



SOWK12011 Social Group Work and Family Work

Term 2 - 2024

Profile information current as at 29/07/2024 05:30 pm

All details in this unit profile for SOWK12011 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 is designed to provide you with a comprehensive understanding of the dynamics, processes, and techniques for effective social group work and family work. You will explore key theories and social work practices to prepare you to navigate various group and family work situations. Additionally, you will develop skills that will allow you to work with groups in various configurations ultimately enhancing your ability to enact positive change in the lives of individuals, families, and communities.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

SOWK12009 Casework and Case Management

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

- Online

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. **Case Study**

Weighting: 50%

2. **Group Work**

Weighting: 50%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student communication.

Feedback

The unit helped me in my work. I was able to implement some group work with our clients and share my learnings with my colleagues.

Recommendation

Continue to focus on the applications to practice.

Feedback from SUTE data.

Feedback

I enjoyed the content, and the second assessment was extremely fun and useful, allowing for creativity.

Recommendation

Continue to have the group work proposal assessment in this unit.

Unit Learning Outcomes

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

1. Analyse the underlying philosophical tenets informing family work models.
2. Explain the knowledge underpinning group and family processes to analyse social work case scenarios.
3. Identify, describe and apply the essential core skills for effective social group work and family work.
4. Justify social work method for family and group work in a particular situation.
5. Critically reflect on social work group work including the use of self in the group process

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|----------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Case Study - 50% | • | • | • | • | |
| 2 - Group Work - 50% | | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 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

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

Agnieszka Sobolewska Unit Coordinator
a.sobolewska2@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|---|------------------------------|
| Introduction to family social work | Please refer to Moodle for readings and resources | |

Week 2 - 15 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------|---|------------------------------|
| Family systems | Please refer to Moodle for readings and resources | |

Week 3 - 22 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|---|------------------------------|
| Family life cycle | Please refer to Moodle for readings and resources | |

Week 4 - 29 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|------------------------------|
| Beginning family work | Please refer to Moodle for readings and resources | |

Week 5 - 05 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|------------------------------|
| Narrative family work | Please refer to Moodle for readings and resources | |

Vacation Week - 12 Aug 2024

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

| Week 6 - 19 Aug 2024 | | |
|--|---|--|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Gender sensitive practice & feminist family work | Please refer to Moodle for readings and resources | |
| Week 7 - 26 Aug 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Family work interventions | Please refer to Moodle for readings and resources | |
| Week 8 - 02 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Introduction to group work | Please refer to Moodle for readings and resources | Audiovisual Presentation & PowerPoint Due: Week 8 Monday (2 Sept 2024) 9:00 am AEST |
| Week 9 - 09 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Establishing groups | Please refer to Moodle for readings and resources | |
| Week 10 - 16 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Stages of group development | Please refer to Moodle for readings and resources | |
| Week 11 - 23 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Communication & group work | Please refer to Moodle for readings and resources | |
| Week 12 - 30 Sep 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Group work termination & evaluation | Please refer to Moodle for readings and resources | |
| Review/Exam Week - 07 Oct 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | Group Work Due: Review/Exam Week Monday (7 Oct 2024) 9:00 am AEST |
| Exam Week - 14 Oct 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |

Assessment Tasks

1 Audiovisual Presentation & PowerPoint

Assessment Type

Case Study

Task Description

Weighting: 50%

Length: 14-16-minute audiovisual presentation and a PowerPoint (15 slides and additional slides for the title page, case study overview, and reference list)

Aim

The aim of this assessment is to demonstrate your understanding and application of family processes, models of family work, and practice skills within social group work and family work practice.

Instructions

Position yourself as a social worker in training undertaking a placement in a community agency. You will work alongside your supervisor to support a client and their family. Information about the client and their family will be provided on Moodle in a case study document. You are required to create an audiovisual presentation and a PowerPoint that demonstrate your understanding and application of family processes, models of family work, and practice skills.

Please follow the steps below to complete your presentation:

- (1) Provide a summary of the case study and an overview of the presenting issues that the client and their family are experiencing.
- (2) Drawing on the theoretical concepts in this unit, articulate what is your understanding of how the presenting issue might be impacting the family members. In your discussion, explore the family's boundaries, roles, rules and communication patterns, as well as consider the influence of the family's lifecycle stage.
- (3) Drawing on at least one model of family work presented in this unit, discuss how it would inform your work with the family. Discuss the key theoretical tenets and how you would be guided by the theoretical model, or models, to work with the family around the presenting issues.
- (4) Identify the interpersonal dynamics that you expect to emerge during family work and discuss how you would manage these.
- (5) Reflect on your reactions to this case and how you would minimise your personal bias when working with the family.
- (6) Record your audiovisual presentation, including a video of yourself speaking alongside the PowerPoint, elaborate on the points made in the PowerPoint slides.

Literature and references

In this assessment use at least 10 contemporary references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles and textbooks. 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

- The audiovisual presentation should be 14-16 minutes long. You will need to submit an audio recording of this presentation in the assessment submission portal. You do not need to submit a transcript of this audio presentation.
- Develop a PowerPoint presentation. You are not required to include content in the presenter notes section of the PowerPoint.
- Information within slides should be referenced where appropriate.
- Include a reference list at the end of your presentation.
- All references should be documented in accordance with APA 7th edition standards.
- Ensure the slides are succinct, engaging and demonstrates planning to address the case study and the questions.

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.

Generative AI

- Generative AI (GenAI) refers to any artificial intelligence that can generate new content. Gen-AI must not be used in any way for producing the assessment task which requires demonstration of human capacities/skills/knowledge.
- Please be aware that certain features in programs such as Grammarly and other writing aids incorporate Gen-AI capabilities that can rewrite sentences or entire paragraphs. The use of these features to generate or substantially alter content in your submission is not allowed.

Submission

Submit a PowerPoint presentation with the audiovisual recording.

Learning Outcomes Assessed

- Analyse the underlying philosophical tenets informing family work models

- Explain the knowledge underpinning group and family processes to analyse social work case scenario
- Identify, describe and apply the essential core skills for effective social group work and family work
- Justify social work method for family and group work in a particular situation

Assessment Due Date

Week 8 Monday (2 Sept 2024) 9:00 am AEST

Return Date to Students

Submissions returned 2-3 weeks from due date

Weighting

50%

Assessment Criteria

- Ability to organise PowerPoint effectively to create an engaging and informative presentation (10%)
- Skills used in the audiovisual presentation and ability to stay within the task parameters (10%)
- Application of knowledge of family processes to the case (25%)
- Application of theoretical concepts to inform family work practice (25%)
- Exploration of the practitioner's role in facilitating family work (20%)
- Quality of research and referencing (10%)
- Refer to the marking rubric in Moodle for more detail on how marks will be assigned.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the underlying philosophical tenets informing family work models.
- Explain the knowledge underpinning group and family processes to analyse social work case scenarios.
- Identify, describe and apply the essential core skills for effective social group work and family work.
- Justify social work method for family and group work in a particular situation.

2 Group Work

Assessment Type

Group Work

Task Description

Type: Part A: Social group work program (a group submission) & Part B: Individual submission: reflection on the use of self and the group process

Weighting: 50% - Part A is worth 35%; Part B is worth 15% - To pass the unit, you must achieve a minimum of 50% for this assessment.

Length: Part A 2000 words +/- 10% & Part B: 650 words +/- 10%

Aim

The aim of this assessment is to examine how group work can be utilised as a method of change and what knowledge and skills are required for the purpose of facilitating change.

This assessment has two components: (1) Part A is a social group work program; (2) Part B is a reflection of your own and peer contributions to the groupwork process.

Part A: Instructions

In week 7, you will be allocated to groups of three, to work with two other students.

You are to position yourself as social work students who are completing a field education placement in the same human service organisation. Your supervisor has asked you to research the needs of your community and develop a short-term group work program that is four sessions long. The program is to be informed by evidence.

In your submission, please include an overview with the following information:

- Brief description of the group program and why it is beneficial in the community.
- The aims of the program and expected outcomes of participation.
- Selection criteria for potential group members to ensure safety and enhance benefits of participation.
- Rationale for delivering the group work rather than other social work methods such as case management, family work, or community development.
- Practical issues to consider during planning; for example, the site, the setup, the delivery of the support group, and

how any anticipated issues can be managed.

It is recommended that you present the program in A4 landscape. For each of the group sessions, please provide an overview and the session's purpose or objectives. In addition, it is recommended that you use the following information as column headings for each session:

- Information and activities to be delivered
- Research/theory informing the content
- Research/theory informing the group process. This information would consider the anticipated group processes associated with stages of group development and offer facilitation guidance.
- Methods of evaluating client change (session by session and the whole program)

Please note that the suggested format is a guide only and you are free to modify it.

Use brief statements and dot points to elaborate on the points made, keeping with the succinctness requirements for program plans.

Part B: Instructions

You are required to submit an individual reflection focused on your use of self and the group process during your group work on Part A. This reflection must include the following:

- Discussion of your contribution as a group member: examining your strengths and areas for further personal and professional growth.
- Exploration of group dynamics: Reflect on how your group worked together, made decisions, fulfilled group roles and managed the termination phase. Consider any changes in your group's dynamics over time and how differing opinions or conflict were managed.
- Examples from your group work: Use specific examples to support your reflection.
- Group work literature: Incorporate relevant literature to support your discussion.

Learning Outcomes Assessed

- Explain the knowledge underpinning group and family processes to analyse social work case scenario
- Identify, describe and apply the essential core skills for effective social group work and family work
- Justify social work method for family and group work in a particular situation
- Critically reflect on social work group work including the use of self in the group process

Literature and references

For part A of the assessment use at least 10 contemporary references to support your discussion. For part B of the assessment use at least 4 contemporary references.

You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles and textbooks. 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.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only. One submission per group required for Part A. Students are required to submit Part B individually.

Generative AI

Generative AI (GenAI) refers to any artificial intelligence that can generate new content. Gen-AI must not be used in any way for producing the assessment task which requires demonstration of human capacities/skills/knowledge.

Please be aware that certain features in programs such as Grammarly and other writing aids incorporate Gen-AI capabilities that can rewrite sentences or entire paragraphs. The use of these features to generate or substantially alter content in your assessments is not allowed.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, 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.
- Use formal 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 first word of the introduction to the last word of the conclusion. 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

Review/Exam Week Monday (7 Oct 2024) 9:00 am AEST

Return Date to Students

two weeks from the due date

Weighting

50%

Assessment Criteria

Assessment Criteria (Part A)

- Presentation and structure of the submission. (10%)
- Appropriateness of the group program design including its overview and alignment of its objectives with the content & activities (20%)
- Application of knowledge of group processes and social group work skills (30%)
- Application of theory/ research to inform the content design of the group work (20%)
- Evaluation plan - session by session and whole of program (10%)
- Use of references and APA referencing (10%)
- Refer to the marking rubric in Moodle for more detail on how marks will be assigned.

Assessment Criteria (Part B)

- Presentation and structure of the submission. (10%)
- Reflection on the use of self in the group process. (40%)
- Analysis of group dynamics throughout the group's life cycle. (40%)
- Use of references and APA referencing (10%)
- Refer to the marking rubric in Moodle for more detail on how marks will be assigned.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Explain the knowledge underpinning group and family processes to analyse social work case scenarios.
- Identify, describe and apply the essential core skills for effective social group work and family work.
- Justify social work method for family and group work in a particular situation.
- Critically reflect on social work group work including the use of self in the group process

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