



SOWK11015 Professional Communication in Human Services

Term 2 - 2024

Profile information current as at 29/07/2024 03:19 pm

All details in this unit profile for SOWK11015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces you to professional communication skills within social work and the human services industry. You will acquire knowledge about the cultural context of communication. You will develop an understanding of the nature and contexts of professional helping relationships and how these differ from non-professional relationships; the importance of the working alliance and communication; the use of self; and how to facilitate self-determination when communicating. You will develop practical skills and knowledge in professional active listening skills, and in reflective practice and writing. You will be required to participate in assessable tasks in the relevant residential to complete the requirements of this unit. Attendance at residential is compulsory and is required under the Australian Social Work Education and Accreditation Standards 2020.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2024

- 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. **On-campus Activity**

Weighting: Pass/Fail

2. **Practical and Written Assessment**

Weighting: 60%

3. **Written Assessment**

Weighting: 40%

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 SUTE Unit Comments

Feedback

The teachings for the Assessment 3 didn't line up and found I had to find relevant text to go with the questions.

Recommendation

Review content related to assessment 3 and organise Moodle site in alignment.

Unit Learning Outcomes

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

1. Apply effective professional listening and active listening communication skills
2. Describe and demonstrate the working alliance; self-determination and the use of self; when communicating in a professional context
3. Demonstrate critically reflective practice in relation to professional active listening communication skills
4. Apply cross cultural awareness and knowledge when communicating with culturally diverse groups, including Australian Aboriginal and Torres Strait Islanders.

Australian Association of Social Workers

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•		

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

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Helen Hickson Unit Coordinator
h.hickson@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communication in Human Services and the Therapeutic Alliance	Healy, K. (2018). The Skilled Communicator in Social Work, Palgrave, London: Chapter 1 and 2 Geldard, D., Geldard, K., & Foo, R. (2017). Basic Personal Counselling, Pearson, Sydney: Chapter 2 Harms, L. (2015). Working with people: communication skills for reflective practice, Chapter 4	Explore moodle. Watch video lecture and read power point notes. Introduce yourself and post your thoughts in the discussion forum.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The use of self, self determination and empathy	Geldard, D., Geldard, K., & Foo, R. (2017). Basic Personal Counselling, Pearson, Sydney: Chapter 3 and 4 AASW Code of Ethics 2020	Watch short video and skim read power point notes. Reflective practice discussion forum post

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills - Attending and Following Skills	Geldard, D., Geldard, K., & Foo, R. (2017). Basic Personal Counselling, Pearson, Sydney: Chapters 5-6 Bolton, R. (1986). People skills: how to assert yourself, listen to others, and resolve conflicts Healy, K. (2018). The Skilled Communicator in Social Work, Palgrave, London, Chapter 4	Watch short video demonstrations about active listening skills and skim read power point slides. Reflective practice discussion forum post

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills: Reflection skills	Geldard, D., Geldard, K., & Foo, R. (2017). Basic Personal Counselling, Pearson, Sydney: Chapter 7 and 8 Bolton, R 1986, People skills: how to assert yourself, listen to others, and resolve conflicts	Watch two video demonstrations about reflective skills and power point slides. Reflective practice discussion forum post

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills - Attendance at Residential School.		Assessment 1: Attendance at Residential School (Pass/Fail) Attendance at Residential School (Pass/Fail) Due: Week 5 Monday (5 Aug 2024) 5:59 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 19 Aug 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Active Listening Skills: Too many questions	Geldard, D., Geldard, K., & Foo, R. (2017). Basic Personal Counselling, Pearson, Sydney: Chapter 9	Watch recorded lecture and read notes. Reflective practice discussion forum post
Week 7 - 26 Aug 2024		
Module/Topic	Chapter	Events and Submissions/Topic
SW values and communication	AASW Code of Ethics	Watch recorded lecture and read notes. Reflective practice discussion forum post
Week 8 - 02 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Gender and Communication		Watch video and power point slides. Reflective practice discussion forum post Active Listening Skills Demonstration Due: Week 8 Wednesday (4 Sept 2024) 5:59 pm AEST
Week 9 - 09 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Culture and Communication	Healy, K. (2018). The Skilled Communicator in Social Work, Palgrave, London, Chapter 6	Watch video about culture and communications and read power point slides. Reflective practice discussion forum post
Week 10 - 16 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Communication	Bennett et al. (2013). Our voices: Aboriginal and Torres Strait Islander social work. Chapter 7.	Watch video and power point slides. Reflective practice discussion forum post
Week 11 - 23 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Communication across the Life Span	Healy, K. (2018). The Skilled Communicator in Social Work, Palgrave, London, Chapter 7 and 8	Look at power point slides. Reflective practice discussion forum post
Week 12 - 30 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective practice in Human Services	Foote, S & Quinney, A & Taylor, M. (2013). The Social Work Assignments Handbook, Chapter 3	Watch short video about reflective writing and read power point slides. Reflective practice discussion forum post Communication with First Nations service users Due: Week 12 Tuesday (1 Oct 2024) 5:59 pm AEST
Review/Exam Week - 07 Oct 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 14 Oct 2024		

Assessment Tasks

1 Attendance at Residential School (Pass/Fail)

Assessment Type

On-campus Activity

Task Description

Aims

The assessment allows you to demonstrate and develop your active listening skills with your student peers in group work activities during the residential school. Attending and completing the five-day residential school is a compulsory requirement of this unit. The residential school is delivered on-campus at Rockhampton, QLD and Geraldton, WA. This is non-negotiable and the dates cannot be changed.

Task Description

The residential school will be held from Monday 5th August 2024 to Friday 9th August 2024 from 9:00am – 4:30pm each day. The session on Friday, 9th August, will conclude early at 2 PM. Please note that leaving before this time is not permitted.

You will need to provide evidence of your attendance at the residential school.

There will be a sign-in sheet available for every session. You need to ensure that you sign in and out of every session.

After each session, teaching staff will review the attendance sheet report to ensure that students are present for the entire session. Teaching staff will not follow up if you are absent, it will be solely your responsibility to ensure that the 'record of attendance' is completed correctly.

To meet the course accreditation requirements of the Australian Association of Social Workers (AASW), a student cannot miss any more than two hours of the residential school and must provide a reason and sufficient supporting documentation to do so, for example if there is a significant unforeseen event or illness. The AASW requires that all social work students complete at least 20 days of face-to-face learning activities across the accredited social work program.

To meet the ASWEAS attendance requirements, you must pass this assessment to pass the unit. Failure to do so will result in a final grade of 'Fail' for the entire unit.

Assessment Due Date

Week 5 Monday (5 Aug 2024) 5:59 pm AEST

Return Date to Students

Week 5 Friday (9 Aug 2024)

Weighting

Pass/Fail

Assessment Criteria

Marking Criteria	Pass	Fail
Students must attend the compulsory residential school and ensure they have signed the Record of Attendance for each session.	Attended every residential school session and signed the Record of Attendance. In the event a session was missed due to significant unforeseen circumstances, sufficient supporting documentation was provided and consultation with the unit coordinator occurred.	Did not attend every session at the residential school.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

Submission Instructions

There is no submission required for this assessment.

Learning Outcomes Assessed

- Apply effective professional listening and active listening communication skills
- Describe and demonstrate the working alliance; self-determination and the use of self; when communicating in a professional context

Graduate Attributes

- Communication
- Team Work
- Ethical practice

2 Active Listening Skills Demonstration

Assessment Type

Practical and Written Assessment

Task Description

Length: 10-minute active listening demonstration, 1,500-word reflection, +/- 10%

Aims

The aim of this assessment is to demonstrate your knowledge and skills regarding active listening and therapeutic communication.

Task Description**Part A: Active Listening Demonstration**

During residential school, you will practice active listening skills with other students. For this assessment you will record (audio and video) a 10-minute demonstration of your active listening skills with another student. There will be an opportunity to record this demonstration during residential school. This demonstration needs to be uploaded to Moodle and will be assessed. Please ensure the discussion is not about significant personal or confidential issues, as this is not a counselling session, rather it is a demonstration of active listening and therapeutic communication skills.

Your active listening demonstration, should include the following:

- the use of communication skills which include empathy and sensitive use of self,
- the ability to apply the AASW values of respect and self-determination in the helping context, and
- Active Listening Skills that are practiced during the Residential School, such as attending, following, and reflecting.

Important Note: This demonstration is not a role play of counselling skills; it is a demonstration of active listening skills. Please also respect the privacy of participants and their confidentiality in discussions.

Part B: Reflection of Active Listening Skills Demonstration

The purpose of this reflection is for you to critique your active listening skills, identify your strengths and areas that need further development, and consider what you might do in the future to improve your listening skills.

Please address the following:

- outline the situation (very briefly).
- identify and analyse your strengths and capacity to listen effectively, demonstrate empathy and sensitivity and how these influenced you and the conversation.
- identify your own assumptions, values, and past experiences and how these influenced you and the conversation.
- any similarities and gaps between your personal values and social work professional values
- reflect on language used (verbal and body language), what it implied socially and culturally and how it influenced you and the conversation.
- identify areas that you want to develop, why and how you might do that.
- reflect on feedback provided from social work academics and others while at residential school. What do you think about it, what did you find helpful/not helpful and how you will use it or why you wouldn't use it in the future?

You should use a minimum of five references to connect your ideas to the literature.

Your understanding should be informed by the unit material and your personal reading of the literature.

Use the above bullet points as a guide for your own critique. This is a reflective piece, not a formal essay, you can write in first-person perspective.

Literature and references

In this assessment, use at least five references to support your analysis. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five 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.

Professional social work writing

It is crucial for students to demonstrate professional social work writing in their assessments. This involves using a tone that is respectful, clear, and free from bias, while also adhering to the ethical standards and principles of the social work profession. Effective communication, appropriate terminology, and a well-structured argument are key components of professional writing in social work. Your ability to present a persuasive, evidence-based argument in a professional manner will enhance your advocacy efforts and influence in policy reform debates.

Generative AI

The use of Generative Artificial Intelligence (Gen-AI) tools, including AI-driven writing assistants and content generators, is not permitted in this assessment. This social work practice standard is based on the requirement for students to demonstrate essential human capacities, skills, and knowledge crucial for social work practice as outlined by the Australian Social Work Education and Accreditation Standards (ASWEAS, 2021). Social work relies on human interaction, empathy, ethical decision-making, and effective communication—skills that cannot be adequately assessed through AI-generated content. To ensure the integrity and development of these capabilities, students must verify that any grammar or writing enhancement programs used do not incorporate AI components. Compliance with this social work practice standard is vital for meeting ASWEAS graduate attributes and preparing for professional practice.

Requirements

- Use a cover page that includes your name and student number, the subject code, the date, and the number of words in your submission.
- 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.
- You may write in the first-person or third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations.

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: the 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 8 Wednesday (4 Sept 2024) 5:59 pm AEST

Return Date to Students

Week 10 Friday (20 Sept 2024)

Weighting

60%

Assessment Criteria

HD (85-100)	D (75-84)	C (65-74)	P (50-64)	F (0-49)	Grade
<p>Part A: Active listening demonstration. Demonstrated ability of technical skills in a simulated learning activity. Able to convey empathy and sensitive use of self in response to client discussions and behavior and apply the AASW values of respect and self-determination.</p>					
<p>Excellent demonstration of active listening skills. Listener shows great respect for the speaker's story and shows empathy and understanding (17-20 marks)</p>	<p>Very good demonstration of active listening skills. Listener shows respect for the speaker's story and shows empathy and understanding. (15-16 marks)</p>	<p>Generally, demonstration of active listening skills. There were some interruptions during the speaker's story, or some technical skills need improvement. (13-14 marks)</p>	<p>There was some demonstration of listening skills, but speaker started to give advice or solutions (10-12 marks)</p>	<p>Limited or no ability to demonstrate listening skills. Listener attempts to give advice or suggest solutions. Limited ability to respect the speaker's story or show empathy. (9 or fewer marks)</p>	/20

Part B: Reflection of Active Listening Skills Demonstration
Demonstrated ability to identify and analyse your strengths and how these influenced the conversation

Excellent reflection about strengths and how these influenced the conversation. Consistently integrates reflection with literature and unit material (26-30 marks)	Very good reflection about strengths and how these influenced the conversation. Mostly integrates reflection with literature and unit material (23-25 marks)	General reflection about strengths and how these influenced the conversation. Sometimes integrates reflection with literature and unit material (20-22 marks)	The assessment needs further development to identify and analyse strengths and integrate the reflection with the literature and unit material (16-19 marks)	The assessment does not demonstrate a reflection, or there is no integration with literature and unit material (15 marks or fewer)	/30
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Demonstrated ability to identify your assumptions, values and language used and how these influenced the conversation

The assessment demonstrates excellent knowledge about assumptions, values and language used and how these influenced the conversation. Consistently integrates reflection with literature and unit material (17 – 20 marks)	The assessment demonstrates very good knowledge about assumptions, values and language used and how these influenced the conversation. Mostly integrates reflection with literature and unit material (15 – 16 marks)	The assessment generally demonstrates knowledge about assumptions, values and language used and how these influenced the conversation. Sometimes integrates reflection with literature and unit material (13-14 marks)	The assessment needs further work to demonstrate knowledge about assumptions, values and language used and how these influenced the conversation. (11 – 12 marks)	The assessment does not demonstrate knowledge about assumptions, values and language used and how these influenced the conversation. (10 or fewer <u>marks</u>)	/20
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Ability to reflect on feedback from others, identify areas for development and strategies to improve listening skills.

The assessment demonstrates excellent reflection on feedback from others and strategies to improve. Consistently integrates reflection with literature and unit material (17 – 20 marks)	The assessment demonstrates very good reflection on feedback from others and strategies to improve. Mostly integrates reflection with literature and unit material (15 – 16 marks)	The assessment generally demonstrates reflection on feedback from others and strategies to improve. Mostly integrates reflection with literature and unit material (13-14 marks)	The assessment needs further work to demonstrate reflection on feedback from others and strategies to improve. (11 – 12 marks)	The assessment does not demonstrate reflection on feedback from others and strategies to improve. (10 or fewer marks)	/20
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Appropriate spelling, grammar and referencing that adheres to APA 7th Edition referencing style

The assessment demonstrates excellent written expression that is clear. Consistently accurate spelling and grammar with no errors. All references are correctly cited with APA referencing. The work adheres to generative AI and academic integrity expectations. (8.5-10 marks)	The assessment demonstrates very good written expression that is clear. Consistently accurate spelling and grammar with no more than 1-2 errors. Accurate referencing with no more than 1-2 errors (7.5-8.4 marks)	The assessment structure shows mostly clear written expression. The main points are present but may be unclear. There are 3-4 errors with spelling and grammar. Good referencing with 3-4 errors (6.5-7.4 marks)	The assessment shows some evidence of good structure but needs further work to be clear. The paper has 5 or more errors in spelling and grammar. Adequate referencing with 5-6 errors (5-6.4 marks)	The assessment does not have a clear structure and the main points are not clearly described. There are substantial spelling and grammar errors. Inadequate and/or inappropriate referencing (4.9 marks or fewer)	/10
				Total	/ 100

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply effective professional listening and active listening communication skills
- Demonstrate critically reflective practice in relation to professional active listening communication skills

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Ethical practice

3 Communication with First Nations service users

Assessment Type

Written Assessment

Task Description

Type: Written Assessment

Due date: 17:59 PM (AEST) Tuesday 1st October 2024 - Week 12

Weighting: 40%

Length: 1,500 words, +- 10%

Unit Coordinator: Dr Helen Hickson

Aims

This assessment demonstrates your knowledge about cross-cultural communication, with a particular focus on working with First Nations service users. You will explore effective communication strategies and understand the cultural nuances that influence interactions with First Nations communities.

Task Description

This assessment task requires you to write an essay which discusses communication with First Nations service users. You should include references to the concepts that have been discussed in the lectures and recommended readings, as well as AASW resources such as the Code of Ethics and Practice Standards.

1. Introduction
 - Introduce the importance of cross-cultural communication in professional settings.
 - State the purpose of the essay and provide an overview of the main points to be discussed.
2. Understanding Cross-Cultural Communication
 - Define cross-cultural communication and explain its significance in a professional social work context.
 - Discuss the challenges and barriers that can arise when communicating with culturally diverse groups. You should highlight some of the past policies that may have caused mistrust and fear.
3. Focus on First Nations Communities
 - Explain the historical, cultural and political context that influences communication with First Nations people.
 - Identify and briefly describe a First Nations service provider in your local community.
 - Explain the services they offer and their role in the community.
4. Communication Strategies
 - Discuss specific communication strategies that are effective when working with First Nations service users.
 - Provide examples of culturally appropriate communication techniques and practices.
5. Role of Professional Communication
 - Discuss the role of social workers using professional communication to build trust and rapport with First Nations service users.
 - Explore how social workers can advocate for and support the needs of First Nations communities through effective communication.
6. Conclusion
 - You should end with a conclusion that summarises the key points.

Professional social work writing

It is crucial for students to demonstrate professional social work writing in their assessments. This involves using a tone that is respectful, clear, and free from bias, while also adhering to the ethical standards and principles of the social work profession. Effective communication, appropriate terminology, and a well-structured argument are key components of professional writing in social work. Your ability to present a persuasive, evidence-based argument in a professional manner will enhance your advocacy efforts and influence in policy reform debates.

Generative AI

The use of Generative Artificial Intelligence (Gen-AI) tools, including AI-driven writing assistants and content generators, is not permitted in this assessment. This social work practice standard is based on the requirement for students to demonstrate essential human capacities, skills, and knowledge crucial for social work practice as outlined by the Australian Social Work Education and Accreditation Standards (ASWEAS, 2021). Social work relies on human interaction, empathy, ethical decision-making, and effective communication—skills that cannot be adequately assessed through AI-generated content. To ensure the integrity and development of these capabilities, students must verify that any grammar or writing enhancement programs used do not incorporate AI components. Compliance with this social work practice standard is vital for meeting ASWEAS graduate attributes and preparing for professional practice.

Literature and references

In this assessment, use at least 10 contemporary references to support your argument. You may also use seminal scholarly literature where relevant. 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 cover page that includes your name and student number, the subject code, the date, and the number of words in your submission.
- 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.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references and direct quotations.

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: the 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 12 Tuesday (1 Oct 2024) 5:59 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

Weighting

40%

Assessment Criteria

HD (85-100)	D (75-84)	C (65-74)	P (50-64)	F (0-49)	Grade
Understanding of Cross-Cultural Communication					
Demonstrates a comprehensive understanding of cross-cultural communication principles and challenges, using many examples and connections with the literature. Challenges and barriers are clearly articulated with past policies noted (17-20 marks)	Demonstrates a very good understanding of cross-cultural communication principles and challenges, using several examples and connections with the literature. Challenges and barriers are mostly articulated with past policies noted (15-16 marks)	Demonstrates a good understanding of cross-cultural communication principles and challenges, demonstrated well in the assessment using a simple example. Challenges and barriers are generally articulated with past policies noted (13-14 marks)	The assignment needs further development to demonstrate how communication is culturally constructed. Examples are needed. Challenges and barriers are not articulated with past policies (11-12 marks)	The assessment was poorly developed with no clear connection to the assessment task. Language is not clear. (10 or fewer marks)	/20
Focus on First Nations communities					
Provides a well-researched background on the local First Nations community and the selected service provider. Consistently integrates literature and unit material (17-20 marks)	Very good discussion about the local First Nations community and the selected service provider. (15-16 marks)	General discussion about the local First Nations community and the selected service provider. (13-14 marks)	The assignment needs further development to address the question and to integrate literature and unit material (11-12 marks)	The assessment does not address the question, or does not integrate literature and unit material (10 marks or fewer)	/20

Discusses effective communication strategies with clear examples and demonstrates cultural competence.

Excellent discussion regarding effective communication strategies. Consistently integrates literature and unit material (17-20 marks)	Very good discussion regarding effective communication strategies. (15-16 marks)	General discussion regarding effective communication strategies. (13-14 marks)	The assignment needs further development to address the question and to integrate literature and unit material (11-12 marks)	The assessment does not address the question, or does not integrate literature and unit material (10 marks or fewer)	/20
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Demonstrates understanding of the role of professional communication.

Excellent discussion regarding the role of professional communication. Consistently integrates literature and unit material (17-20 marks)	Very good discussion regarding the role of professional communication. Consistently integrates literature and unit material (15-16 marks)	General discussion regarding the role of professional communication. Consistently integrates literature and unit material (13-14 marks)	The assignment needs further development to address the question and to integrate literature and unit material (11-12 marks)	The assessment does not address the question, or does not integrate literature and unit material (10 marks or fewer)	/20
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Clarity and coherence where ideas are presented in a clear and logical manner, including correct spelling, grammar and referencing that adheres to APA 7th Edition referencing style

The assessment demonstrates excellent written expression that is clear. Consistently accurate spelling and grammar with no errors. All references are correctly cited with APA referencing. The work adheres to generative AI and academic integrity expectations. (17-20 marks)	The assessment demonstrates very good written expression that is clear. Consistently accurate spelling and grammar with no more than 1-2 errors. Accurate APA referencing with no more than 1-2 errors (15-16 marks)	The assessment structure shows mostly clear written expression. The main points are present but may be unclear. There are 3-4 errors with spelling and grammar. Good APA referencing with 3-4 errors (13-14 marks)	The assessment shows some evidence of good structure but needs further work to be clear. The paper has 5 or more errors in spelling and grammar. Adequate APA referencing with 5-6 errors (11-12 marks)	The assessment does not have a clear structure and the main points are not clearly described. There are substantial spelling and grammar errors. Inadequate and/or inappropriate referencing (10 marks or fewer)	/20
				Total	/ 100

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Describe and demonstrate the working alliance; self-determination and the use of self; when communicating in a professional context
- Demonstrate critically reflective practice in relation to professional active listening communication skills
- Apply cross cultural awareness and knowledge when communicating with culturally diverse groups, including Australian Aboriginal and Torres Strait Islanders.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- 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