



SOWK12015 *Cross-Cultural Perspectives in Professional Practice*

Term 1 - 2024

Profile information current as at 20/05/2024 12:14 pm

All details in this unit profile for SOWK12015 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

In this unit you will gain the knowledge, values and skills required for effective cross-cultural practice. You will examine the history of migration and migration policies and its impact on the experiences of culturally diverse communities in Australia. You will also explore key cross-cultural research literature for effective cross-cultural practice. You will have the opportunity to reflect on the impact of your personal and professional values on cross-cultural practice.

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

Pre-requisites: SOWK11014; SOWK11015.

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 1 - 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. **Written Assessment**

Weighting: 20%

2. **Case Study**

Weighting: 40%

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 Student evaluations

Feedback

The way the Moodle was set for this unit was fantastic. The weekly reading requirements were clear and easy to navigate.

Recommendation

Continue to follow this structure.

Feedback from Student evaluations

Feedback

Very clear information and support with my all assignments were provided.

Recommendation

Continue to provide all forms of student support when required.

Unit Learning Outcomes

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

1. Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
2. Identify research on cross-cultural communication and apply to cross-cultural practice
3. Analyse the applicability of Eurocentric theories for working with culturally diverse groups and apply cross-cultural perspectives to cross-cultural practice
4. Identify research on cultural identity and acculturation and apply to cross-cultural practice
5. Reflect on the impact of personal cultural and professional values in cross-cultural practice.

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 - Written Assessment - 20%					•
2 - Case Study - 40%	•	•	•	•	•
3 - Written Assessment - 40%	•	•	•	•	

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					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•		•				•			
2 - Case Study - 40%	•		•				•			
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

Agnieszka Sobolewska Unit Coordinator

a.sobolewska2@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Cultural Diversity and Cross-Cultural Social Work Practice	Please refer to Moodle for unit readings.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Self-Awareness in Cross-Cultural Social Work Practice	Please refer to Moodle for unit readings.	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Eurocentrism, Racism and Social Work	Please refer to Moodle for unit readings.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Migration, Multiculturalism and the Australian Policy Context	Please refer to Moodle for unit readings.	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Settlement: Establishing New Home and Finding Belonging	Please refer to Moodle for unit readings.	Understanding the Cultural Self Due: Week 5 Tuesday (2 Apr 2024) 9:00 am AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cross-Cultural Communication and Social Work	Please refer to Moodle for unit readings.	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Work with Families from CALD Backgrounds	Please refer to Moodle for unit readings.	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Social Work with Children and Young People from CALD Backgrounds Please refer to Moodle for unit readings.

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mental Health and CALD communities	Please refer to Moodle for unit readings.	Case Study Due: Week 9 Monday (6 May 2024) 9:00 am AEST

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Promoting Culturally Safe and Sensitive Practice and Service Delivery	Please refer to Moodle for unit readings.	

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Work & People with Disability from CALD Communities	Please refer to Moodle for unit readings.	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Elder Care & Culturally and Linguistically Diverse People and Communities	Please refer to Moodle for unit readings.	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Facilitating Inclusion: A Local Community Exploration Due: Review/Exam Week Monday (3 June 2024) 9:00 am AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Understanding the Cultural Self

Assessment Type

Written Assessment

Task Description

Length: 750 words +/- 10%

Aim

The aim of this assessment is for you to examine your own identity and values and consider how these relate to social work values and cross-cultural practice. Culturally safe and sensitive practice starts with our own self-awareness. AASW Code of Ethics (2020, p. 12) states that 'social workers have a responsibility to acknowledge the significance of culture in their practice, recognising the impact their own social locations, views and biases can have on their practice and on culturally different service users and colleagues'. In other words, reflecting on our values and identity are starting points in cross-cultural practice.

Instructions

You are writing about yourself and writing in the first person. You are to critically reflect on your values and identity. In this assessment, you are to:

1. Choose up to three of your personal values and explain how they became important to you. When explaining their importance, consider how these values relate to your identity. This could include your gender, cultural background,

religion/spirituality, family background, sexual orientation, etc.

2. Reflect how your values relate to professional social work values. You may consider how these align together, or if they diverge, you may want to consider how they can be more aligned.
3. Examine the ways that your identity and values may influence your social work practice with people from culturally and linguistically diverse backgrounds. You may consider how you would resolve differences when your values and the values of your clients and/or colleagues differ.
4. In your reflection, draw on social work principles and concepts related to cross-cultural social work.
5. In this assessment, since you are sharing personal information; please only share what you would be comfortable discussing in a professional setting.

Literature and references

In this assessment, use at least 6 contemporary references to support your discussion. 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.

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.
- You will write in the first-person as it is your reflection on your 'self'.
- 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 Nursing and Midwifery 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.

Reference

Australian Association of Social Workers (AASW). (2020). Code of Ethics. Canberra: AASW.

Assessment Due Date

Week 5 Tuesday (2 Apr 2024) 9:00 am AEST

Return Date to Students

Week 6 Tuesday (16 Apr 2024)

Weighting

20%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	Marks
Presentation and Structure. Clarity of written communication. Organisation of the material (10%)	Excellent written communication skills. Consistently adheres to the English conventions of grammar, paragraphing, punctuation, and spelling. Language is used with clarity, purpose, and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	...../10

Examination of your personal values and identity (30%)	Detailed multi-faceted examination of personal values and aspects of your identity. Comprehensively articulated and detailed link between your values and identity. (25.35-30.0)	Well-developed discussion of personal values and identity. Personal values and aspects of identity are well connected. (22.35-25.3)	Generally well-developed description of personal values and aspects of your identity including a link between these. Some parts are better developed than others. (19.35-22.3)	Sound description outlining your values and the various aspects of your identity. The link between identify and values is sound with missing details. (14.85-19.3)	Examination is extremely limited or not evident. Confusing outline of the various aspects of your identity. The link between your identity and values is unclear. (<14.85).	...../30
Integration of professional values and discussion of implications for cross cultural social work practice (40%)	The relationships between personal cultural values and professional values and cross- cultural practices have been creatively and comprehensively identified and presented. Excellent and consistent integration of principles and theoretical concepts related to cross-cultural social work practice throughout the discussion. (33.8-40.0)	The relationships between personal cultural values and professional values and cross- cultural practices have been very well articulated. Principles and theoretical concepts related to cross-cultural social work practice throughout the discussion are very-well integrated. (29.8-33.7)	The relationships between personal cultural values and professional values and cross -cultural practices have been well articulated with inconsistent attention to detail. Principles and theoretical concepts related to cross-cultural social work practice throughout the discussion are well integrated with inconsistent attention to detail. (25.8-29.7)	Very few links between personal cultural values and professional values and cross-cultural practices have been identified and presented. Sound integration of principles and theoretical concepts related to cross-cultural social work practice. Some parts lack clarity or depth. (19.8 - 25.7)	Links between personal cultural values and professional values and cross- cultural practices have not been demonstrated. Integration of principles and theoretical concepts related to cross-cultural social work practice is extremely limited or missing. Discussion is difficult to read and interpret (<19.8).	...../40
Originality and reflection (10%)	Highly original reflection, demonstrating personal insight, and deep engagements. (8.45-10)	Original reflections with clear personal insight. (7.5-8.4)	Some original reflections with basic personal insights. (6.5-7.4)	Limited originality in reflections, minimal personal insight. Reflection is generic. (5-6.4)	Lack of originality, reflections are extremely limited. (<5)	..... /10
Referencing (10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not from a scholarly source. APA referencing is not used. (<5)	..... /10

Total Marks

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle in Microsoft Word format only.

Learning Outcomes Assessed

- Reflect on the impact of personal cultural and professional values in cross-cultural practice.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

2 Case Study

Assessment Type

Case Study

Task Description

Length: 1800 words +/- 10%

Aim

In this assessment, you will examine the issues faced by the individual in the provided case study on Moodle. You will situate these issues within the context of the person's family and cultural background and broader societal issues. You will identify and evaluate the knowledge, theoretical concepts, skills, and values that would guide your approach to working with this individual and their family. The primary objective is not to provide solutions but to explore how you would approach working within the cross-cultural context.

Instructions

In this assessment, you are examining the cross-cultural issues and the theoretical approaches that would guide your practice. You will also examine the skills and values required when working with the person and their family. Please follow the steps below to complete your assessment task. Focus your discussion on the case study.

1. Provide a clear introduction to the case, which includes psychosocial factors impacting the person. Be mindful to also

- identify the strengths, not just areas of vulnerability. You can use culturagram as a guiding framework.
2. Identify and explain the cross-cultural issues drawing on research and/or theory.
 3. Choose one or two theoretical approaches and explain how you would apply them to guide your practice to help build working alliances and cultural safety.
 4. Reflect on any cross-cultural issues and/or values you identified that you considered significant. Examine any values that emerged for you that would challenge you in cross-cultural practice and how would you go about addressing potential tensions. You may consider your own cultural biases and assumptions.

Literature and references

In this assessment, use at least 10 contemporary references (<10 years) to support your discussion. 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 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 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 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.

Generative AI

- Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content. For this assessment you may use Gen-AI to help you to understand the question, explain research concepts and check references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI.
- You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment.
- You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources.

Assessment Due Date

Week 9 Monday (6 May 2024) 9:00 am AEST

Return Date to Students

Week 11 Monday (20 May 2024)

Weighting

40%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
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Presentation and Structure: Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5)./10
Understanding of the issues facing the person and the family in the case study (30%)	Excellent multi-faceted description outlining the various aspects of the issues facing the person and the family (25.6-30)	Well-developed description outlining the various aspects of the issues facing the person and the family (22.5-25)	Generally good description outlining the various aspects of the issues facing the person and the family (19.5-22)	Sound description outlining the various aspects of the issues facing the person and the family (15-21.5)	Understanding extremely limited or not evident. Confusing outline of the various aspects of the issues facing the person and the family (<15). ...../30
Application of appropriate research and theories to inform cross cultural practice (30%)	Comprehensive and multifaceted discussion on how your practice would be theoretically informed. Theoretical concepts are explained, and integrated in the context of the case study. (25.6-30)	Clear and thorough discussion on how your practice would be theoretically informed. Theoretical concepts are very well integrated in the context of the case study. (22.5-25)	Discussion is clear with some areas less comprehensively addressed than others. Appropriate theoretical concepts are identified. Theoretical concepts are well integrated with inconsistent attention to detail. (19.5-22)	Appropriate theories are identified and its application to the case study is sound. Some parts lack clarity or depth. The content is unclear and limited in part. (15-21.5)	Application of theories is extremely limited, inappropriate or missing. Discussion is difficult to read and interpret. (<15) ...../30
Reflection on issues/values in cross-cultural practice (20%)	Reflection demonstrates personal insight, and deep engagements. Comprehensive and detailed discussion focused on potential issues/values and addressing them in the context of the case study. (16.9-20.0)	Reflection demonstrates clear personal insight. Mostly comprehensive discussion focused on potential issues/values, identifying areas of potential tensions.(14.9-16.8)	The discussion well identifies potential issues/values. Some parts of reflection have more insights than others. (12.9-14.8)	Some potential issues/values are identified. Discussion and insights are limited. (9.9-12.8)	Poor or unclear and confusing discussion. Reflection is extremely limited in depth. (<9.9) /20
Use of references and referencing (10%)	All literature used is appropriate and scholarly. The literature has been evaluated and synthesised, substantially supporting the arguments. The APA referencing conventions have been applied accurately and consistently in both in-text referencing and reference lists. (8.45-10)	All literature used is appropriate and scholarly. The literature has been synthesised to support the arguments. In both in-text referencing and the reference list, APA referencing conventions have been used accurately and consistently with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. Literature has been summarised and incorporated, supporting key points. APA referencing in both in-text referencing and the reference list have been used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. Literature has been referred to in the paper. APA referencing in both in-text referencing and the reference list have been used with many mistakes. (5-6.4)	Most of the literature used is not credible or relevant or tenuously related to the topic. APA referencing in both in-text referencing and the reference list is minimal. (<5) ...../10

Total Marks

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle in Microsoft Word format only.

Learning Outcomes Assessed

- Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
- Identify research on cross-cultural communication and apply to cross-cultural practice
- Analyse the applicability of Eurocentric theories for working with culturally diverse groups and apply cross-cultural perspectives to cross-cultural practice
- Identify research on cultural identity and acculturation and apply to cross-cultural practice
- Reflect on the impact of personal cultural and professional values in cross-cultural practice.

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

3 Facilitating Inclusion: A Local Community Exploration

Assessment Type

Written Assessment

Task Description

Length: 1800 words +/- 10%

Aim

The aim of this assessment is to explore strategies for facilitating inclusion in social work practice with migrant and or refugee communities in your local region in response to an identified issue.

Instructions

You are a social worker in training. You have been asked to prepare a document that explores how social workers can facilitate engagement with local migrant/refugee communities to help respond to an identified issue. The issue can be one impacting directly members of the community (e.g. family domestic violence, mental health) or it can have a broader focus (e.g. racism, underutilisation of available services, regional resettlement).

Please follow the steps below to complete your assessment task:

- Identify your local area, introduce the identified issue and explain how is it relevant for the local migrant/refugee community and the role of the social workers for this community cohort.
- Describe the multicultural composition in your region or you can focus on just one or two ethnic communities. Consider the reasons for migration/settlement for your chosen group. Assess the needs or challenges experienced by your local ethnic community concerning the identified issue, and its impact.
- Discuss barriers and challenges in engaging with formal support for the migrant/refugee community in your area, also giving consideration to potential structural barriers.
- Applying theoretical concepts, examine how social work practice can contribute to engaging with the local migrants/refugees to help respond to the issue.
- Propose strategies for enhancing engagement and collaborative relationships with the migrant/refugee community. Drawing on contemporary literature, consider innovative approaches that align with social work principles.

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 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, 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 academic language.
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- 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 Nursing and Midwifery 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.
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include a statement that declares that you have used Gen-AI and how you have used Gen-AI.

- You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment.
- You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources.

Assessment Due Date

Review/Exam Week Monday (3 June 2024) 9:00 am AEST

Return Date to Students

17/06/2024 assessments will be returned two weeks from submission

Weighting

40%

Assessment Criteria

Key Criteria	HD 84.5-100%	D 74.5 - 84.49%	C 64.50-74.49%	P 49.50-64.49%	F <49.5%	MARKS
Presentation and Structure. Clarity of written communication, organisation of the material (10%)	Excellent written communication skills. Consistent adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Formal academic language is used with clarity, purpose and logic. Information is presented in an organised, structured format and is easy to read. (8.45-10)	Very good written communication skills. Very good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with minor errors. Formal academic language is mostly used. Clarity, purpose, logic present most of the time. Information is presented in an organised format and easy to read, but not always integrated. (7.5-8.4)	Good written communication skills. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling, with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible (6.5-7.4).	Satisfactory written communication skills. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is not presented in an organised, structured format, and can be difficult to read and interpret (5-6.4).	Unsatisfactory written communication skills. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling. Use of academic language not evident. Information is incomplete or does not make sense. Format is not organised making it difficult to read and interpret (<5).	...../10
Understanding the needs of the community (20%)	Excellent understanding of the community. The needs of the community are comprehensively presented (17-20)	Very good understanding of the community. The needs of the community are presented in detail (15-16.5)	Good understanding of the community. General overview of the needs of the community are presented (13-14.5)	Adequate understanding of the community. Incomplete presentation of the needs of the community (10-12.5)	Inadequate understanding of the community. No details presented about the needs of the community (<10)	...../20
Knowledge of appropriate cross-cultural theories/ perspectives that inform all aspects of the assignment question (20%)	Excellent understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts are thoroughly discussed and consistently applied to the scenario (17-20)	Very good understanding of the cross-cultural theories/perspectives demonstrated. Theoretical concepts are well explained and generally applied to the scenario (15-16.5)	Good understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts' explanation and application to the scenario are generally applied, with some aspects being better covered than others (13-14.5)	Adequate understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts' explanation and application to the scenario is broad and missing detail (10-12.5)	Poor understanding of the cross-cultural theories/ perspectives demonstrated. Theoretical concepts lack sufficient explanation and their relevance to the scenario is unclear (<10)	...../20
Understanding of the barriers to service delivery experienced by the community (20%)	Excellent understanding demonstrated of the barriers to service delivery experienced by the community. (17-20)	Very good understanding demonstrated of the barriers to service delivery experienced by the community. (15-16.5)	Good understanding demonstrated of the barriers to service delivery experienced by the community. (13-14.5)	Adequate understanding demonstrated of the barriers to service delivery experienced by the community. (10-12.5)	Poor understanding demonstrated of the barriers to service delivery experienced by the community. (<12.5)	...../20
Presentation of engagement strategy (20%)	Excellent presentation of engagement strategy. The strategy is creatively and comprehensively addressed; and consistently supported by research on cross-cultural practice. (17-20)	Very good presentation of engagement strategy. The content is clear and thorough and supported by relevant research evidence. (15-16.5)	Good presentation of engagement strategy. The content is generally clear, with some areas less comprehensive than others. Good application of research evidence (13-14.5)	Adequate presentation of engagement strategy. The content is unclear and limited in parts. Adequate use of research evidence (10-12.5)	Poor presentation of engagement strategy. The content is unclear and limited in parts. (<10)	...../20

Referencing (10%)	All literature used is appropriate and scholarly. APA referencing is used with no mistakes. (8.45-10)	Most of the literature used is appropriate and scholarly. APA referencing is used with minimal mistakes. (7.5-8.4)	Most of the literature used is appropriate and scholarly. APA referencing is used with some mistakes. (6.5-7.4)	Some of literature used is appropriate and scholarly. APA referencing is used with many mistakes. (5-6.4)	Most of the literature used is inappropriate and not scholarly. APA referencing is not used. (<5)	...../10
Total Marks						...../100

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle in Microsoft Word format only.

Learning Outcomes Assessed

- Analyse the impact of migration and migration policies on the experiences of diverse communities in Australia
- Identify research on cross-cultural communication and apply to cross-cultural practice
- Analyse the applicability of Eurocentric theories for working with culturally diverse groups and apply cross-cultural perspectives to cross-cultural practice
- Identify research on cultural identity and acculturation and apply to cross-cultural practice

Graduate Attributes

- Communication
- Critical Thinking
- Cross Cultural Competence

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