



SOWK13013 Professional Practice with Children, Youth and Families

Term 2 - 2019

Profile information current as at 19/05/2024 11:16 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 10-07-19

References to the "Unit Text" in the study schedule refer to *Connolly and Morris (2012)*

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 - 2019

- 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. 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

Feedback

Students appreciated opportunities for collaborative learning through zoom sessions. Students reported the quality of assessment feedback enhanced future learning.

Recommendation

Continue to offer regular zoom sessions throughout the term. Ensure assessment feedback retains reflective learning opportunities.

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
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)
- 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

Schedule

Week 1 - 15 Jul 2019

Module/Topic

Chapter

Events and Submissions/Topic

Introduction to SOWK13013 Underpinning theory, discourse and constructs	Moodle - Unit Overview and Readings Chapter 1 of Unit text	
Week 2 - 22 Jul 2019		
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 - 29 Jul 2019		
Module/Topic	Chapter	Events and Submissions/Topic
The Social Worker in Context - Interagency and Child Protection Systems	Chapter Readings and resources on Moodle	
Week 4 - 05 Aug 2019		
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 - 12 Aug 2019		
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	Best Interests of the Child Principle - Essay 1600 words Due: Week 5 Friday (16 Aug 2019) 6:00 pm AEST
Vacation Week - 19 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 Due
Week 6 - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Child Welfare Policy and Child Development Perspectives		
Week 7 - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Practice Perspectives - Out of Home Care, Adoption, Domestic and Family Violence		
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Practice Perspectives - Engagement and Working with Families	Chapter 4 Unit Text Readings on Moodle	
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Reunification and Family Support	Readings on Moodle	Case Study Assessment and Intervention Plan Due: Week 9 Friday (20 Sept 2019) 6:00 pm AEST
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Working with Children	Moodle Chapter 7 Unit Text	Assessment 2 Due
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Independent Research	Moodle resources	Research
Week 12 - 07 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Working with Young People		
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 21 Oct 2019		
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

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 5

Word Limit

1500 words

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.

Return Date to Students

Week 7

Weighting

40%

Assessment Due Date

Week 5 Friday (16 Aug 2019) 6:00 pm AEST

Submission on moodle

Return Date to Students

Week 7 Monday (2 Sept 2019)

Feedback via moodle

Weighting

40%

Assessment Criteria

Criteria	HD	D	C	P	F
Demonstrate capacity to analyse how practice context impacts on maintaining the best interest of the child.	Highly developed capacity to analyse contexts and their impact on practice	Well-developed capacity to analyse contexts and their impact on practice	Good analysis contexts and their impact on practice	Adequate skills to analyse contexts and their impact on practice	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	Highly developed capacity to develop appropriate strategic responses and articulate their theoretical underpinnings	Well-developed capacity to develop appropriate strategic responses and articulate their theoretical underpinnings	: Good capacity to develop appropriate strategic responses and articulate their theoretical underpinnings	Adequate capacity to develop appropriate strategic responses and articulate their theoretical underpinnings	Inadequate capacity to develop appropriate strategic responses and articulate their theoretical underpinnings
Research and apply knowledge of major theories and perspectives related to children and young people's needs and development within this context	Evidence of an extensive and highly relevant range of literature related to theory consulted and applied in addition to the set readings	Evidence of some authoritative sources, as well as a good range of theory integration applied in addition to the set readings	Evidence of a good range of sources consulted and applied with major theories identified in addition to the set readings	Adequate consultation of literature with pertinent theories identified and discussed in addition to the set readings	Evidence of consulting only set readings and does not identify major theories or perspectives related to children's needs or inaccurately describes main concepts in essay.
Ability to produce a well written and structured analysis within word limit showing appropriate grammar, spelling and referencing	Extremely well written and critically analysed essay; logically sequenced with grammatical, spelling and referencing accuracy within word limit	Very well written and constructed, logically sequenced paper; very good presentation; grammatical, spelling and referencing accuracy; within word limit	Well written and constructed logically sequenced paper; good presentation; grammatical spelling and referencing accuracy; within word limit	Basic level of written expression and construction; acceptable grammar, spelling and basic level of referencing within word limit	Poorly written and presented with inaccuracies in written expression, and / or poor referencing with frequent errors.

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

Task Description

Case Study

The case study will be posted to Moodle

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 centered, 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 - The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.

Headings may be used in the report.

Assessment Due Date

Week 9 Friday

Return Date to Students

Week 11 Friday

Weighting

60%

Conditions

Must achieve 50% pass to pass the unit

Assessment Due Date

Week 9 Friday (20 Sept 2019) 6:00 pm AEST

Submission via moodle

Return Date to Students

Week 11 Monday (30 Sept 2019)

Weighting

60%

Minimum mark or grade

Must pass (50%) to pass the unit

Assessment Criteria

Criteria	Grade				
	HD	D	C	P	F
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	A clearly defined and evidence-based framework for practice is adopted with highly developed knowledge of the family circumstances and analysis of intervention options.	A well-defined and evidence-based framework for practice is incorporated and connected to very good knowledge of the family circumstances and analysis of intervention options.	The framework for practice is clear with evidence of a well explained rationale for intervention inclusive of and identifying the primary needs and risks for each family member.	Elements of an evidence-based framework for practice is adopted with identification of how the framework has been incorporated into the proposed intervention plan	There is an absence of framework for practice or the rationale for interventions is incorrectly identified or omitted or relevant circumstances have not been identified or incorrectly identified and risk / needs are not considered adequately.
Formulate assessments and intervention plans supported by the relevant evidence base	Demonstrates capacity to formulate a thorough assessment and intervention plan effectively incorporating all required evidence based interventions.	Demonstrates a high level of assessment and intervention supported by evidence based plan effectively incorporating all interventions required.	Demonstrates a good level of understanding the assessment process with the primary concerns addressed and associated intervention is reasoned and justified.	Demonstrates an adequate level of understanding the assessment process with primary concerns identified with only minor omissions or inconsistencies in the intervention plan.	Failed to demonstrate the required level of understanding of assessment formulation or omitted to include an intervention plan that would support a child focused family inclusive response.
Demonstrated beginning capacity to present a case report to articulate child protection assessments	The case report is professionally presented and is written clearly and concisely. All child protection concerns are identified along with strengths and needs producing a report that requires no or minimal feedback.	The case report is well presented and describes all required details consistently and effectively. The major child protection concerns are identified along with primary strengths and needs producing a report that requires some feedback or correction only.	The case report is well presented identifies the primary concerns, strengths and needs and is logically constructed. There are few corrections or additions required.	The case report is adequately presented with primary concerns, strengths and general identification of strengths referred to. The omissions or incorrect statements do not result in risk of harm to a child and any errors do not impact on the overall assessment.	The case report does not adhere to the template provide or is difficult to follow. Concerns, strengths and needs are either not represented or identified or the report incorrectly or inadequately explains basic information required to formulate an assessment. Significant feedback / corrections are required to address the report failures.
Demonstrated evaluation of the ethical, organisational, cultural and contextual obligations in the case	The contextual obligations are incorporated into the report inclusive of tensions in ethics, legislative requirements, cultural considerations and an exceptional analysis of these issues produces a report requiring no or minor correction.	The contextual obligations are incorporated into the report where obligations of the case are required identifying primary ethical, organizational and cultural obligations in the case. There are only minor or minimal corrections or additions required.	The legislative and ethical obligations are identified. Cultural considerations are represented in the intervention plan and basic analysis of the context is presented. There are some areas that could be addressed however they do not impact on the overall quality of the report.	Obligations are addressed in the report with reference to ethical requirements and identification of primary cultural and legislative obligations.	There are significant omissions or errors of context in the report. The report is unethical or excludes reference to cultural / legislative / organizational responses. The report is significantly impacted by these exclusions and or is poorly written and requires major correction or changes.

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