



# SOWK13013 Professional Practice with Children, Youth and Families

## Term 2 - 2018

Profile information current as at 19/09/2025 06:50 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.

## 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 agreements 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 - 2018

- 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%

### 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 feedback via moodle and direct to Unit Coordinator

##### Feedback

Feedback from students indicate this unit is successful and engaging. Continue regular opportunities to discuss content through Zoom lectures.

##### Recommendation

Continue to offer regular Zoom sessions and discussion activities on moodle.

## 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 to assess harm and risk of harm when 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%	•	•		•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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%	•	•	•	•			•	•		

## 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 Macmillan

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

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#### 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)
- Computer with microphone and camera for zoom tutorials

## 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](mailto:s.ledger@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

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

Moodle - Unit Overview and Readings  
Chapter 1 of Unit text

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Legislative frameworks and Best Interests of the Child Principle	Readings and resources on Moodle Chapter 2 of Unit Text	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Social Worker in Context - Interagency and Child Protection Systems	<b>Chapter</b> Readings and resources on Moodle	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and Responses in Child and Family Practice Child Development	Readings and resources on Moodle Chapter 3 Unit Text	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Frameworks for Assessment of Families and Children at Risk	Readings and resources on Moodle Chapter 5 Unit Text	

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 Due

### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Child Welfare Policy and Child Development Perspectives		<b>Best Interests of the Child Principle - Essay 1600 words</b> Due: Week 6 Friday (24 Aug 2018) 11:45 pm AEST

### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Practice Perspectives - Out of Home Care, Adoption, Domestic and Family Violence		

### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Practice Perspectives - Engagement and Working with Families	Chapter 4 Unit Text Readings on Moodle	

### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reunification and Family Support	Readings on Moodle	

### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 Due
Working with Children	Moodle Chapter 7 Unit Text	<b>Case Study Assessment and Intervention Plan</b> Due: Week 10 Friday (21 Sep 2018) 11:45 pm AEST

### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 12 - 01 Oct 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Working with Young People		
<b>Review/Exam Week - 08 Oct 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 15 Oct 2018</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Best Interests of the Child Principle - Essay 1600 words

#### 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:

- Child Protection
- Family Law
- Youth Justice
- 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 6 Friday (24 Aug 2018) 11:45 pm AEST

Submission on moodle

#### Return Date to Students

Week 8 Friday (7 Sept 2018)

Feedback via moodle

## Weighting

40%

### Assessment Criteria

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

**Ability to develop appropriate strategic responses and articulate the theoretical frameworks underpinning this development of strategies within this context**

**Research and apply knowledge of major theories and perspectives related to children and young people's needs and development within this context**

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

### Referencing Style

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

### Submission

Online

### Submission Instructions

Online in 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.
- Identify and develop specific skills required to assess harm and risk of harm when 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 Case Study Assessment and Intervention Plan

### Assessment Type

Written Assessment

### Task Description

#### Purpose

Developing a conceptual framework for assessment, planning and intervention in child protection and welfare settings is central to effective professional practice. Social workers must demonstrate ability to effectively articulate their assessments and interventions based on a sound evidence-based framework for practice. An understanding of the roles and responsibilities of social workers in this area, knowledge and understanding of current theory related to child abuse, neglect and co-existing issues for families' forms components of this framework. An understanding of risk and protective factors, developmental theories, child needs and evidence informed culturally safe practice is also relevant to the social worker in this context.

You will have the opportunity to apply a child centred, family focused framework drawing from literature in the unit, to the case in a case study report.

#### Performance/products

Students will prepare a **case study assessment and intervention plan** utilising research (evidence-based practice) and social work knowledge and theory to examine the case and identify the issues raised in the case study and address the following:

- An overview of the presenting issues and family constellations, dynamics and relationships and precipitating incidents or events relevant to the case.
- Your assessment and rationale for this assessment should include the child/ren's needs, indicators of harm, the

type/s of harm and likely harm. Your analysis should be informed by theoretical perspectives as well as research and broader literature.

- Your report should include an intervention plan. This plan should outline options for initial intervention and for an ongoing case plan. You should include a rationale for the intervention approach based on and informed by theoretical and research literature.
- Include a labelled genogram of the family constellation in the case
- Your report should include an overview of the particular ethical issues relevant to the case.

**2300 words excluding reference list, genogram and tables or figures**

**Headings may be used in the report.**

**Assessment Due Date**

Week 10 Friday (21 Sept 2018) 11:45 pm AEST

Submission via moodle

**Return Date to Students**

Week 12 Friday (5 Oct 2018)

**Weighting**

60%

**Minimum mark or grade**

Must pass (50%) to pass the unit

**Assessment Criteria**

**Demonstrated ability to apply contemporary frameworks for child protection practice, and explain the rationale for and implications of adopting particular interventions which take account of differing child and family circumstances**

**Formulate assessments and intervention plans supported by the relevant evidence base**

**Demonstrated beginning capacity to present a case report to articulate child protection assessments**

**Demonstrated evaluation of the ethical, organisational, cultural and contextual obligations in the case**

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Online submission in 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.
- Evaluate your performance from feedback drawn from your involvement in professional learning contexts.

**Graduate Attributes**

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