



SOWK14010 *Integrating Theory and Practice 2*

Term 2 - 2023

Profile information current as at 26/04/2024 07:21 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.

General Information

Overview

The final theory unit in the Bachelor of Social Work course equips you with an advanced understanding of social work theory and its application to real-world practice. Building on the foundational knowledge acquired in Field Education 1 (SOWK13009) and Integrating Theory and Practice 1 (SOWK13010), this unit emphasises the importance of applying research knowledge and skills in addressing the needs and aspirations of individuals, groups, and communities to achieve equitable outcomes. You will demonstrate your capacity to employ research knowledge and skills in your practice, as well as utilising research to inform your professional development. This unit is a co-requisite to SOWK14009 and can only be undertaken concurrently with field education.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

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 - 2023

- 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**

Weighting: 30%

2. **Report**

Weighting: 40%

3. **Poster Sessions**

Weighting: 30%

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 Have your Say

Feedback

Information on 'what to do' when the practice issue has limited or no evidence base

Recommendation

Expand on practice-based evidence as part of the unit to improve critique.

Unit Learning Outcomes

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

1. Facilitate and engage in peer supervision, demonstrating advanced understanding of social work principles, reflective practice, and constructive feedback.
2. Critically analyse and integrate reflective practice frameworks to understand the role of theories, knowledge bases, and knowledge sources in social work practice.
3. Select and apply appropriate interventions to address clients' and service users' needs and circumstances, while upholding social work values and ethics.
4. Communicate effectively, presenting knowledge and ideas in various contexts, and adapt skills to diverse situations.

The learning outcomes in this unit are aligned with the AASW social work graduate attributes outlined in the Australian Social Work Education and Accreditation Standards (ASWEAS) 2021.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 30%	•			•
2 - Report - 40%		•	•	
3 - Poster Sessions - 30%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

SOWK14010

Prescribed

Applying Research Evidence in Social Work Practice

(2015)

Authors: Webber, M.

Red Globe Press (Bloomsbury)

London , UK

ISBN: 9781137276117

Binding: eBook

[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
- Zoom access

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

Emily Cleary Unit Coordinator

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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Social Work Evidence-Based Practice	Readings outlined on Moodle	Initial Unit Discussion and Introductory Quiz

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Social Work Evidence-Based Practice	Readings outlined on Moodle	Unit material review and discussions

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Identifying a Social Work Practice Issue	Readings outlined on Moodle	Literature Review Discussion

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Research and Evaluation of Evidence-Based Practice Interventions	Readings outlined on Moodle	Formulating a Research Question
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Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Research and Evaluation of Evidence-Based Interventions	Readings outlined on Moodle	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Applications of Evidence to Practice and Report Writing	Readings outlined on Moodle	Writing the Evidence-Based Practice Process Report

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Applications of Evidence to Practice and Report Writing	Readings outlined on Moodle	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Preparation of Virtual Poster Presentation	Readings outlined on Moodle	Creating a Visually Appealing and Informative Poster

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Preparation of Virtual Poster Presentation	Readings outlined on Moodle	Recording a Brief Audio-Visual Abstract
		Evidence-Based Practice Process Report Due: Week 9 Monday (11 Sept 2023) 6:00 pm AEST

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online Seminar Participation and Feedback	Readings outlined on Moodle	Viewing and Providing Feedback on Peers' Poster Presentations

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online Seminar Participation and Feedback	Readings outlined on Moodle	Final Discussion and Reflection

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Online Seminar Participation and Feedback		Virtual Poster Presentation

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Online poster session Due: Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Peer Supervision (Facilitation, Engagement, and Reflective Insights in Peer Supervision Sessions 30% Total) Due: Exam Week Friday (20 Oct 2023) 6:00 pm AEST

Term Specific Information

This unit has a **mandatory 5 day residential school, held in Brisbane 6-10 July 2023**. This is an AASW fully accredited qualification. It is an entry qualification into the social work profession and has been determined to meet the Australian Social Work Education and Accreditation Standards. All students, in all programs are required to complete a minimum of 140 hours (20 days) spread over the 4 years of the course. Information about the residential school is available on the unit Moodle site and in the Social Work Central Moodle site, announcement section.

Assessment Tasks

1 Peer Supervision (Facilitation, Engagement, and Reflective Insights in Peer Supervision Sessions 30% Total)

Assessment Type

Presentation

Task Description

This assessment focuses on your participation in peer supervision sessions and your ability to reflect on the learning and insights gained from these sessions. It consists of two components aligned with Learning Outcomes 1 and 4, which are based on the AASW social work graduate attributes outlined in the Australian Social Work Education and Accreditation Standards (ASWEAS) 2021. You will:

- Attend and actively participate in three peer supervision sessions.
- Demonstrate an advanced understanding of social work principles, reflective practice, and constructive feedback.
- Exhibit effective facilitation skills by fostering a supportive and collaborative environment.
- Communicate effectively, adapting your skills to diverse situations.
- Practice in accordance with the AASW Code of Ethics, maintaining confidentiality and adhering to ethical guidelines.
- Engage actively in professional development and self-reflection to enhance your social work practice.

Instructions:

1. Prior to your placement, join a group of three to five students during the residential school to learn the skills associated with a peer supervision model.
2. Conduct three online peer supervision sessions throughout your placement, with approximately one month between each session.
3. Collaborate with your group to determine the dates, times, and the most suitable method for conducting the peer supervision sessions.
4. Create an agenda for each peer supervision session in collaboration with your group.
5. Record each session on Zoom and save it to the cloud storage (OneDrive). Share the session link with all group participants within two days for individual participant review.

Note: Attendance is mandatory for all three online peer supervision sessions to have 6 hours counted towards your placement.

Reflective Insights: Learning from Peer Supervision Sessions (30% - Audio-Visual Submission):

1. Prepare a 7-minute audio-visual reflection on your key learnings and insights from the peer supervision sessions.
2. Demonstrate comprehensive and insightful reflection on your participation, highlighting challenges, strategies for improvement, and the application of social work principles.
3. Communicate your ideas effectively, clearly articulating your experiences and reflections.
4. Incorporate ethical considerations, maintaining confidentiality, and upholding the AASW Code of Ethics.
5. Engage in professional development and self-reflection to enhance your learning and practice.

Submission:

Submit a 7-minute audio-visual file on Moodle.

Include an Assessment Cover Sheet and a list of names for your group participants.

Save the reflective communication presentation file in the following format: Student number, Surname, First Name, SOWK14010, A1.

If you have any technical difficulties, contact TASAC (Technology and Services Assistance Centre) for support in accessing and using Zoom and the student OneDrive account for shared recordings. Utilise [MyCQU Support](#) for instructions on using video conferencing software (Zoom).

Assessment Due Date

Exam Week Friday (20 Oct 2023) 6:00 pm AEST

Audio Visual Recording uploaded in Moodle

Return Date to Students

Exam Week Friday (20 Oct 2023)

Returned to students 2-3 weeks post submission date

Weighting

30%

Assessment Criteria

Criteria	HD (85-100)	D (75-84.5)	C (65-74.5)	P (50-64.5)	F (<49.5)
Reflection and Insight /40	34-40: Demonstrates comprehensive and insightful reflection on their participation in the peer supervision sessions, highlighting key learnings, challenges faced, and strategies for improvement.	30-33: Demonstrates substantial reflection on their participation in the peer supervision sessions, discussing key learnings, challenges faced, and some strategies for improvement.	26-29: Demonstrates adequate reflection on their participation in the peer supervision sessions, discussing some key learnings, challenges faced, and possible strategies for improvement.	20-25: Demonstrates limited reflection on their participation in the peer supervision sessions, with minimal discussion of key learnings, challenges faced, and strategies for improvement.	0-19: Does not demonstrate reflection on their participation in the peer supervision sessions.
Understanding of Principles /20	17-20: Demonstrates an advanced understanding of social work principles, reflective practice, and constructive feedback, and applies this understanding to their reflection on the peer supervision sessions.	15-16: Demonstrates a good understanding of social work principles, reflective practice, and constructive feedback, and applies this understanding to their reflection on the peer supervision sessions.	13-14: Demonstrates an adequate understanding of social work principles, reflective practice, and constructive feedback, and attempts to apply this understanding to their reflection on the peer supervision sessions.	10-12: Demonstrates a basic understanding of social work principles, reflective practice, and constructive feedback, but struggles to apply this understanding to their reflection on the peer supervision sessions.	0-9: Does not demonstrate understanding of social work principles, reflective practice, and constructive feedback.
Communication Skills /20	17-20: Communicates ideas effectively and coherently, with clear articulation of their experiences in the peer supervision sessions and their reflections on the process.	15-16: Communicates ideas clearly, with good articulation of their experiences in the peer supervision sessions and their reflections on the process.	13-14: Communicates ideas adequately, with some articulation of their experiences in the peer supervision sessions and their reflections on the process.	10-12: Communicates with some difficulty, with limited articulation of their experiences in the peer supervision sessions and their reflections on the process.	0-9: Does not effectively communicate ideas or articulate experiences and reflections.

Ethical professional practice /20

17-20: Demonstrates a commitment to ethical practice by discussing ethical considerations and maintaining confidentiality while reflecting on the peer supervision sessions. Actively engages in professional development and self-reflection.

15-16: Demonstrates an understanding of ethical practice by mentioning some ethical considerations and maintaining confidentiality while reflecting on the peer supervision sessions. Engages in professional development and self-reflection.

13-14: Demonstrates awareness of ethical practice by briefly mentioning ethical considerations and confidentiality while reflecting on the peer supervision sessions. Participates in professional development and self-reflection to some extent.

10-12: Demonstrates limited consideration of ethical practice and confidentiality while reflecting on the peer supervision sessions. Participates minimally in professional development and self-reflection.

0-9: Does not demonstrate understanding of ethical practice or engage in professional development and self-reflection.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Facilitate and engage in peer supervision, demonstrating advanced understanding of social work principles, reflective practice, and constructive feedback.
- Communicate effectively, presenting knowledge and ideas in various contexts, and adapt skills to diverse situations.

2 Evidence-Based Practice Process Report

Assessment Type

Report

Task Description

In this assessment, you will conduct research on Evidence-Based Practice (EBP) processes (outlined in your unit) and apply them to a chosen topic within the field of social work. You will explore effective evidence-based, research-informed interventions for a specific practice issue or concern.

Topic Selection: Choose a specific practice issue or concern within the field of social work that interests you. This could be related to mental health, child protection, clinical social work practice, domestic and family violence, criminal, or any other area of social work practice.

Examples: "Trauma informed practice with survivors of domestic violence" or "Interventions for Promoting Mental Health in Adolescents" or "Community Development Strategies for Promoting Social Inclusion".

1. Research on Evidence-Based Practice: Using online platforms and resources, conduct a thorough literature review on evidence-based interventions related to your chosen topic. Explore relevant research articles, scholarly publications, and reputable online databases to identify effective interventions that have been evidenced through research.
2. Steps for Evidence-Based Practice: Based on the EBP process (outlined at residential school and on the Moodle site), follow these steps to evaluate the research evidence and inform your practice:

a. Formulate an answerable question: Clearly articulate a question that guides your research, such as "What are the most effective trauma-informed interventions and practices for supporting survivors of domestic violence in their healing and recovery?"

b. Search and appraise relevant research: Utilise online platforms and library databases to search for research studies that address your question. Critically evaluate the quality and relevance of the selected studies, considering factors such as sample size, research design, and applicability to your chosen practice issue.

c. Synthesise and analyse the findings: Analyse the identified research evidence and synthesise the key findings. Consider the effectiveness, feasibility, and applicability of the interventions in the context of your chosen practice issue.

d. Evaluate and apply the evidence: Reflect on the implications of the research findings for your practice. Assess how the evidence can inform your interventions and decision-making process as a social worker.

Report: Produce a written report that demonstrates your understanding and application of evidence-based practice

principles to your chosen topic.

The report should include:

Introduction: Clearly state the chosen practice issue and its significance in the field of social work.

Literature Review: Summarise the relevant research evidence on evidence-based interventions for your chosen topic.

Evaluation of Research Evidence: Critically analyse and evaluate the selected studies, discussing their strengths and limitations.

Synthesis and Analysis: Synthesise the key findings from the literature and analyse their implications for practice.

Application to Practice: Discuss how the evidence-based interventions can be applied to address the chosen practice issue.

Conclusion: Summarise the main points of your report and reflect on the importance of evidence-based practice in social work.

Word Limit: 2500 words (excluding references)

Literature and References

Suitable references include peer-reviewed journal articles available through the CQUniversity library databases as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

Requirements

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

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

Write in the third-person perspective using (SWIT) where appropriate.

The word count is considered from the first word of the report to the last word of the report.

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

Resources

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

We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).

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

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

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

Assessment Due Date

Week 9 Monday (11 Sept 2023) 6:00 pm AEST

Submission in Moodle

Return Date to Students

Week 12 Friday (6 Oct 2023)

Via Moodle

Weighting

40%

Assessment Criteria

Criteria	HD (85-100)	D (75-84.5)	C (65-74.5)	P (50-64.5)	F (<49.5)
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Understanding of Evidence-Based Practice /20	17-20: Demonstrates a comprehensive understanding of evidence-based practice principles and their application.	15-16: Shows a good understanding of evidence-based practice principles and their application.	13-14: Demonstrates a basic understanding of evidence-based practice principles and their application.	10-12: Demonstrates a limited understanding of evidence-based practice principles and their application.	0-9: Displays a lack of understanding of evidence-based practice principles and their application.
Research Topic and Literature Review /20	17-20: Clearly articulates the chosen practice issue and provides a comprehensive and critical literature review.	15-16: Clearly states the chosen practice issue and provides a well-developed literature review.	13-14: States the chosen practice issue and provides a basic literature review.	10-12: Vaguely states the chosen practice issue and provides a limited literature review.	0-9: Fails to state the chosen practice issue and provides an insufficient literature review.
Evaluation and Synthesis of Research Evidence /30	26-30: Critically analyses and synthesizes the research evidence, drawing insightful conclusions and implications.	23-25: Analyses and synthesizes the research evidence, drawing meaningful conclusions and implications.	20-22: Analyses and synthesizes the research evidence, drawing some conclusions and implications.	15-19: Provides a basic analysis and synthesis of the research evidence with limited conclusions and implications.	0-14: Fails to analyse and synthesize the research evidence, lacking meaningful conclusions and implications.
Application to Practice /10	9-10: Demonstrates a strong ability to apply the evidence-based interventions to the chosen practice issue.	8: Shows an ability to apply the evidence-based interventions to the chosen practice issue.	7: Demonstrates a limited ability to apply the evidence-based interventions to the chosen practice issue.	5-6: Displays a weak ability to apply the evidence-based interventions to the chosen practice issue.	0-4: Fails to apply the evidence-based interventions to the chosen practice issue.
Communication and Structure /10	9-10: Presents ideas coherently with excellent organisation and clarity.	8: Presents ideas coherently with good organisation and clarity.	7: Presents ideas with satisfactory organisation and clarity.	5-6: Presents ideas with limited organisation and clarity.	0-4: Presents ideas with poor organisation and clarity.
Referencing and Writing Style /10	9-10: Accurately and consistently applies Harvard referencing conventions with excellent writing style.	8: Accurately applies Harvard referencing conventions with good writing style.	7: Mostly applies Harvard referencing conventions with satisfactory writing style.	5-6: Inconsistently applies Harvard referencing conventions with limited writing style.	0-4: Does not apply Harvard referencing conventions with poor writing style.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically analyse and integrate reflective practice frameworks to understand the role of theories, knowledge bases, and knowledge sources in social work practice.
- Select and apply appropriate interventions to address clients' and service users' needs and circumstances, while upholding social work values and ethics.

3 Online poster session

Assessment Type

Poster Sessions

Task Description

Task Description:

In this assessment, you will create a virtual poster presentation and record a brief audio-visual (AV) abstract to accompany your poster. The virtual poster and AV abstract will be presented at an online seminar hosted within the unit's Moodle platform.

Poster Creation: Design a visually appealing and informative poster that showcases your research and findings from Assessment Task 2. The poster should include the following elements typically required in a poster presentation:

Title: Clearly state the title of your research project.

Introduction: Provide an overview of the chosen practice issue and its relevance to social work practice.

Methods: Briefly explain the EBP practice process you followed in Assessment Task 2.

Results: Present the key findings and evidence-based interventions identified in your research.

Discussion: Reflect on the implications of your findings for social work practice, including considerations of ethical and cultural factors.

Conclusion: Summarise the main points of your research and highlight the importance of evidence-based practice in addressing the chosen practice issue.

AV Abstract: Record a brief audio-visual abstract (no longer than 5 mins) that accompanies your poster presentation. The AV abstract should provide a concise summary of your research findings and highlight the key points from your poster. This abstract will help viewers understand the main aspects of your research in a visual and engaging manner.

Virtual Seminar Submission: Upload your poster and AV abstract to the virtual seminar in the unit's Moodle platform. Ensure that your poster is in a suitable format (e.g., PDF or image file) and that your AV abstract is accessible (e.g., video file or embedded link).

Participation and Engagement: Engage with other students' virtual poster presentations by viewing their posters, watching their AV abstracts, and providing constructive feedback or comments. Actively participate in discussions within the online seminar to enhance your understanding of evidence-based practice in social work.

Evaluation Criteria:

Your virtual poster presentation will be assessed based on the following criteria:

Content: Clear presentation of the chosen practice issue, research methodology, findings, and implications for social work practice.

Visual Design: Effective use of graphics, text, and layout to convey information and engage the audience.

Clarity and Organisation: Coherent and well-structured presentation of ideas and research findings.

Audio-visual Abstract: Concise and engaging summary of the research in the AV abstract.

Engagement: Active participation in viewing and providing feedback on other students' virtual poster presentations.

Word Limit: No word limit (poster format)

Note: Detailed instructions for poster submission and participation in the online seminar will be provided on the Moodle platform.

Literature and References

Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

Requirements

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

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

Write in the third-person perspective using (SWIT) where appropriate.

The word count is considered from the first word of the report to the last word of the report.

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

Resources

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

We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).

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

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

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

[Instructions are available here.](#)

Assessment Due Date

Review/Exam Week Friday (13 Oct 2023) 11:45 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2023)

2-3 weeks post submission

Weighting

30%

Assessment Criteria

Criteria	HD (85-100)	D (75-84.5)	C (65-74.5)	P (50-64.5)	F (<49.5)
Content /50	43-50: The poster effectively presents the chosen practice issue, research approach, findings, and implications.	38-42: The poster clearly presents the chosen practice issue, research approach, findings, and implications.	33-37: The poster presents the chosen practice issue, research approach, findings, and implications, but with some gaps or inconsistencies.	25-32: The poster presents the chosen practice issue, research approach, findings, and implications, but with significant gaps or inconsistencies.	0-24: The poster fails to present the chosen practice issue, research approach, findings, and implications.
Visual Design /10	9-10: The poster is visually appealing and demonstrates excellent use of graphics, text, and layout.	8: The poster is visually appealing and demonstrates good use of graphics, text, and layout.	7: The poster is visually appealing and demonstrates satisfactory use of graphics, text, and layout.	5-6: The poster is visually appealing but demonstrates limited use of graphics, text, and layout.	0-4: The poster is visually unappealing and demonstrates poor use of graphics, text, and layout.
Clarity and Organisation /10	9-10: The poster is well-organised and presents ideas coherently with excellent clarity.	8: The poster is well-organised and presents ideas coherently with good clarity.	7: The poster is adequately organised and presents ideas with satisfactory clarity.	5-6: The poster has some organisation issues and presents ideas with limited clarity.	0-4: The poster lacks organisation and presents ideas with poor clarity.
Audio-visual Abstract /20	17-20: The audio-visual abstract is concise, engaging, and effectively summarises the research findings and key points.	15-16: The audio-visual abstract is concise, engaging, and summarises the research findings and key points.	13-14: The audio-visual abstract is adequately concise, engaging, and summarises the research findings and key points.	0-12: The audio-visual abstract is somewhat concise and engaging but lacks a comprehensive summary of the research findings and key points.	0-9: The audio-visual abstract is lengthy, unengaging, and fails to summarise the research findings and key points.
Engagement /10	9-10: Actively participates in viewing and providing feedback on other students' virtual poster presentations.	8: Moderately participates in viewing and providing feedback on other students' virtual poster presentations.	7: Participates to some extent in viewing and providing feedback on other students' virtual poster presentations.	5-6: Limited participation in viewing and providing feedback on other students' virtual poster presentations.	0-4: Fails to participate in viewing and providing feedback on other students' virtual poster presentations.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Facilitate and engage in peer supervision, demonstrating advanced understanding of social work principles, reflective practice, and constructive feedback.
- Critically analyse and integrate reflective practice frameworks to understand the role of theories, knowledge

bases, and knowledge sources in social work practice.

- Select and apply appropriate interventions to address clients' and service users' needs and circumstances, while upholding social work values and ethics.
- Communicate effectively, presenting knowledge and ideas in various contexts, and adapt skills to diverse situations.

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