous unit with placement so felt overworked in comparison

**Recommendation**

Explanation to students why CQUniversity has this requirement in course structure.

#### Feedback from Formal evaluation response

**Feedback**

"More information in unit profile"

**Recommendation**

Add information to schedule section of unit profile, including required readings and weekly tasks.

#### Feedback from Verbal feedback, formal evaluation response

**Feedback**

Moodle site to be more easily accessible and clear (new tile format)

**Recommendation**

Ensure clarity of layout of unit Moodle site, ensure there is a clear navigation structure.

#### Feedback from Verbal feedback, formal evaluation responses

**Feedback**

Students appreciated the flexible learning and the freedom to choose research subject according to personal and professional interest

**Recommendation**

Continue to support a wide range of interests.

#### Feedback from Verbal feedback, email feedback to UC

**Feedback**

Support from staff via one on one Zoom consultations was well received and perceived as useful

**Recommendation**

Continue student support via Zoom where required.

## 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 informed practice 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 AASW social work graduate attributes outlined in the Australian Social Work Education and Accreditation Standards (2015).

## 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%		•	•	•	•	•

### 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	•	•		•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
<b>9 - Social Innovation</b>						
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>						

  

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>1 - Presentation and Written Assessment - 40%</b>	•	•	•	•	•	•	•	•		
<b>2 - Written Assessment - 60%</b>	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

SOWK14010

#### Prescribed

#### Applying Research Evidence in Social Work Practice (2015)

Authors: Webber, M.

Red Globe Press

ISBN: 9781137276117

Binding: Paperback

#### Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[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

**Trudie Irlle** Unit Coordinator  
[t.irlle@cqu.edu.au](mailto:t.irlle@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Overview of SOWK14010 Core Concepts for Social Work Practice	Library Reading List Lecture via Zoom	Zoom Session - TBC via Moodle

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Common Factors for Therapeutic Alliance Session Rating Scales	Library List	

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice - Process Formulating the Question	Library Reading List	Zoom Session TBC via Moodle

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice Research Informed Practice - Searching Skills	Library Reading List	Topic Sheet Submitted Via Moodle

### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice The Client		Zoom session TBC via Moodle

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Zoom Session TBC via Moodle
Meta-Analysis and Systematic Reviews		<b>PPT and commentary notes- Common factors for therapeutic alliance</b> Due: Week 6 Friday (27 Aug 2021) 6:00 pm AEST

### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative Discussions with Clients	Library List	

### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Collaborative Planning - Skills and Needs		Zoom Session TBC Moodle

### Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Intervention Plans - EBP		

### Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice - Critical Thinking	Library List Moodle	Zoom Consults - TBC Via Moodle

## Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice - Analysis	Independent Research	

## Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Evidence Based Practice	Independent Research	

## Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Evidence Based Practice - Clinical Social Work</b> Due: Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

## Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 PPT and commentary notes- Common factors for therapeutic alliance

#### Assessment Type

Presentation and Written Assessment

#### 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 common factors for an effective therapeutic relationship utilising the research literature.

- \* 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 6 Friday (27 Aug 2021) 6:00 pm AEST

Submit via moodle

**Return Date to Students**

Week 9 Friday (17 Sept 2021)

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

**Weighting**

40%

**Assessment Criteria**

SOWK13013: Art and science of social work – Common factors for therapeutic relationship.

Assessment 1: Marking Criteria/Rubric

HD 84.5-100%	D 74.5-84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
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**Presentation and Structure - overall submission (10%)**

Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Within expected word length. Makes effective use of the chosen format to communicate the creator's ideas as appropriate.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Mostly within expected word length. Mostly effective of the chosen format to communicate the creator's ideas as appropriate.	Discussion adequately conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Adequately expected word length. Adequately effective of the chosen format to communicate the creator's ideas as appropriate.	Discussion conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Not within expected word length. Somewhat effective chosen format to communicate the creator's ideas as appropriate.	Discussion unsuccessfully conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Many spelling, grammar, sentence structure and paragraphs where applicable. Beyond or below expected word length. Poor or no chosen format to communicate the creator's ideas as appropriate.	/10
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**Demonstrates understanding of the selected characteristics and their influence on the development of a positive therapeutic relationship .....(20%)**

Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well-read or scholarly.	Very good demonstration of imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, good understanding of sources read	Good demonstration of imagination, originality or flair, based on proficiency in most of the learning outcomes of the unit; work is interesting with some surprisingly exciting, challenging, good understanding of sources read	Fair demonstration of imagination, some originality, based on some proficiency in most of the learning outcomes of the unit; work is interesting and somewhat challenging, sound understanding of sources read	Poor or no demonstration of imagination, no originality or proficiency in the learning outcomes of the unit; work evidence is not interesting nor challenging; little understanding of sources read	/20
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**Synthesises ideas from research and literature to inform social work practice within context. ....(20%)**

Excellent synthesis of ideas from research and literature to inform social work practice within context	Very good synthesis of ideas from research and literature to inform social work practice within context	Good synthesis of ideas from research and literature to inform social work practice within context	Fair synthesis of ideas from research and literature to inform social work practice within context	Poor or no comparison of the synthesis of ideas from research and literature to inform social work practice within context.	/20
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**Demonstrates understanding of the skills required to maximise the therapeutic relationship .....(20%)**

Excellent demonstration of understanding of skills required to maximise the therapeutic relationship	Very good demonstration of understanding of skills required to maximise the therapeutic relationship	Good demonstration of understanding of skills required to maximise the therapeutic relationship	Fair demonstration of understanding of skills required to maximise the therapeutic relationship	Poor or no demonstration of understanding of skills required to maximise the therapeutic relationship	..../20
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**Demonstrates consideration of relevant variables for consideration when developing the therapeutic relationship .....(20%)**

Excellent demonstration of the relevant variables for consideration in the development of therapeutic relationship	Very good demonstration of the relevant variables for consideration in the development of therapeutic relationship	Good demonstration of the relevant variables for consideration in the development of therapeutic relationship	Fair demonstration of the relevant variables for consideration in the development of therapeutic relationship	Poor or no demonstration of the relevant variables for consideration in the development of therapeutic relationship	/20
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**Referencing .....(10%)**

All literature used is appropriate and scholarly. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Minimum of 8 references. Harvard referencing formatted used with minimal mistakes	Most of the literature used is appropriate and scholarly. Minimum of 6 references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Minimum of 5 references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. Less than 5 references	...../10
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TOTAL MARKS

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit via Moodle

**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
- Demonstrate knowledge and proficiency utilising frameworks of critical analysis and reflective practice
- Apply research knowledge and skills to undertake research informed practice 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

#### 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 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:

- (a) Assessment of the client's concerns, strengths, and support systems;
- (b) Discussion and analysis drawn from the best relevant research results;
- (c) Reference to the values and preferences / particular needs of the client; and
- (d) 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%

### **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**

Review/Exam Week Monday (11 Oct 2021) 9:00 am AEST

Submit online in Moodle

### **Return Date to Students**

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

### **Weighting**

60%

### **Assessment Criteria**

SOWK13013: Evidence based practice - Clinical social work

Assessment 2: Marking Criteria/Rubric

<b>HD 84.5-100%</b>	<b>D 74.5-84.49%</b>	<b>C 64.50-74.49%</b>	<b>P 49.50-64.49%</b>	<b>F &lt;49.5%</b>	<b>MARKS</b>
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**Presentation and Structure - overall submission (10%)**

Excellent discussion which completely conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Within expected word length.	Discussion mostly conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Mostly within expected word length. Mostly effective	Discussion adequately conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Adequately expected word length.	Discussion conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Not within expected word length.	Discussion unsuccessfully conforms to the Assignment Presentation guidelines. Assignment cover page including name, student number, and word count. Many spelling, grammar, sentence structure and paragraphs where applicable. Beyond or below expected word length.	/10
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**Demonstrates application of an evidence-based practice process, adhering to all relevant steps .....(20%)**

Demonstrates excellence in application of an evidence-based process adhering to all relevant steps	Very good demonstration of application of an evidence-based process adhering mostly to relevant steps	Good demonstration of application of an evidence-based process adhering to mostly to relevant steps	<b>Fair</b> demonstration of application of an evidence-based process adhering to some of the relevant steps	<b>Poor or no</b> demonstration of application of an evidence-based process adhering to few or none relevant steps	/20
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**Demonstrates critical analysis of best available research including making recommendations for intervention .....(20%)**

Excellent demonstration of critical analysis of best available research including making recommendations	Very good demonstration of critical analysis of most available research including making recommendations	Good demonstration of critical analysis of some available research including making some recommendations	Fair demonstration of critical analysis of few available research including making few recommendations	Poor or no demonstration of critical analysis with little or no available research and no recommendations evident	/20
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**Demonstrates integration of theory and social work knowledge to discuss a practice issue or problem and associated intervention plan .....(20%)**

Excellent demonstration of integration of theory and social work knowledge in discussing a practice issue or problem and associated intervention plan	Very good demonstration of integration of theory and social work knowledge in discussing a practice issue or problem and associated intervention plan	Good demonstration of integration of theory and social work knowledge in discussing a practice issue or problem and associated intervention plan	Fair demonstration of integration of theory and social work knowledge in discussing a practice issue or problem and associated intervention plan	Poor or no demonstration of integration of theory and social work knowledge in discussing a practice issue or problem and associated intervention plan	..../20
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**Individualises and contextualises the intervention plan .....(20%)**

Excellent demonstration of an intervention plan that is individualised and contextualised.	Very good demonstration of an intervention plan that is individualised and contextualised	Good demonstration of an intervention plan that is individualised and contextualised	Fair demonstration of an intervention plan that is individualised and contextualised	Poor or no demonstration of an intervention plan that is individualised and contextualised	/20
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**Referencing .....(10%)**

All literature used is appropriate and scholarly. Critical analysis of social work literature. Minimum of 10 references Harvard referencing formatted used with no mistakes.	Most of the literature used is appropriate and scholarly. Critical analysis of social work literature Minimum of 8 references. Harvard referencing formatted used with minimal mistakes	Most of the literature used is appropriate and scholarly. Critical analysis of social work literature Minimum of <b>6</b> references. Harvard referencing formatted used with some mistakes.	Some of literature used is appropriate and scholarly. Critical analysis of social work literature Minimum of <b>5</b> references Harvard referencing formatted used with many mistake	Most of the literature used is inappropriate and not from a scholarly source. Harvard referencing formatted not used. No critical analysis of social work literature Less than 5 references	...../10
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TOTAL MARKS

**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 informed practice 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

## 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