



SOWK13012 Professional Practice and Mental Health

Term 2 - 2024

Profile information current as at 02/07/2025 10:31 am

All details in this unit profile for SOWK13012 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

You will critically evaluate the dominant and alternative models of mental health through a lens of diversity and inclusion, placing a strong emphasis on lived experience perspectives. You will be encouraged to engage with a range of theoretical frameworks and consider the ways in which different models can impact service users. The unit will also cover a range of assessment and intervention strategies in mental health, exploring the role of social work in this context. You will consider the values and ethics that underpin professional practice, as well as human rights and social justice principles. This unit offers a comprehensive and critical exploration of mental health within a social work context. Through engagement with theory and practice, you will develop the knowledge and skills required to work effectively in this complex and evolving field.

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

Successful completion of 48 credit points in any course.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Group Work**

Weighting: 60%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Have your say survey Personal feedback

Feedback

Students reported to like the video assessment because of its authenticity and relevance to social work practice.

Recommendation

Review how the video is used in the unit.

Feedback from Have your say Personal feedback

Feedback

Students reported to appreciate the opportunity to write a range of mental health assessments in group discussion forums in preparation for the assessment.

Recommendation

Continue to provide formative learning opportunities in group discussions in preparation for assessment.

Unit Learning Outcomes

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

1. Examine the socio-political and historical context of mental health and how this has shaped mental health service delivery.
2. Apply social work strategies effectively in interdisciplinary contexts while incorporating professional values and ethics.
3. Analyse the dominant discourses and alternative discourses and constructions of mental health, including alternative mental health constructions which include the Lived Experience perspective, cultural and Indigenous perspectives, and a human rights and social justice perspective.

Learning outcomes are linked to the Australian Association of Social Workers (AASW) Australian Social Work Education and Accreditation Standards (ASWEAS, 2020).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 40%	•	•	
2 - Group Work - 60%	•		•

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

SOWK13012

Prescribed

Models of Mental Health

(2016)

Authors: Gavin Davidson, Jim Campbell, Ciaran Shannon, Ciaran Mullholand

Palgrave

London , UK

ISBN: 9781137365903

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

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

Paloma Cesare Mitchell Unit Coordinator

p.cesare@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The History of Mental Illness	Chapter 1 of Text Book Week 1 Moodle Resources	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Biomedical Perspectives	Introduction & Chapter 1 of Text Book Week 2 Moodle Resources	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychological Perspectives	Chapter 2 of Text Book Week 3 Moodle Resources	

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Model Perspectives	Chapter 3 of text book Week 4 of Moodle Resources	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Service User-Led Perspectives	Chapter 4 of text book Week 4 Moodle Resources	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Critical Psychiatry Perspectives	Introduction of Part II & Chapter 5 of text book Week 5 Moodle Resources E-Reading List	Individual Written Assessment Due: Week 6 Friday (23 Aug 2024) 11:59 pm AEST

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Integrated Perspectives	Chapter 7 of Text Book Week 7 Moodle Resources E-Reading List	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Human Rights & Social Work Perspectives	Week 8 Moodle Resources E-Reading list	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Trauma Informed Perspectives	Week 9 Moodle Resources E-Reading list	Assessment 2: Part A Group Work Written Assessment Due Due: Week 9 Monday (9th September 2024) 1000am AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Family & Community Perspectives	Week 10 Moodle Resources E-Reading list	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous & Cultural Perspectives	Week 11 Moodle Resources E-Reading List	Assessment 2: Part B Group Oral Presentation Due: Week 11 Tuesday or Wednesday (24th or 25th September at 1000am -300pm 2024) 1000am -300pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Religious & Spiritual Perspectives	Chapter 6 of text book. Week 12 Moodle Resources. E-Reading Lists	Assessment 2: Part C Individual Reflective Writing Due: Week 12 Friday (4th October 2024) 1159PM AEST

Review/Exam Week - 07 Oct 2024

Assessment Tasks

1 Individual Written Assessment

Assessment Type

Written Assessment

Task Description

Personal reflection on mental health and social work practice

Aim: The aim of this assessment is to present a written reflection where you will critically examine your learning experiences, connect theoretical knowledge to practice and explore your personal and professional growth within the context of mental health.

Instructions

This is a personal written reflective assessment. It is recommended that you write the assessment in a question-and-answer format.

Socio-political and historical context

- Reflect on the socio-political and historical factors that have shaped mental health services in Australia.
- Discuss what your personal attitudes were prior to learning about the socio-political and historical context of mental health. Where has this knowledge come from? How might this be problematic/helpful when working in practice with people who experience mental distress?
- Discuss how understanding these factors influences will influence your approach to social work practice and within an interdisciplinary context.

Dominant and Alternative Discourses and Knowledge

- Prior to commencing learning about mental health what was your understanding about assessment, treatment and intervention for people who live with mental distress? Where has this knowledge come from? How might these assumptions problematic/helpful when working in practice with people who experience mental distress?
- Choose a dominant or alternative discourse/and knowledge about mental health and identify how you could integrate it in your social work practice and improve mental health within an interdisciplinary context.

Personal and Professional Growth:

- The reflection is about the content that you have examined in week 1-6. Reflect on your initial attitudes towards mental health and consider how they have changed.
- What knowledge have you gained that you believe will be important for your social work practice based on the content that you have examined so far.
- Identify something that was challenging in the course (not the group work) and identify two modules for the remainder of the unit (Week 7-12) that will strengthen this knowledge and understanding further. What is it that you want to develop further and why?

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 may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU 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.

Submission

Submit the written assessment in Moodle.

Generative AI

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

Assessment Due Date

Week 6 Friday (23 Aug 2024) 11:59 pm AEST

Return Date to Students

Week 8 Friday (6 Sept 2024)

Weighting

40%

Assessment Criteria

Demonstrated ability to critically evaluate the socio-political and historical factors that have influenced responses to people who experience mental health services in Australia today. 10 marks

Excellent critical evaluation of the social-political factors, the historical events and trends that impacted on the understanding and treatment of mental illness, and how these factors have shaped the currently delivery of mental health services in Australia. 10 – 8.5 marks

Very good critical evaluation of the socio-political factors and historical factors that have influenced responses to people who experience mental distress and mental health services in Australia. 8.49 – 7.5 marks

Good critical evaluation of the socio-political factors and historical factors that have influenced responses to people who experience mental distress and mental health services in Australia. 7.49 – 6.5 marks

Satisfactory critical evaluation of the socio-political factors and historical factors that have influenced response to people who experience mental distress and mental health services in Australia. 6.49 marks – 5 marks

Lack of critical evaluation and understanding of the content and its relevance to mental health. Has misunderstood the task. <5 marks

Demonstrated ability to critically evaluate the dominant and alternative discourses that. Identify which discourse/knowledges can be integrated into your social work practice and improve mental health support within a multidisciplinary context. 10 marks

Excellent critical evaluation of the dominant and alternative discourses. Excellent identification and analysis of relevant knowledge for social work practice. 10 – 8.5 marks

Very good critical evaluation of the dominant and alternative discourses. Very good identification and analysis of relevant knowledge for social work practice. 8.49 marks - 7.5 marks

Good critical evaluation of the dominant and alternative discourses. Excellent identification and analysis of relevant knowledge for social work practice. 7.49 - 6.5 marks

Satisfactory critical evaluation of the dominant and alternative discourse. Excellent identification and analysis of relevant knowledge for social work practice. 6.49 - 5 marks

Lack of critical evaluation and understanding of the content and its relevance to mental health. Has misunderstood the task. <5 marks

Demonstrated ability to use critical reflection to consider personal and professional growth during Week 1-6 and identify further areas for development. 10 marks

Demonstrates excellent insight into their own personal and professional growth and an excellent understanding of the unit content and identifies areas for further development. 10 – 8.5 marks

Demonstrates very good insight into their own personal and professional growth and a very good understanding of the unit content identifies areas for further development. 8.49 - 7.5 marks

Demonstrates good insights into their own personal and professional growth and a good understanding of the unit content and identifies areas for further development. 7.49 - 6.5 marks

Demonstrates satisfactory insight into their own personal and professional growth and a satisfactory understanding of the unit content and identifies areas for further development. 6.49 - 5 marks

Demonstrates a lack of understanding of personal and professional growth, or a lack of understanding of the content and is unable to identify further development which is related to the unit content. Has misunderstood the task. <5 marks

Demonstrates insights into the use of critical reflection to think beyond dominant knowledges, exploring personal assumptions and biases and considers where this knowledge has developed. Considers how these assumptions and biases can be helpful or unhelpful in mental health social work practice. Demonstrates personal insights into how these assumptions and biases can create further oppression for people. 10 marks

Advanced critical analysis of how personal experiences and beliefs inform an understanding of mental health and how these assumptions, biases and knowledge can influence mental health social work practice positively or negatively. Cites multiple and relevant examples that demonstrate an excellent understanding. 10 – 8.5 marks

Very good critical analysis of how personal experiences and beliefs inform an understanding of mental health and how these assumptions, biases and knowledge can influence mental health social work practice positively or negatively. Cites very good examples that demonstrate a very good understanding. 8.49 -7.5 marks

Good critical analysis of how personal experiences and beliefs inform an understanding of mental health and how these assumptions, biases and knowledge can influence mental health social work practice positively or negatively. Cites good examples that demonstrate a good understanding. 7.49 marks – 6.5 marks

Satisfactory critical analysis of how personal experiences and beliefs inform an understanding of mental health and how these assumptions, biases and knowledge can influence mental health social work practice positively or negatively. Cites sound examples that demonstrate an excellent. 6.49 marks – 5 marks.

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. < 5 marks

No evidence of AI used.

No evidence of AI used in the assessment. Pass

Evidence of AI used in the assessment. Fail

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Examine the socio-political and historical context of mental health and how this has shaped mental health service delivery.
- Apply social work strategies effectively in interdisciplinary contexts while incorporating professional values and ethics.

2 Part A: Group Work Written Assessment, Part B: Group Work Oral Presentation, Part C: Individual Reflective Writing

Assessment Type

Group Work

Task Description

Assessment 2 - Part A, B, C

Part A

Type: Group work written assessment

Due date: Week 9 Monday 9th September 2024

Weighting: 20%
Length: 2000 words

Part B:

Type: Group work oral presentation

Due date: Week 11

Groups can select one of these days and are expected to attend all day. The Moodle Portal will allow students to select their preferred times.

- Tuesday 24th September 2024 at 1000am, 1100am, 1200pm, 100pm, 200pm
- Wednesday 25th September 2024 at 1000am, 1100am, 1200pm, 100pm, 200pm

Weighting: 20%

Length: 20 minutes

Part C:

Type: Individual Reflective Writing

Due date: Week 12 on Friday 4th October at 1159PM

Weighting: 20%

Length: 1000 words

Aim

The aim of this assessment is to provide you with an opportunity to explore the lived experience of mental distress through groupwork. By engaging with peers, you will enhance your understanding of mental distress and develop skills in implementing social work values, such as respecting diversity, communication skills and teamwork. Additionally, you will reflect on the group work process using critical reflection.

Instructions

Please follow the instructions below for completing Assessment Part A, B, C. You will be randomly assigned to a group of 4-5 student members and are expected to facilitate group meetings via Zoom or Teams.

The assessments aim to develop your knowledge about the lived experience of mental distress. Your group will select a book listed on the Moodle site in the Assessment block. Please advise the Unit Coordinator of your selection. To complete the assessments, you are required to read the chosen book and address the following:

Part A: Group Written Assessment – 2000 words

Part B: Group Presentation – 20 minutes

Part C: Individual Reflective Writing – 1000 words

Your reading of the book should inform your responses and you may also refer to your textbook where relevant. It is recommended that you obtain the book via Kindle or CQU library at the commencement of term to allow sufficient time for reading. Alternatively, if you prefer a paperback version, please order it as soon as possible. Please note that this book is in addition to the textbook.

Part A: Group Written Assessment 20%

In the written assessment, your group should answer the following 10 questions with a written response of approximately 200 words per question. You do not need an introduction and conclusion for this assessment.

1. Provide a brief overview of the story.
2. How did the person describe their experience of living with mental distress?
3. What challenges did they face?
4. What were their strengths?
5. How did they describe their experience of seeking help?
6. What was an important part of their recovery or coping?
7. What did you learn from the story?
8. Did you find the story challenging? If so, why? If not, why not?
9. What was the main takeaway from the story?
10. How will your understanding of the lived experience shape your social work practice?

By addressing these questions, your group will critically engage with the book, gaining insights into the lived experience of mental distress and consider the implications for future social work practice.

Literature and references

In this assessment use the lived experience book you have selected from the Moodle site. You do not need to reference

academic content for this assessment.

Submission

Submit the written group assessment individually in Moodle, including your reflective writing piece.

Generative AI

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Part B: Group Oral Presentation 20%

Aim

The aim of this assessment is to provide you the opportunity to develop an engaging oral presentation and enhance oral presentation skills. Additionally, this assessment focuses on the development of group work skills required to collaborate and deliver an oral presentation effectively.

Instructions

Please follow the instructions to complete the group work oral presentation. The presentation should last for 15-minutes, followed by a 5-minute question and answer session with the Unit Coordinator and student peers. Students must attend 4-5 sessions, and your group can choose their preferred date in consultation with the Unit Coordinator. It is expected that you present your own presentation and attend other groups presentations on the same day. The scheduled times ensure that students from Western Australia can participate. The available presentation dates are:

- Tuesday 24th October at 1000am, 1100am, 1200pm, 100pm, 200pm
- Wednesday 25th October at 1000am, 1100am, 1200pm, 100pm, 200pm

For the presentation, address the following:

- What were the key messages from the book you selected?
- Why is lived experience so important? Demonstrate the importance by using examples from the book.
- How do these messages shape how you will understand and support people with a lived experience of mental health distress?

In this assessment use the lived experience book you have selected from the Moodle site. You do not need to reference academic content for this assessment.

Literature and references

In this assessment use the lived experience book you have selected from the Moodle site. You do not need to reference academic content for this assessment other than the book assigned to the group.

Submission

Submit the group presentation individually in Moodle, including your reflective writing piece.

Generative AI

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PART C: Individual Reflective Writing 20%

You are required to use critical reflection about the group work process using Fook and Gardner's (2007) model of critical reflection. This framework can be located on the Moodle site. You will explore the group work process in depth.

You will examine your role and your group members' role in the group work process. You will explore your own personal assumptions and how these assumptions were developed and how your peer's lived experience influenced the group work process. You will identify any insights that you developed and discuss challenges that you experienced and

the learnings from these using reflexive practice. These insights will inform how you integrate this knowledge for further group work and teamwork.

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 may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU 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.
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Assessment Due Date

Part A: Week 9, Monday 9th September at 1000am, Part B: Week 11 on Tuesday 24th October or Wednesday 25th October from 1000am-300pm, Part C: Week 12 on Friday 4th October at 1159PM

Return Date to Students

2 weeks after assessment have been submitted

Weighting

60%

Assessment Criteria

Part A: Group work written assessment 20 marks

Demonstrates an understanding the lived persons experience of mental distress and the major themes that were presented in the book. 4 marks

Provides a comprehensive and an excellent overview of the major themes of the story and an excellent critical analysis of the person's lived experience. 4 - 3.4 marks

Provides a very good overview of the major themes of the major themes of the story and a very good critical analysis of the person's lived experience. 3.39 - 3 marks

Provides a good overview of the major themes of the story and a very good critical analysis of the person's lived experience. 2.99 - 2.6 marks

Provides a satisfactory overview of the major themes of the story and a satisfactory analysis of the person's lived experience. 2.59 - 2.0 marks

Does not understand the major themes of the story and demonstrates no critical analysis or the person's lived experience is considered. < 2 marks

Demonstrates insight into the help seeking that the lived person sought and how that help was unhelpful or helpful. 4 marks

Provides an excellent overview of the help seeking that was sought and how it was helpful or unhelpful. Cites a comprehensive range of examples from the book. 4 - 3.4 marks

Provides a very good overview of the help seeking that was sought and how it was helpful or unhelpful. Cites very good examples from the book. 3.39 - 3 marks

Provides a good overview of the help seeking that was sought and how it was helpful or unhelpful. Cites a few good examples from the book. 2.99 - 2.6 marks

Provides a satisfactory overview of the help seeking that was sought and how it was helpful or unhelpful. Cites some sound examples from the book. 2.59 - 2 marks

Demonstrates no critical analysis of the person's help seeking behaviour. Provides no reference to book. <2 marks

Demonstrates an understanding of the person's strengths and how they coped and recovered. 4 marks

Provides an excellent overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites a comprehensive range of examples from the book. 4 - 3.4 marks

Provides a very good overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites a few very good examples from the book. 3.39 - 3 marks

Provides a good overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites a few good examples from the book. 2.99 - 2.6 marks

Provides a satisfactory overview and critical analysis of the strengths and coping tools used by the person with a lived experience. Cites some sound examples from the book. 2.59 - 2 marks

Demonstrates no critical analysis of the person's strengths or coping skills. Provides no reference to book. <2 marks

The student group provides insights about what they have learned, what was personally challenging in developing an understanding of the lived experience, and how their insights will shape their social work practice. 4 marks

Provides excellent insights into their personal learning. Demonstrates clear links between their personal insights and how this will inform their social work practice, citing excellent examples. 4 - 3.4 marks

Provides very good insights into their personal learning. Demonstrates very good links between their personal insights and how this will inform their social work practice, citing a few very good examples. 3.39 - 3 marks

Provides good insights into their personal learning. Demonstrates good links between their personal insights and how this will inform their social work practice, citing a few good examples. 2.99 - 2.6 marks

Provides satisfactory insights into their personal learning. Demonstrates sound links between personal insights and how this will inform their social work practice, citing sound examples. 2.59 - 2 marks

Demonstrates no critical analysis of their personal learning. Does not make clear links between their learning and their emerging social work practice. <2 marks

Demonstrates ability to produce a well written analysis with synthesis and integration of the book content, demonstrating appropriate grammar, spelling and APA referencing within the word limit. No evidence of AI Use. 4 marks

Outstanding level of written expression with evidence of superior critical analysis skills. Excellent analysis of book and inclusion of relevant content. No grammatical, spelling or APA referencing errors. Within the word limit. 4 - 3.4 marks

Very good level of written expression with evidence of good critical analysis skills. Very good analysis of the book and inclusion of relevant content. Minor grammatical, spelling and APA referencing errors. Within the word limit. 3.39 - 3 marks

Sound written expression with evidence of good critical analysis skills. Good analysis of the book and inclusion of relevant content. Multiple grammatical, spelling and APA referencing errors. Within the word limit 2.99 - 2.6 marks

Basic level of written expression with acceptable grammar and spelling. Sound analysis of the book and inclusion of relevant content. Within the word limit. Consistent APA referencing errors. 2.59 - 2 marks

Poorly written, with inaccuracies in grammar and spelling and poor referencing. Has not remained within the word limit. Evidence of AI use. <2 marks

Part B: Group Oral Presentation 20 marks

Demonstrates insights about the key themes of the lived experience story. 5 marks

Excellent insights about the key themes of lived experience in the book. 5 - 4.25 marks

Very good insights about the key themes of lived experience in the book. 4.24 - 3.75 marks

Good insights about the key themes of lived experience in the book. 3.74 - 3.25 marks

Satisfactory insights about the key themes of lived experience in the book. 3.24 - 2.5 marks

Does not demonstrate insights or misunderstands key insights into the lived experience of the book. <2.5 marks

Demonstrates an understanding of the importance of lived experience to understanding mental distress compared to traditional models of mental health and cites examples from the book. 5 marks

Advanced critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites excellent examples that demonstrate an excellent understanding. 5 - 4.25 marks

Very good critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites very good examples that demonstrate a very good understanding. 4.24 - 3.75 marks

Good critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites good examples that demonstrate a good understanding. 3.74 marks - 3.25 marks

Satisfactory critical analysis of the importance of lived experience in understanding mental illness compared to traditional models of mental health and cites satisfactory examples that demonstrate a satisfactory understanding. 3.24 marks - 2.5 marks

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. <2.5 marks

Demonstrates an understanding of how these insights into the lived experience of mental distress will impact on their emerging social work practice. 5 marks

Excellent insights developed and excellent practice examples are considered to inform knowledge and skills in social work practice. 5 - 4.25 marks

Very good insights are developed, and very good practice examples are considered to inform knowledge and skills in social work practice. 4.24 marks - 3.75 marks

Good insights are developed, and good practice examples are considered to inform knowledge and skills in social work practice. 3.74 - 3.25 marks

Satisfactory insights are developed, and satisfactory examples are considered to inform knowledge and skills in social work practice. 3.24 - 2.5 marks

Demonstrates a lack of awareness of the lived experience of mental distress and is unable to present insights into how this will inform social work practice. Misunderstands the requirement of the criteria. <2.5 marks

Materials are original and creative in design to engage the audience. The presentation is clearly presented and engaging, is visually engaging, and adheres to time limit. There is no evidence of AI use. 5 marks

Excellent originality and creativity to deliver presentation and engage audience. The presentation is clear, audible, interesting and all content is engaging. 5 - 4.25 marks

Very good originality and creativity to deliver presentation and engage audience. The presentation has good logic and clarity and is engaging most of the time. 4.24 - 3.75 marks

Good originality and creativity to deliver presentation and engage audience. The presentation is logical and understandable and is generally engaging. 3.74 - 3.25 marks

Satisfactory originality and creativity to deliver presentation and engage audience. The presentation is mostly clear, and some parts are engaging. 3.24 - 2.5 marks

Lack of a clear and logical presentation that was understandable or did not present a presentation or did not understand the task requirements. <2.5 marks

PART C: Individual Reflective Writing 20 marks

Demonstrates insights into the use of critical reflection, examining their own personal assumptions, bias and knowledge about mental health and group work. Demonstrates an understanding of how these assumptions influence their interaction. There is no evidence of AI use. 20 marks

Advanced critical analysis of the group work process using a critical reflection model, examining in depth personal assumptions and biases and the implications of these in group work and examining in depth the lived experience of others and their assumptions and biases and how they might shape their understanding of group work and the group work process. Cites excellent examples that demonstrate an excellent understanding. 20 - 17 marks

Very good critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 16.9 - 15 marks

Good critical analysis of the group work process using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 14.9 - 13 marks

Satisfactory Advanced critical analysis of group work using a critical reflection model. Cites excellent examples that demonstrate an excellent understanding. 12.9 - 10 marks

Demonstrates a lack of awareness of critical analysis and thinking. The presenting issues are not clearly stated; information is not interpreted; evidence is considered fact without question; and implications considered are simplistic. Evidence of AI used in assessment. <10 marks

Referencing Style

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

Submission

Online Group

Submission Instructions

Part A and B will be a group submission. Part C will be an individual submission.

Learning Outcomes Assessed

- Examine the socio-political and historical context of mental health and how this has shaped mental health service delivery.
- Analyse the dominant discourses and alternative discourses and constructions of mental health, including alternative mental health constructions which include the Lived Experience perspective, cultural and Indigenous perspectives, and a human rights and social justice perspective.

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