



Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: THEORIES AND MODELS FOR PRACTICE

Unit ID: CHSUG1003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 090515

Description of the Unit:

This unit provides an overview of the role theory plays in social work and community and human services practice frameworks. It will explain what theories are and why they are used in practice. Students will be introduced to several key theoretical frameworks and models of practice including, systems theory, problem solving approaches, task-centred approaches such as, strengths based approaches and postmodern approaches. Students will consider and examine how community and human services workers apply these theories and models to their practice. This will assist students to make connections between theory and practice.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Examine the role of theoretical frameworks in community and human services practices.
- K2.** Identify and analyse the features of key theoretical frameworks used in practice.
- K3.** Explore the intersection of theoretical frameworks in the practice contexts.
- K4.** Recognise the links between theory, context and skills in practice.
- K5.** Explore how theoretical frameworks influence the role of the human service practitioners.

Skills:

- S1.** Demonstrate research skills by locating and using academic materials as evidence.
- S2.** Develop effective written communication skills.
- S3.** Describe and analyse the key theories and models pertaining to community and human services practice.
- S4.** Distinguish the key features of community and human services theoretical frameworks.

Application of knowledge and skills:

- A1.** Identify and explore key debates around the role of theories in practice.
- A2.** Explore the significance of theory in community human services practices.
- A3.** Apply research skills to demonstrate an understanding of theory.
- A4.** Reflect upon theory and how it shapes our understanding of people, the community and structures.

Unit Content:

Topics may include:

- The role of theory in community and human services practices:
 - What are theories for practice and why do we use them?
 - The generalist nature of community and human services (i.e. Health, welfare, behaviour and social sciences).
- Introducing models and theories for practice:
 - Systems theories
 - Problem solving approaches and task centred practice
 - Strengths based
 - Radical to critical perspectives (Anti-oppressive, Structural, feminist, intersectionality)
 - Postmodern approaches.
- Connections between theories and practice:
 - How community and human services use theories in practice
 - Using reflection and critical thinking to apply theory.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	A1,A4, K4, S2	AT3
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> Creating a collegial environment Showing self -awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	K5,A2	AT1
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	A4,K1,K2,K3,K4, K5, S4	AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	S1,S2, A3	AT2
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K3,S3,K5,A1,A2,A4	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K4, S1, S2, A2	Describe what theory is and explain why community and human service workers use it	Written Piece	20-30%
K2, K3, S1, S2, S3, A1, A3	Identify a theory or a model of practice and analyse its features	Major Essay	40-60%
K1, K2, K4, K5, S2, S3, S4, A4	Reflect upon key knowledge from course materials and readings at regular intervals	Learning Portfolio	20-30%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)