



# SOWK13010 *Integrating Theory and Practice 1*

## Term 1 - 2024

Profile information current as at 19/05/2024 01:43 am

All details in this unit profile for SOWK13010 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 provides you with the opportunity to learn from your field placement or human service practice experiences through the critical reflection and evaluation of the integration of theory and practice that considers context and social work aims, values and ethics. You will engage in critical reflective and reflexive practice to evaluate the implications of theoretical understandings and approaches and the influence of the personal, organisational and socio-economic-political contexts for creative and socially just social work practice responses. You will be required to draw on feedback from your previous coursework and field placement/human service work experiences for the ongoing critical reflection of your developing professional practice framework and use of self in practice.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: SOWK12011 Social Group Work and Family Work. Co-requisite: SOWK13009 Fieldwork Education 1

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

- 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. **Online resource/s**

Weighting: Pass/Fail

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

Weighting: 20%

#### 3. **Written Assessment**

Weighting: 30%

#### 4. **Written Assessment**

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 Unit Coordinator

##### Feedback

To accommodate for differences in field placement learning experiences, case studies, rather than experiences from field placement, will be used to facilitate the integration of theory and practice.

##### Recommendation

Case studies, rather than a field placement experience, will be used in the final assessment.

#### Feedback from Unit Coordinator

##### Feedback

Student evaluation continues to indicate students enjoy all aspects of this unit and the residential school.

##### Recommendation

While study modules and the content will be updated, a similar residential program and teaching and learning approach will be taken.

## Unit Learning Outcomes

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

1. Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
2. Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
3. Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
4. Critically reflects on your developing social work identity and professional practice framework
5. Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

Australian Association of Social Workers Education and Accreditation Standards

## 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 - Online resource/s - 0%	•	•	•		•
2 - Written Assessment - 20%	•	•	•	•	•
3 - Written Assessment - 30%		•	•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
4 - Written Assessment - 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					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online resource/s - 0%	•	•	•		•		•	•		
2 - Written Assessment - 20%	•	•	•	•			•	•		
3 - Written Assessment - 30%	•	•	•	•			•	•		
4 - Written Assessment - 50%	•	•	•	•				•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Students are encouraged to access and draw on the unit Moodle readings, theory and practice textbooks, and readings from previous social work units and engage in independent research and reading.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Word Document
- Windows Player Media or equivalent
- ZOOM

## 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

**Madonna Chesham** Unit Coordinator  
[m.chesham@cqu.edu.au](mailto:m.chesham@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Complete the study Module on the unit Moodle site.	<b><u>Compulsory Residential School attendance at Brisbane Campus: 23rd - 27th February 2024</u></b> <b>Carefully read the unit profile and view the Unit Moodle site.</b>  <b>Confirmation of Attendance at residential school - Face to Face at Brisbane Campus</b> Due: Week 1 Friday (8 Mar 2024) 6:00 pm AEST

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Integration of Theory & Practice	Complete the study module on the unit Moodle	<ul style="list-style-type: none"> <li>• Visit the Integration of Theory &amp; Practice module on the unit Moodle site, revisit Madonna's PowerPoint and your notes from residential school.</li> <li>• Take some time to reflect on the learning you experienced in your small group case study experience at residential.</li> </ul> <p><b>Presentation and Reflective Practice</b> Due: Week 2 Friday (15 Mar 2024) 6:00 pm AEST</p>
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### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Critical Reflection	Complete the study module on the unit Moodle site	<ul style="list-style-type: none"> <li>• Consider how the theory informing critical reflection influences the focus and key elements of critically reflective practice.</li> </ul>

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Critically Reflective Practice	Complete the study module on the unit Moodle site.	<ul style="list-style-type: none"> <li>• Explore how the critically reflective practice frameworks differ and are similar to the reflective practice models you have used.</li> </ul>

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Context & Social Work Practice	Complete the study module on the unit Moodle site.	<ul style="list-style-type: none"> <li>• Continue to research the influence of context on the social work practice.</li> <li>• Does your Assessment 3 and 4 consider the influence of social forces and context on practice?</li> </ul>

### 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
Culturally Responsive Practice	Readings via Moodle	<ul style="list-style-type: none"> <li>• Consider how culture influences social work practice in how problems/issues are understood and responded to.</li> <li>• All people experience a level of cultural identity and socialisation. Complete the module's activities to explore how culture might influence your practice.</li> </ul>

### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Values & Ethics	Complete the study module on the unit Moodle site.	<ul style="list-style-type: none"> <li>• Reflect on a time when you identified a gap between your espoused values and values in practice/action.</li> <li>• How did this influence your practice/actions?</li> <li>• How did you resolve this gap?</li> </ul> <p><b>Residential Case Study Critical Evaluation</b> Due: Week 7 Friday (26 Apr 2024) 6:00 pm AEST</p>

### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Uncovering assumptions	Complete the study Module on the unit Moodle site.	<ul style="list-style-type: none"> <li>• What strategies and practices will you utilise to identify the influence of assumptions on practice?</li> </ul>
<b>Week 9 - 06 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Examining power relations	Complete the module on the unit Moodle site.	<ul style="list-style-type: none"> <li>• Consider the inherent power of the social work role in the case studies and its influence on service users and social work practice.</li> </ul>
<b>Week 10 - 13 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Reflexivity & use of self	Complete the study on the unit Moodle page.	<ul style="list-style-type: none"> <li>• What strategies, such as journaling and supervision, will you utilise to reflect on your use of self in practice and increase self-awareness</li> </ul>
<b>Week 11 - 20 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Professional Practice Frameworks	Readings via Moodle	<ul style="list-style-type: none"> <li>• What is your understanding of professional practice frameworks? What are the key elements of a practice framework?</li> <li>• What have you learned about your developing professional practice framework while on field placement?</li> <li>• How does practice context influence professional practice frameworks?</li> </ul>
<b>Week 12 - 27 May 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Self-care	Review	<ul style="list-style-type: none"> <li>• What are your strategies for self care?</li> </ul> <p><b>Critical Evaluation for Culturally Sensitive and Response Practice</b> Due: Week 12 Friday (31 May 2024) 6:00 pm AEST</p>
<b>Review/Exam Week - 03 Jun 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 10 Jun 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Confirmation of Attendance at residential school - Face to Face at Brisbane Campus

#### Assessment Type

Online resource/s

#### Task Description

This assessment aims to provide evidence of your attendance at the Brisbane compulsory residential school. Attending and completing the residential is a compulsory requirement of this unit. Any previous attempts at Field Education 1 and Integrating Theory and Practice 1 that resulted in a Fail grade and any previous residential attendance for this unit are not rolled over or counted towards a subsequent attempt at the course.

## Instructions

Ensure that you 'sign in and out' of every residential session. After each session, residential staff will review the attendance sheet report to ensure that students are present for the entire session. Teaching staff will not follow up on absentees; it will be solely your responsibility to ensure that the 'record of attendance' is completed. To meet the requirements of the Australian Association of Social Workers (AASW), a student cannot miss any more than two hours of the residential and must provide a reason and sufficient supporting documentation to do so (i.e. significant unforeseen event, illness).

You must pass this assessment to pass the unit. Failure to pass this unit will result in the final grade of 'Fail' for the entire unit.

## Assessment Due Date

Week 1 Friday (8 Mar 2024) 6:00 pm AEST

Submit your completed Confirmation of Record of Residential Attendance form via Moodle.

## Return Date to Students

Week 3 Friday (22 Mar 2024)

## Weighting

Pass/Fail

## Assessment Criteria

Criteria	Pass	Fail
Students must attend the compulsory residential school in term 1 of 2024, and ensure they have submitted the completed 'Record of Attendance'.	Attended every residential school session and submitted the completed 'Record of Attendance'. In the event a session was missed due to significant unforeseen circumstances, sufficient supporting documentation was provided.	Did not attend every session at the residential school and or did not submit the completed 'Record of Attendance'.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Cross Cultural Competence
- Ethical practice

## 2 Presentation and Reflective Practice

### Assessment Type

Written Assessment

### Task Description

This assessment is designed to assist you in preparing for the integration of theory and practice, group work, and team-building activities you will experience in your field placement.

You will undertake a case study via a group work process, present the case study at the residential school, and complete a critical reflection of a small group experience to identify insights and learning gained for your future social work practice in teams.

### Part A - Presentation



Showcasing teamwork knowledge and skills and guided by the principles and strategies of the Community Focused Learning (CFL) model and critical reflection frameworks, students will work together to create a theoretical analysis, assessment, and proposed intervention for the case study. You will be given time to work on the case study during the residential. The presentation will incorporate the Australian Association of Social Workers (AASW) Practice Standards (2023) and Code of Ethics (2020) to guide and inform the case study analysis and plan. These documents and literature are provided in *Group Work Materials* on the unit Moodle site. The presentation will also require groups to engage in and integrate independent research and reading.

### **Product/performance**

In a presentation format of your choice (be creative, don't feel limited to a PowerPoint presentation), the group will deliver a 10 – 15 minute presentation that explores these main areas:

1. Integrates at least (2) relevant theories to explain and understand the case study's presenting situation and background. The theories must be clearly identified, and the relationship to the scenario must be articulated.
2. Proposed social work intervention/s and a rationale for the decision. The proposed intervention and rationale need to identify at least (2) theories informing the intervention.
3. The methods and skills that will be utilised in the proposed intervention.
4. The social work values and ethics that inform your team's case analysis and proposed intervention plan.
5. The benefits, risks, and other implications of the case analysis and proposed intervention plan for those involved.
6. Irrespective of whether the case study involved Aboriginal and Torres Strait Islander clients/communities or those from culturally and linguistically diverse backgrounds, your presentation needs to consider the appropriateness of the theoretical approaches and interventions in these contexts. Furthermore, it needs to identify strategies/actions you will take to decolonise your practice and ensure it is culturally responsive, safe and sensitive.
7. As a group, identify the insights gained for your future practice from engaging in a small group case study.

### **Presentation Requirements**

- You are positioned as a social work student in training (SWIT) presenting to your peers.
- The presentation will be 10 -15 minutes in length. Like essay word counts, penalties for going under and over the allocated timeframe will be applied.
- Be aware of your voice and the pace of the presentation. Groups should practice and time the presentation before presenting.
- All small group members are expected to participate in developing and delivering the presentation.
- The presentation will be engaging and creative, not limited to the single-modal delivery of a PowerPoint presentation.
- The PowerPoint must include a title page that lists all the group members.
- The PowerPoint should be referenced using the seventh edition American Psychological Association (APA) referencing style, and a reference list slide should be included. Use at least eight contemporary references (<10 years) in the PowerPoint to support your discussion.
- The Unit Coordinator will record the presentation at the residential school for marking purposes.

### **Weighting**

10% - Groups will be awarded a grade out of 10. This grade will be added to your Part B Reflective Practice grade to give you your final grade for Assessment 2.

### **Due Date**

Presentations will take place on Sunday, February 25th, 2024, at the residential school. Your small group's PowerPoint must be uploaded to the submission area with your Part B, Reflective Practice, by Friday, March 15th, 2024.

### **Part B - Reflective Practice (750 words)**

You will critically reflect on and analyse your participation in a small group learning environment to identify your strengths and areas for further development and consider what you might do in the future to improve your group work engagement and skills.

### **Instructions**

Using a reflective practice model adapted from the Integrative Reflective Practice model (Kiser, 2014), critically reflect on an experience of significance/importance that occurred in your small group learning experience at the residential school. The experience should be one you hope to understand or learn more about. Writing in the first person, use the model and questions adapted from Fook and Gardner (2007) as a guide to provide a brief narrative about what happened, your reactions, and its meaning, examine dissonance and articulate the learning and insights you gained for future practice.

- Experience - Describe the experience. What happened?
- Reactions - How did you react? How did you feel? What were you thinking? What did you do?
- Reflecting on Meaning - Why was the experience important/significant to you? What did it mean to you? What does your account and language tell you about your underlying values, beliefs, theories, and

assumptions? Where do you think these ideas originated, and how was your experience influenced by your historical, cultural and social context?

- Theory and Knowledge - What other perspectives have you considered? Identify relevant theories or literature that could make sense of the situation or provide another view.
- Examining dissonance - Did this situation highlight any gap between how you say you will practice (espoused values, theories and skills) and your actions and interpretations? Is this ok? If so, why? If not, why not? What does this tell you about the values, theories, and practices critical to your emerging social work identity and practice framework?
- Articulating learning - What specific learnings can you take from this experience? What did you learn about yourself, others, and the society in which you live? What knowledge or insights did you gain? What skills did you learn?
- Developing a plan - Based on these learnings, what would you do in a similar situation next time? What would you continue to do, and what would you change? Explain why, including the anticipated consequences and hopes of this new response. What values, knowledge, theory, and skills will you need to develop to proceed with this new approach?

### **Literature and references**

Use at least six contemporary references (<10 years) in your reflective practice to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, 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 government, university, or peak national bodies, such as the Australian Association of Social Workers.

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman, with 1.5 or 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers in a header on the top right side of each page.
- Write in the first-person perspective.
- The written assessment should identify which scenario your group worked on; however, it should not repeat the details of the case study.
- When integrating theory and literature, use a third-person perspective and 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. It excludes the reference list but includes in-text references and direct quotations.

### **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 understand the question, explain research concepts, and check that 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 to create or critically analyse the content or write or rewrite any part of your assessment.

You should know that Gen-AI output can be incorrect and include fictitious references and sources.

### **Resources**

- You can support your argument using unit-provided materials and other credible sources (e.g., journal articles and books).
- 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](#).
- 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.

### **Word Limit**

750 words

### **Weighting**

10% - The reflection will be awarded a grade out of 10. This grade will be added to your Part A Presentation grade to give you your final grade for Assessment 2.

## Submission

In the Assessment 2 submission area on Moodle, each group member must upload a copy of their small group PowerPoint presentation and Part B, Reflective Practice, as a Word document.

## Assessment Due Date

Week 2 Friday (15 Mar 2024) 6:00 pm AEST

Part A, Small Group Presentations will take place at the Residential School on Sunday the 25th of February. Students need to upload their presentation PowerPoint and Part B, Reflective Practice to the submission area on Moodle by Friday, Week 2.

## Return Date to Students

Week 5 Wednesday (3 Apr 2024)

The return date accounts for Public Holidays.

## Weighting

20%

## Assessment Criteria

Criteria	Grade				
	HD (84.5-100%)	D (74.5-84.49%)	C (64.5-74.49%)	P (49.5-64.49%)	F (Below 49.5%)
<b>Part A - Presentation</b>					
<b>Presentation demonstrates a social work analysis of the presenting situation that integrates at least two relevant theories to explain the scenario and two to inform a social work intervention plan guided by social work values and ethics ( /4 marks)</b>	Advanced critical analysis and integration of theoretical knowledge to explain the scenario and inform intervention guided by social work values and ethics demonstrated.	Very good integration of theoretical knowledge to explain the scenario and inform intervention guided by social work values and ethics demonstrated.	Good integration of theoretical knowledge to explain the scenario and inform intervention guided by social work values and ethics demonstrated.	Adequate or Basic integration of theoretical knowledge to explain the scenario and inform intervention guided by social work values and ethics demonstrated.	Inadequate or inappropriate integration of theoretical knowledge to explain the scenario and inform intervention guided by social work values and ethics demonstrated.
<b>The presentation demonstrates an evaluation of the case study analysis, assessment and intervention plan. ( /2 marks)</b>	Advanced level of critical evaluation	Very good level of evaluation	Good level of evaluation	Adequate or Basic level of evaluation	Inadequate level of evaluation.
<b>Presentation explores considerations for cross-cultural practice. ( /2 marks)</b>	Advanced understanding of cultural considerations for working with diverse client groups.	Very good understanding of cultural considerations for working with diverse client groups.	Good understanding of cultural considerations for working with diverse client groups.	Adequate or Basic understanding of cultural considerations for working with diverse client groups.	Inadequate or inappropriate understanding of cultural considerations for working with diverse client groups.
<b>Actively participated in a creative and engaging group presentation that demonstrated synthesis and integration of literature, social work knowledge and skills and correct referencing. ( /2 marks)</b>	Highly engaging and creative presentation incorporating multi-modal elements with evidence of critical analysis skills and widely researched concepts sourced from credible literature	Very engaging and creative presentation incorporating at least (2) modes with evidence of very good analysis skills and widely researched concepts sourced from credible literature	Engaging presentation with some elements of creativity, primarily utilising a single mode of delivery with evidence of good analysis skills and a broad range of literature utilised in the presentation.	Presentation somewhat engaging, utilising a single mode of delivery with some evidence of adequate or basic analysis and relevant literature utilised in the presentation.	Presentation inappropriately or inadequately presented with minimal or inadequate evidence of analysis skills.
<b>Total /10 marks</b>					
<b>Part B - Reflective Practice</b>					
Criteria	HD (84.5 - 100%)	D (74.5 - 84.49%)	C (64.5 - 74.49%)	P (49.5 - 64.49%)	F (Below 49.49%)
<b>Demonstrates the application of a reflective practice model to describe and make meaning of a small group learning experience to identify the influence of values, beliefs, theories and assumptions, and social and cultural contexts on practice ( /2 marks)</b>	Advanced ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.	Very good ability to engage in professional reflective and reflexive practice for evaluating the use of self and identifying factors influencing practice.	Good ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.	Adequate or basic ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.	Inadequate or inappropriate ability to engage in professional reflective and reflexive practice to evaluate the use of self and identify factors influencing practice.
<b>Demonstrates the capacity to consider other perspectives, including literature and theory, to understand the experience and initiate change processes ( /2 marks)</b>	Advanced consideration of other perspectives, ideas, and concepts from relevant literature to initiate change processes.	Very good consideration of other perspectives, ideas and concepts from relevant literature for initiating change processes.	Sound consideration of other perspectives, ideas, and concepts from relevant literature to initiate change processes.	Basic consideration of other perspectives and ideas, and concepts from relevant literature for initiating change processes.	Poor or limited consideration of other perspectives, ideas, and relevant literature concepts for initiating change processes.
<b>Identifies any gaps between espoused theory, values, skills and practice. ( /2 marks)</b>	Advanced consideration of dissonance between espoused theory, values, skills, and practice.	Very good consideration of dissonance between espoused theory, values, skills, and practice.	Sound consideration of dissonance between espoused theory, values, skills, and practice.	Basic consideration of dissonance between espoused theory, values, skills, and practice.	Poor or limited consideration of dissonance between espoused theory, values, skills, and practice.
<b>Articulates learning and identifies the values, theory, skills and strategies for future practice in groups and developing practice framework ( /2 marks)</b>	Advanced consideration of the values, approaches, strategies, and skills for initiating change processes.	Very good consideration of the values, approaches, strategies, and skills for initiating change processes	Sound consideration of the values, approaches, strategies, and skills for initiating change processes	Basic consideration of the values, approaches, strategies, and skills for initiating change processes	Poor or limited consideration of the values, approaches, strategies, and skills for initiating change processes
<b>Demonstrates ability to produce a well-written reflection with synthesis and integration of literature within the word limit, showing appropriate grammar, spelling and referencing (APA). ( /2 marks)</b>	Outstanding level of written expression, with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling, or referencing errors.	Very good level of written expression with very good synthesis and argument, citing relevant literature. Grammatical, spelling, and referencing accuracy and relevancy. Within the word limit.	Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with adequate synthesis and argument. Adequate grammar and spelling and referencing. Within the word limit.	Poorly written with inaccuracies in grammar and spelling and/or poor referencing. Inadequate or inappropriate synthesis and/or argument.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
- Critically reflects on your developing social work identity and professional practice framework
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 3 Residential Case Study Critical Evaluation

### Assessment Type

Written Assessment

### Task Description

Reflection and evaluation of our responses to various practice situations can become critical learning junctures incorporated into our practice framework. Drawing on the key elements of a critical perspective and reflective practice, presentation feedback, unit resources and independent research, critically evaluate your small group response to the case study and identify new understandings and knowledge to inform your future practice and practice framework.

### Instructions

Your critical evaluation should include a deconstruction and reconstruction phase.

#### Stage 1 - Deconstruction

Deconstruction involves exploring the role of society, culture and beliefs have played in shaping our practice experience (Fook & Gardner 2007). It also necessitates reflexivity to identify and understand the influence of our assumptions, beliefs and values and use of self on practice (Fook & Gardner 2007).

#### 1. Exploring your small group experience.

- What issues in the case study were targeted or prioritised by the group in the proposed intervention? Why were there issues prioritised?
- What do the priorities say about the assumptions and values underpinning your group's social work analysis and proposed intervention plan? Are they focused on the individual or social/structural factors, or a bit of both?
- How did the priorities and assumptions influence the theories chosen? Are the theories inner world or outer world focused, or both? What do they prioritise and neglect? What are their strengths and limitations? What are the ethical implications of these decisions?

#### b. Exploring other perspectives

This step, adapted from Brookfield's (2017) four lenses of critical reflection, facilitates the exploration of other perspectives to help you identify and examine assumptions influencing your small group response to the case study.

- Service user - How might the service user view the social worker, the assessment and the proposed intervention? Does the response aim to include and understand the service user's experience and perspective? Explain. What do you expect will be the service user's experience of power in this response?
- Diverse voices - What other perspectives were discussed in your group but not included in the presentation? What influenced this decision? Would you consider incorporating these views now? Explain.
- Other group's presentation - How were the other group's priorities, assumptions, theories and intervention plan

similar and different? What aspects of the other group's response would/wouldn't you consider incorporating into your response, and why?

- Theory - How might a critical perspective view the situation differently or provide an alternative view? Your discussion should discuss relevant social discourses/forces, power relations and how the response contributes to social change and social justice.

## Stage 2 - Reconstruction

This stage of Fook and Gardner's model (2007) is focused on change, requiring you to consider how your critical evaluation might change or shape how you now understand and respond to the case study.

- Did your critical evaluation encounter any gaps between your espoused values and theory and your small group practice response? Is this okay with you? If not, why not? If so, why?
- As a result of your critical evaluation, what would you and wouldn't change about the group's response? Explain and justify the changes with reference to professional values and ethics, professional standards, and relevant literature.
- How does this new way of working understand and respond to relevant social discourses/forces and power relations apparent in the case study and contribute to social justice?
- What are the anticipated consequences and hopes of the proposed changes?
- What does your critical evaluation tell you about your emerging professional identity and practice framework?

## Word limit

1500 words

## Literature and references

Use at least eight contemporary references in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, 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 government, university, or peak professional and national bodies, e.g. the AASW.

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 1.5 or 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.
- A combination of the first-person and third-person perspectives. The first-person might be used to describe your experience; however, the third-person perspective is required when analysing the relevance of theory and literature for understanding the situation.
- Use formal academic language.
- Use the APA Referencing Guide. The Academic Learning Centre has an online APA 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.
- Students should submit a draft before the due date to review their 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 understand the question, explain research concepts, and check that 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 to create or critically analyse the content or write or rewrite any part of your assessment.

You should know that Gen-AI output can be incorrect and include fictitious references and sources.

## Resources

- You can use unit-provided materials and other credible sources (e.g. journal articles, books, grey literature) 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.
- 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.
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## References

Brookfield, S. (2017). *Becoming a critically reflective teacher*. John Wiley & Sons Inc, US.

Fook, J. & Gardner, F. (2007). *Practising critical reflection: a resource handbook*. McGraw-Hill Education, UK.

## Assessment Due Date

Week 7 Friday (26 Apr 2024) 6:00 pm AEST

Submit Word Document via Moodle.

## Return Date to Students

Week 9 Tuesday (7 May 2024)

Return date accounts for a public holiday

## Weighting

30%

## Assessment Criteria

Criteria	Grade				
	HD (84.5-100%)	D (74.5-84.49%)	C (64.5-74.49%)	P (49.5%-64.49%)	F (Below 49.49%)
<b>Stage 1 - Deconstruction</b>					
<b>a) Critically evaluate your small group response to the case study, demonstrating an understanding and application of the key elements of a critical perspective and reflection to identify the influence of values, beliefs and assumptions, and group process. ( /5 marks)</b>	Advanced understanding and application of the key elements of critical perspectives and reflection to evaluate and identify factors influencing practice and use of self.	Very good understanding and application of the key elements of critical perspectives and reflection to evaluate and identify factors influencing practice and use of self.	Good understanding and application of the key elements of critical perspectives and reflection to evaluate and identify factors influencing practice and use of self.	Adequate or basic understanding and application of the key elements of critical perspectives and reflection to evaluate and identify factors influencing practice and use of self.	Inadequate or inappropriate understanding and application to use the key elements of critical perspectives and reflection to evaluate and identify factors influencing practice and use of self.
<b>b) Critically evaluate your small group's consideration of the influence of social discourses/forces and power relations on practice and contribution to social justice. ( /5 marks)</b>	Advanced ability to analyse the influence of context and the use of power on practice.	Very good ability to analyse the influence of context and the use of power on practice.	Sound ability to analyse the influence of context and the use of power on practice.	Adequate or basic ability to analyse the influence of context and the use of power on practice.	Inadequate or basic ability to analyse the influence of context and the use of power on practice.
<b>b) Demonstrates the capacity to consider other perspectives, literature, theory and knowledge. ( /5 marks)</b>	Advanced consideration of other perspectives including ideas and concepts from relevant literature.	Very good consideration of other perspectives including ideas and concepts from relevant literature.	Sound consideration of other perspectives including ideas and concepts from relevant literature.	Basic consideration of other perspectives including ideas and concepts from relevant literature.	Poor or limited consideration of other perspectives including ideas and concepts from relevant literature.
<b>Stage 2 - Reconstruction</b>					
<b>Integrates insights gained from the critical evaluation to inform changes to practice that initiate change processes and promote anti-oppressive practice. ( /10 marks)</b>	Advanced integration of insights gained from the critical evaluation to inform anti-oppressive practice and ways of initiating change processes.	Very good integration of insights gained from the critical evaluation to inform anti-oppressive practice and ways of initiating change processes.	Sound integration of insights gained from the critical evaluation to inform anti-oppressive practice and ways of initiating change processes.	Basic integration of insights gained from the critical evaluation that informs anti-oppressive practice and ways of initiating change processes.	Poor or limited integration of insights gained from the critical evaluation to inform anti-oppressive practice and ways of initiating change processes.
<b>Academic writing &amp; referencing</b>					
<b>Demonstrates ability to produce a well-written critical evaluation with synthesis and integration of literature within the word limit, showing appropriate grammar, spelling, and referencing (APA). ( /5 marks)</b>	Outstanding level of written expression with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling or referencing errors.	Very good level of written expression with very good synthesis and argument citing relevant literature. Grammatical, spelling and referencing accuracy and relevancy. Within the word limit.	Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with adequate synthesis and argument. Adequate grammar and spelling and referencing. Within the word limit.	Poorly written with inaccuracies in grammar and spelling and / or poor referencing. Inadequate or inappropriate synthesis and/or argument.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critiques your application of cross-cultural competencies including working with Aboriginal and Torres Strait Islander peoples
- Critically reflects on your developing social work identity and professional practice framework
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking



- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 4 Critical Evaluation for Culturally Sensitive and Responsive Practice

### Assessment Type

Written Assessment

### Task Description

In this assessment, you will demonstrate your critical reflection and evaluation skills in examining and evaluating a social worker's response to a case study to build a culturally sensitive, safe and appropriate practice. The case study is located under Assessment 4 of the Assessment tile on Moodle.

### Instructions

Your critical evaluation needs to include the following stages and areas for consideration.

#### Stage 1 - Deconstruction

Deconstruction involves exploring the role of society, culture and beliefs have played in shaping practice experiences (Fook & Gardner 2007). It also necessitates reflexivity to identify and understand the influence of assumptions, beliefs and values and the use of self in practice (Fook & Gardner 2007).

With consideration given to Mr Thompson's response to the social worker's actions, critically evaluate the cultural and ethical issues associated with the social worker's practice and identify ways for building anti-oppressive, culturally sensitive, safe and responsive practice.

#### 1. Exploring your experience

In first-person perspective, describe your reaction and experience reading the case study.

- What were your reactions, thoughts and feelings reading the case study?
- What do you think influenced your reaction? How did personal experiences, background, culture, values, beliefs, and knowledge influence your views of the social worker's response?
- Did the case study highlight gaps you could encounter in how you might plan to practice (espoused theory and values) and your practice (theories in action)? Explain.

#### b. Exploring other perspectives

This step, adapted from Brookfield's (2017) four lenses of critical reflection, aims to facilitate the exploration of other perspectives to help you identify and examine assumptions influencing practice.

- Jo - What assumptions or beliefs may have influenced the social worker's response and what she prioritised? What broader social inequalities and discourses were prevalent in this situation, and how might they have influenced Jo's response? How do you think Jo experienced power? What cultural aspects and knowledge did Jo consider, and what/who was neglected? What are the ethical principles and implications of Jo's plan and actions?
- Mr Thompson - Why do you think Mr Thompson was upset? How might Mr Thompson, an older Aboriginal man with a chronic health condition in a regional and rural location, view and experience the social worker and their response? How did Mr Thompson experience power in the situation? What might be the implications of the social work response for Mr Thompson?
- Matt - How might Matt, the Indigenous Health Worker, have experienced and viewed the social worker's response? What might be some of the implications of this response for Matt? How did Matt experience power?
- Theory and other knowledge - How might Australian Indigenous social work theories and critical perspectives make sense of and view the situation? Your discussion should address relevant social discourses/forces, power relations, and social and health inequalities.

#### Stage 2 - Reconstruction

This stage of Fook and Gardner's model (2007) is focused on change, requiring you to consider how your new understandings from the critical evaluation will inform anti-oppressive and culturally sensitive and responsive practice and your emerging practice framework.

- How does your critical evaluation shape how you now understand the situation and the possibilities for social work practice? What would and wouldn't you change about Jo's response? Justify and explain the professional values and ethics, theoretical approaches, skills and strategies you would utilise to proceed with this new approach.
- How does this way of working understand and respond to the social and cultural discourses/forces and power relations apparent in the case study and contribute to social justice?
- What are the anticipated challenges, outcomes and hopes for this new way of working? What skills, strategies, support and self-care would you utilise or seek to develop to address the identified challenges?
- What does your evaluation tell you about your emerging professional identity and practice framework?

### Word limit

2000 words

### Literature and references

Use at least eight contemporary references in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, 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 government, university, or peak professional and national bodies, e.g. the AASW.

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### Assessment Due Date

Week 12 Friday (31 May 2024) 6:00 pm AEST

Submit Word Document via Moodle.

### Return Date to Students

Exam Week Friday (14 June 2024)

### Weighting

50%

### Assessment Criteria

Criteria	Grade				
	HD (84.5-100%)	D (74.5-84.49%)	C (64.5-74.49%)	P (49.5%-64.49%)	F (Below 49.49%)
Stage 1 - Deconstruction					



<b>a) Exploring your experience demonstrates the ability to engage in critically reflective and reflexive practice to identify the influence of values, beliefs, assumptions, social and cultural contexts and any gaps between espoused values and theory and practice. ( /10 marks)</b>	Advanced ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.	Very good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self and identification of factors influencing practice.	Good ability to engage in professional reflective and reflexive practice for the evaluation of the use of self and identification of factors influencing practice.	Adequate or basic ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.	Inadequate or inappropriate ability to engage in professional reflective and reflexive practice for the evaluation of the use of self, and identification of factors influencing practice.
<b>b) Demonstrates the capacity to consider other perspectives, literature, theory and knowledge. ( /15 marks)</b>	Advanced consideration of other perspectives, ideas and concepts from relevant literature.	Very good consideration of other perspectives, ideas and concepts from relevant literature.	Sound consideration of other perspectives, ideas and concepts from relevant literature.	Basic consideration of other perspectives, ideas and concepts from relevant literature.	Poor or limited consideration of other perspectives, ideas and concepts from relevant literature.
<b>Stage 2 - Reconstruction</b>					
<b>Integrates insights from the critical evaluation to inform appropriate changes to practice necessary for initiating change processes and promoting anti-oppressive, culturally sensitive and responsive practice. ( /10 marks)</b>	Advanced integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice.	Very good integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice	Sound integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice	Basic integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice	Poor or limited integration of the values, approaches, strategies, and skills for initiating change processes that align with anti-oppressive, culturally sensitive and responsive practice
<b>Integrates critical analysis of the practice context to identify appropriate skills and strategies to address identified challenges and promote your emerging professional practice framework, and social change and justice. ( /10 marks)</b>	Advanced integration of context analysis to identify appropriate skills and strategies that address identified challenges and promote your emerging professional practice, and social change and justice.	Very good integration of context analysis to identify appropriate skills and strategies that address identified challenges to promote your emerging professional practice, and social change and justice.	Sound integration of context analysis to identify appropriate skills and strategies that address identified challenges and promote your emerging professional practice, and social change and justice.	Basic integration of context analysis to identify appropriate skills and strategies that address challenges and promote your emerging professional practice and social change and justice.	Poor or limited integration of context analysis to identify appropriate skills and strategies that address challenges and promote your emerging professional practice, and social change and justice.
<b>Academic writing &amp; referencing</b>					
<b>Demonstrates ability to produce a well-written critical reflection with synthesis and integration of literature within the word limit, showing appropriate grammar, spelling, and referencing (APA). ( /5 marks)</b>	Outstanding level of written expression with excellent synthesis and argument citing relevant literature. Extensive referencing with no grammatical, spelling or referencing errors.	Very good level of written expression with very good synthesis and argument citing relevant literature. Grammatical, spelling and referencing accuracy and relevancy. Within the word limit.	Good level of written expression with sound synthesis and argument citing relevant literature. Minor grammatical, spelling and referencing errors. Within the word limit.	Basic level of written expression with adequate synthesis and argument. Adequate grammar and spelling and referencing. Within the word limit.	Poorly written with inaccuracies in grammar and spelling and / or poor referencing. Inadequate or inappropriate synthesis and/or argument.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critically reflects to enhance awareness of the influence of personal and professional values, beliefs, culture, and assumptions on social work practice and the use of self within the field placement or human service practice context
- Critically examines and evaluates the implications of dominant discourses, social and historical contexts and power relations on service user groups and social work practice
- Critically reflects on your developing social work identity and professional practice framework
- Critically evaluates theories and theoretical approaches and their application to different practice contexts in the field placement or human service setting.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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