



SOWK13013 Professional Practice with Children, Youth and Families

Term 2 - 2017

Profile information current as at 18/08/2022 02:30 am

All details in this unit profile for SOWK13013 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.

Corrections

Unit Profile Correction added on 27-06-17

Text book correction - currently has no prescribed text books and the following needs to be added:

Prescribed Textbooks

Understanding Child and Family Welfare: Statutory Responses to Children at Risk

Author/s:	Connolly, M. and Morris, K.	Year:	2012
Edition:		Publisher:	Palgrave Macmillian
City:	Basingstoke		
Country:	UK		

Working ethically in child protection

Author/s:	Lonne,Bob, Harries, Maria, Featherstone, Brid, Gray, Mel	Year:	2016
Edition:		Publisher:	Routledge
City:	New York		
Country:	US		

View textbooks at the [CQUniversity Bookshop](#)

Other Resources

These are not compulsory, but may assist you:

Good Practice in Child Protection

Author/s:	Tilbury, C., Osmond, J., Wilson, S. and Clark, J.	Year:	2007
Edition:		Publisher:	Pearson Australia
City:	Frenchs Forest	State:	NSW
Country:	Australia		

General Information

Overview

Students should be able to critically analyse the issues and practices for social and welfare workers working with children, young people and families. Participants should be able to explore issues for practice emerging from the multidimensional genesis of child maltreatment and youth at risk with particular relevance to indigenous and other cultural difference. Students should be able to analyse evidence based strategies for appropriate intervention in different contexts. Students will be required to collate feedback on their professional performance from their lecturer and from other sources, evaluate this feedback and include appropriate strategies in their learning contracts for Fieldwork Education 2.

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 - 2017

- Distance

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. **Written Assessment**

Weighting: 60%

3. **Portfolio**

Weighting: Pass/Fail

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student evaluations Analysis from CC

Feedback

Balance in workload required as many students found the group work quite substantial.

Recommendation

Change to Course Profile Assessment Task. It is recommended that the group work activity be removed and students undertake this activity in a revised manner. Interactivity can then be transferred to discussion threads or collaborate seminars.

Action

Amend Assessment 1 to an individual submission.

Unit Learning Outcomes

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

1. Evaluate the historical construction of ideas and practices of working with children, young people and families including the emergence of the notion of the best interests of the child, child focussed and child inclusive practice.
2. Analyse practice issues relevant to statutory practice with children, young people and families in a range of settings including youth justice, child protection, family law and mental health.
3. Identify and develop specific skills required for working with children, young people and families, including in a statutory context.
4. Critically evaluate relevant social and welfare practice strategies to support families where there are protective and / or offending issues.
5. Display the skills of cultural competency including working with indigenous children, young people and families.
6. Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 40%			•	•	•	•
2 - Written Assessment - 60%	•	•		•	•	
3 - Portfolio - 0%		•				•

Alignment of Graduate Attributes to Learning Outcomes

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

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•	•	•	•	•		
2 - Written Assessment - 60%	•	•	•	•			•	•		
3 - Portfolio - 0%	•		•	•		•				

Textbooks and Resources

Textbooks

SOWK13013

Prescribed

Understanding Child and Family Welfare: Statutory Responses to Children at Risk (2012)

Authors: Connolly, M. and Morris, K.

Palgrave Macmillian

Basingstoke , UK

ISBN: 13:978-0-230-25019-2

Binding: Hardcover

SOWK13013

Prescribed

Working ethically in child protection

(2016)

Authors: Lonne,Bob, Harries, Maria, Featherstone, Brid, Gray, Mel

Routledge

New York , US

ISBN: 978-0-415-72934-5

Binding: Paperback

SOWK13013

Supplementary

Good Practice in Child Protection

(2007)

Authors: Tilbury, C., Osmond, J., Wilson, S. and Clark, J.

Pearson Australia

Frenchs Forest , NSW , Australia

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Blackboard Collaborate (requires microphone and speakers function)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Shirley Ledger Unit Coordinator

s.ledger@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to SOWK13013
Underpinning theory, definitions and constructs

Moodle - Unit Overview and Readings
Chapter 1 of Unit Text

Week 2 - 17 Jul 2017

Module/Topic

The Child Protection Act (1999)
Legislative frameworks and Best
Interests of the Child Principle

Chapter

Readings and resources on Moodle
Chapter 2 of Unit Text
**Groups allocated by end of week
and Inquiry focus provided -
Assessment 1**

Events and Submissions/Topic

Week 3 - 24 Jul 2017

Module/Topic

The Social Worker in Context -
Interagency and Child Protection
Systems

Chapter

Readings and resources on Moodle
*Group formation and introductions /
agreements*

Events and Submissions/Topic

Week 4 - 31 Jul 2017

Module/Topic

Assessment and Responses in Child
and Family Practice
Child Development

Chapter

Readings and resources on Moodle
Chapter 3 Unit Text
*Group research and planning for
Assessment 1*

Events and Submissions/Topic

Week 5 - 07 Aug 2017

Module/Topic

Frameworks for Assessment of
Families and Children at Risk

Chapter

Readings and resources on Moodle
Chapter 5 Unit Text
*Group Zoom Seminar PPT and Study
Notes drafting and preparation for
Assessment 1*

Events and Submissions/Topic

Vacation Week - 14 Aug 2017

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic

Child Welfare Policy and Child
Development Perspectives

Chapter

Readings and resources on Moodle
*Group presentation finalisation and
submission
UC to open Zoom group areas for
recording*

Events and Submissions/Topic

**Child Protection Inquiry
Presentation (Pre-recorded) Due:**
Week 6 Friday (25 Aug 2017) 11:45
pm AEST

Week 7 - 28 Aug 2017

Module/Topic

Practice Perspectives - Out of Home
Care, Adoption, Domestic and Family
Violence

Chapter

Readings and resources on Moodle
Chapter 6 Unit Text

Events and Submissions/Topic

Week 8 - 04 Sep 2017

Module/Topic

Practice Perspectives - Engagement
and Working with Families
**Student Seminars posted - Policy
Contexts and Inquiries**

Chapter

Readings and resources on Moodle
Chapter 4 Unit Text

Events and Submissions/Topic

Week 9 - 11 Sep 2017

Module/Topic

Reunification and Family Support

Chapter

Readings and resources on Moodle

Events and Submissions/Topic

Week 10 - 18 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Working with Children	Readings and resources on Moodle Chapter 7 Unit Text	Essay Due: Week 10 Friday (22 Sept 2017) 11:45 pm AEST
Week 11 - 25 Sep 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Young People at Risk	Readings and resources on Moodle	Professional Practice Reflection - Discussion Thread in Moodle Due: Week 11 Friday (29 Sept 2017) 11:45 pm AEST
Week 12 - 02 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice and Professional Supervision	Readings and resources on Moodle Chapter 8 Unit Text	
Review/Exam Week - 09 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic
Self Care and Life-long learning		
Exam Week - 16 Oct 2017		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Child Protection Inquiry Presentation (Pre-recorded)

Assessment Type

Written Assessment

Task Description

Task Description

Assessment 1 Group presentation / submission

Child and family practice is significantly shaped and influenced by the broader policy context, both historically and in terms of current practice frameworks. The political and legal structure of child protection services and social welfare systems is influential at a macro and micro level and social workers need to comprehend, evaluate and critically examine the policy context where they work. An understanding of the major inquiries into child protection and family welfare services and responses in Australia that have shaped and continue to shape practice and policy in this area informs the social worker's practice framework in this context. Social workers are key stakeholders and participants in these systems and as such must be informed and able to provide rationale for principles of practice. Students will be encouraged to engage in shared learning by applying the CFL approach to the group task.

Seminar (Zoom session) on a child protection / welfare inquiry

Students will work in small groups for this assessment task. Each group will be provided with a particular Inquiry into a child and family welfare practice area in Australia. As a group, students will prepare and deliver a seminar to their social work colleagues. Each presentation will be recorded by the group using Zoom. Instructions on the use of Zoom will be provided in moodle.

Submission : Zoom recording (on moodle), PowerPoint and commentary notes to accompany each slide uploaded to moodle assessment area (1 per group)

The zoom presentation and PPT commentary notes will outline:

- # The context of the Inquiry - background and how it was called for, who called it and how long it was conducted for
- # Details of the process of the Inquiry, major stakeholders involved and your analysis of limitations of the inquiry or commission
- # Key findings and recommendations
- # Analysis of how the particular report and outcomes may impact on social workers currently working in child and family practice contexts
- # Evaluation of the effectiveness of the Inquiry in making changes to improve well-being of children, young people and families making links to relevant literature and research
- # Your team's reflections and insights gained from learning about the report

Topics will also be posted on Moodle

The Inquiries allocated to groups by the Lecturer will be one of the following:

1. Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families.
2. The Forde Inquiry: The Commission of Inquiry into the Abuse of Children Living in Queensland's Institutions.
3. The Forgotten Children : National Inquiry into Children in Immigration Detention 2014
<https://www.humanrights.gov.au/our-work/asylum-seekers-and-refugees/national-inquiry-children-immigration-detention-2014>
4. Forgotten Australians: A Report of Australians who Experienced Institutional or Out-of-Home Care as Children.
5. Commonwealth Contribution to Former Forced Adoption Policies and Practices.
6. Queensland Child Protection Commission of Inquiry.<http://www.childprotectioninquiry.qld.gov.au/> (Carmody Report)
7. Senate Inquiry - Domestic Violence in Australia August 2015
http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Finance_and_Public_Administration/Domestic_Violence/Report

** A cover sheet must be included with the PPT and commentary notes listing each group member's name, student number and the title of the inquiry presented. At least one page of the PPT must list student name, their role / tasks undertaken in the inquiry presentation and whether they had a speaking role. Due consideration should be given to equal and shared participation in the assessment task, utilising a CFL approach.*

Assessment Due Date

Week 6 Friday (25 Aug 2017) 11:45 pm AEST
Upload one submission per group to Moodle

Return Date to Students

Week 8 Friday (8 Sept 2017)
Please note assessment return dates may vary

Weighting

40%

Assessment Criteria

Assessment Criteria

Demonstrated ability to analyse the social, political, normative and policy contexts of the Inquiry agenda
Demonstrated ability to analyse and evaluate goals and outcomes and the effectiveness of the Inquiry
Demonstrated ability to articulate and analyse relevant theories and frameworks as applied to evaluation of child protection / welfare systems
Demonstrated ability to present learning in an engaging and creative presentation, adhering to scholarly conventions

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Zoom seminars (recorded through moodle) and written submissions via Moodle assessment area- one submission of PPT and commentary / study notes per group.

Learning Outcomes Assessed

- Identify and develop specific skills required for working with children, young people and families, including in a statutory context.
- Critically evaluate relevant social and welfare practice strategies to support families where there are protective and / or offending issues.
- Display the skills of cultural competency including working with indigenous children, young people and families.
- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

- Ethical practice

2 Essay

Assessment Type

Written Assessment

Task Description

Social workers must be adept at critiquing practice contexts and how they impact on the aims of the profession (refer to AASW Code of Ethics 2010). Social workers must be able to work effectively within their contexts of employment ensuring that they meet both their organisational and professional responsibilities. Often, social workers encounter tension between these responsibilities. Adept analysis of these tensions can inform strategic responses intent on upholding the aims and commitment of social work within challenging contextual environments. Strategic responses that are theoretically based and articulated with clarity will prove more influential in effecting the changes sought. This assessment piece intends to strengthen student capacity to develop informed strategic responses emanating from thorough contextual analysis.

You are a social work student who has completed one field practicum. You are to draw on your experiences within this practicum to expand your knowledge and understanding of practice contexts and their impact/influence on practice intervention.

- Choose one of the following practice fields:

- i. Child Protection
- ii. Family Law
- iii. Youth Justice
- iv. Domestic Violence

1. Identify an organisational context where this field of practice occurs.
2. Briefly state the legal and practice guidelines with regard to this specific practice context.
3. Evaluate the issues and dilemmas encountered in maintaining the best interests of the child when working in this specific practice context. How can the best interests of the child be discounted in these practice contexts?
4. What (two) evidence based strategies would you use as a respond to these issues?
5. What theoretical frameworks underpin these strategies? Demonstrate your understanding of how these theoretical frameworks underpin these strategies.
6. Identify the specific challenges faced when responding to Indigenous issues in the chosen practice context. Provide (two) evidence based strategies in response to these issues. What theoretical frameworks underpin these strategies? Demonstrate your understanding of how these theoretical frameworks underpin these strategies.

Assessment Due Date

Week 10 Friday (22 Sept 2017) 11:45 pm AEST

Return Date to Students

Week 12 Friday (6 Oct 2017)

Weighting

60%

Assessment Criteria

Assessment Criteria HD D C P F

Demonstrate capacity to analyse how practice impact on maintaining the best interest of the child.

HD: Highly developed capacity to analyse contexts and their impact on practice

D: Well developed capacity to analyse contexts and their impact on practice

C: Good analysis contexts and their impact on practice

P: Adequate skills to analyse contexts and their impact on practice

F: Inadequate or inaccurate analysis of practice contexts and their impact on practice

Ability to develop appropriate strategic responses and articulate the theoretical frameworks underpinning this development

HD: Highly developed capacity to develop appropriate strategic responses and articulate their theoretical underpinnings

D: Well developed capacity to develop appropriate strategic responses and articulate their theoretical underpinnings

C: Good capacity to develop appropriate strategic responses and articulate their theoretical underpinnings

P: Adequate capacity to develop appropriate strategic responses and articulate their theoretical underpinnings

F: Inadequate capacity to develop appropriate strategic responses and articulate their theoretical underpinnings

Research

HD: Evidence of an extensive and highly relevant range of literature consulted in addition to the set readings

D: Evidence of some authoritative sources, as well as a good range of sources consulted in addition to the set readings

C: Evidence of a good range of sources consulted in addition to the set readings

P: Minimal number of sources consulted in addition to the set readings

F: Evidence of consulting only set readings. Does not consult set readings and inadequate or inappropriate sources

Ability to produce a well written and structured analysis within word limit showing appropriate grammar, spelling and referencing

HD: Extremely well written and presented paper; logically sequenced with grammatical, spelling and referencing accuracy within word limit

D: Very well written and constructed, logically sequenced paper; very good presentation; grammatical, spelling and referencing accuracy; within word limit

C: Very well written and constructed logically sequenced paper; good presentation; grammatical spelling and referencing accuracy; within word limit

P: Basic level of written expression and construction; acceptable grammar, spelling and basic level of referencing within word limit

F: Poorly written and presented with inaccuracies in written expression, and / or poor referencing

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit online through Moodle

Learning Outcomes Assessed

- Evaluate the historical construction of ideas and practices of working with children, young people and families including the emergence of the notion of the best interests of the child, child focussed and child inclusive practice.
- Analyse practice issues relevant to statutory practice with children, young people and families in a range of settings including youth justice, child protection, family law and mental health.
- Critically evaluate relevant social and welfare practice strategies to support families where there are protective and / or offending issues.
- Display the skills of cultural competency including working with indigenous children, young people and families.

Graduate Attributes

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

3 Professional Practice Reflection - Discussion Thread in Moodle

Assessment Type

Portfolio

Task Description

Purpose

Social work in child and family contexts is often challenging both personally and professionally, requiring an ability to practice with integrity and in accordance with the Code of Ethics, Practice Standards and broader legislative and policy framework. As a social worker, self care and an ability to be reflexive assists in this process. Lifelong learning is an integral component to the practitioner's framework and assists in maintaining currency and integrity in practice.

Product

You are to write a reflective summary outlining your own responses to any aspect of the unit material, learning or context issue covered in the unit. You are to identify how these responses have shifted, changed or been developed in some way throughout the unit. The reflection should also identify at least one area of child and family practice that you hope to engage in further learning or development.

The written reflection is to be 500 - 600 words and adhere to scholarly conventions including appropriate referencing and will be posted in a discussion thread on moodle.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 11:45 pm AEST

Return Date to Students

Week 12 Friday (6 Oct 2017)

Pass or Fail feedback provided through Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass or Fail grade

Assessment Criteria

This is a Pass/ Fail graded assessment item

- Demonstrated ability to reflect on individual responses to unit material and concepts
- Demonstrated ability to identify learning goals and importance of life long learning
- Demonstrated ability to identify personal and professional values and relate these to child and family practice

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Students will upload reflection in discussion thread on moodle

Learning Outcomes Assessed

- Analyse practice issues relevant to statutory practice with children, young people and families in a range of settings including youth justice, child protection, family law and mental health.
- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem