



An idea that grabs you! (1500 words) Formative

1. Students are asked to think of an idea from the course so far which has caught your attention.
2. Explain your understanding of this idea in your own words, including the era, model and thinker/ school that this idea is connected to. Cite relevant readings.
3. Give an account of what draws YOU to this particular idea. What are the personal and professional beliefs, experiences, skills and relationships that might have influenced your interest in this idea?
4. How are you beginning to think that this idea might influence your practice? What challenges might this idea pose for you, for the families you work with and the organization you work in? Consider the impact on a particular client group. What makes this idea a fit (or not) for practicing with these clients?
5. Reflect upon and describe your learning journey in relation to this idea. How has exploring your own position to this idea influenced your relationship to your current practice? How has it influenced how relationship with your organisation and the expectations around practice? How has reflecting on this idea influenced how you understand and feel about other ideas?

Grading Matrix

- . Confidentiality? YES/NO Clients, schools, places of work, institutions and writer's name should not be identified. All names should be changed and this should be indicated on the cover page. If NO, the report and assignment should be returned to the student for resubmission.

Theory and application /30

80-100	Distinction 70-100	Merit 60-69	Pass (50-59)	Fail (<49)
Idea is explained in very detailed yet succinct ways. Comparisons are made between this systemic idea and others, or the idea is spoken about alongside other systemic theory. For example, "I thought that one of the things that the Structural approach lacked was attention to social ggrraaacceesss and how these might influence power in the system".	In addition to criteria under 'Merit'...Theory or idea is explained very clearly. Offers a more detailed description of how the idea might be useful in practice. Explores the potential challenges and provides a more detailed critique of the concept. Connects the idea to other key concepts.	Describes the systemic idea clearly using own words and uses referencing appropriately. Begins to describe their intention in using the idea and their ideas about how it could be used, provides a good fit with the theory.. Begins to offer a critique of the idea.	Clearly identifies an idea from the field of systemic theory. Correctly attributes to thinker/era. Offers suggestion about how to use idea in practice which shows idea is understood to a sufficient level.	Does not accurately describe a systemic theory or concept and/or misattributes ideas to incorrect people. Does not evidence understanding of idea in own words and work is clearly taken from other sources without appropriate referencing or sufficient clarity. Proposed application to casework does not indicate a clear understanding of the chosen idea.

Context /20

80-100	Distinction 70-100	Merit 60-69	Pass (50-59)	Fail (<49)
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Able to consider the wider social/political context and think about how this might influence how this idea can or cannot be used. Expresses these ideas clearly and succinctly.	In addition to criteria for Merit,...Anticipates the impact of this theoretical idea on the other families practitioner may work with, and on the organization itself. Considers how the idea might aid or hinder understanding and practicing in the stated context.	Explores the impact of multiple layers of context on practitioner and family in approaching the case work in greater detail. Begins to identify interface between family and organisation as shaping casework. Attends to issues of power and able to explain how social ggrraaacceesss may have some influence.	Practitioner locates their casework within a particular setting and clarifies the aims or key statutory or regulatory frameworks that guide intervention. Places families who might be the subject of casework in social and historical contexts.	There is no or minimal reference to the work or organisational context in which this idea is applied. Little attention paid to the historical and social contexts of the families who might be subject to interventions (e.g. only states the service area and type of family problem).
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Therapeutic relationship: /20

80-100	Distinction 70-100	Merit 60-69	Pass (50-59)	Fail (<49)
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In addition to criteria under Distinction.... Explains all of these ideas clearly, succinctly and draws on more than one idea when doing so.	In addition to criteria under Merit... identifies ethical dilemmas in using this idea to develop a helping relationship in the stated context. Describes in detail how the relationship with the client group is influenced by the chosen idea. Attends to issues of power in systems.	Indicates how this idea might help them to co-construct a helping relationship with the client group . Gives an account about why an idea might be more or less useful to chosen client group, including how it may help or constrain work across social ggrraaacceesss.	Gives specific or generic examples of how the idea might impact relationships with families.	Does not consider how the idea when applied to casework may impact therapeutic relationship.
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Reflection on own learning and development: /20

80-100	Distinction 70-100	Merit 60-69	Pass (50-59)	Fail (<49)
In addition to Distinction.. all of these ideas expressed very clearly and succinctly, and draws on more than one idea when doing so.	Evidences how their learning from this idea is influencing their work and how they might practice in the future. Comments on other beliefs/ ideas which are reconsidered as a result of new learning. Shows some capacity to be self-reflexive and respond to feedback from	Own journey in this assignment is easy to follow. Clearly states personal and professional experiences (including social ggrraaacceesss) that may be shaping their interest in the idea and how to apply it.	Explains their interest in the proposed idea. Gives a rationale for the proposed application of the idea based on prior learning and experiences but tells the reader very little about 'self'.	Does not include self in the paper. Responds to questions in an objective manner without considering how one's own subjective experience impacts relationship to ideas and practice.

	clients or other professionals.			
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Presentation /10

80-100	Distinction 70-100	Merit 60-69	Pass (50-59)	Fail (<49)
In addition to Distinction... able to produce an assignment of a high academic standard. Ideas presented are sophisticated and complex, but written in a clear and succinct way.	Writing and presentation are of a very high standard. Detailed and coherent description of theory, application and learning journey, all presented very well.	Easy to see how criteria have been met. Easy to read.. Well evidenced. Good use of headings and structured to attend to assignment aims.	Appropriate use of grammar, spell check. Full reference list and in- test citations (	Writing not of professional standard and hard to read. Does not use headings that are required. Unclear structure, poor spelling, poor use of grammar. Absence of in text citations and reference list. More than 15% unoriginal content..

Total /100

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