



SOWK13013 Professional Practice with Children, Youth and Families

Term 2 - 2022

Profile information current as at 18/08/2022 02:09 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 - 2022

- 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 evaluations and feedback.

Feedback

Ensure feedback on assessments provide clarity and focus for learning.

Recommendation

Consideration given to providing feedback through feedback studio to improve specificity and targeted responses from the marker.

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.

Red Globe Press (Bloomsbury)

London , UK

ISBN: 9780230250192

Binding: Paperback

Additional Textbook Information

Both paper and eBook versions of the book can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au>
(search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Emily Cleary Unit Coordinator

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Shirley Ledger Unit Coordinator

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Schedule

Week 1: Orientation to SOWK13013 - 11 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|--|---|
| Orientation to SOWK13013 | Readings on Moodle Chapter 2 of core text | Introduce yourself in the introduction forum. |

Week 2: Child harm and working in statutory contexts - 18 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------------------------------|------------------------------|
| Child harm and working in statutory contexts | Readings and lectures on Moodle | |

Week 3: Child and family welfare in Australia - 25 Jul 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------------|----------------------------------|------------------------------|
| Child and family welfare in Australia | Readings and resources on Moodle | |

Week 4: The Best Interests of the Child Principle - 01 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|----------------------------------|------------------------------|
| The Best Interests of the Child Principle | Readings and resources on Moodle | |

Week 5: Family life cycle and development - 08 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|---|------------------------------|
| Family life cycle and development | Readings and resources on Moodle Chapter 3 of text | |

Vacation Week - 15 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Week 6: Attachment theory - 22 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|----------------------------------|------------------------------|
| Attachment theory | Readings and resources on Moodle | |

Week 7: Dispute resolution and justice systems - 29 Aug 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|----------------------------------|---|
| Dispute resolution and justice systems | Readings and resources on Moodle | Child and Family Inquiry written assessment Due: Week 7 Friday (2 Sept 2022) 11:59 pm AEST |

Week 8: Domestic and family violence - 05 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|----------------------------------|------------------------------|
| Domestic and family violence | Readings and resources on Moodle | |

Week 9: Working with children: - 12 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------|---|------------------------------|
| Working with children | Chapter 7 of text Readings and resources on Moodle | |

Week 10: Working with young people - 19 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|----------------------------------|------------------------------|
| Working with young people | Readings and resources on Moodle | |

Week 11: Practice Processes - 26 Sep 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------|---|---|
| Practice Processes | Chapter 8 of text Readings and resources on Moodle | The Best interests of the child principle Due: Week 11 Friday (30 Sept 2022) 11:59 pm AEST |

Week 12: Reflective practice - 03 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------|----------------------------------|---|
| Reflective practice | Readings and resources on Moodle | Post in the discussion forum, your reflections on the Unit. |

Review/Exam Week - 10 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Exam Week - 17 Oct 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Assessment Tasks

1 Child and Family Inquiry written assessment

Assessment Type

Written Assessment

Task Description

Child and family practice is significantly shaped and influenced by the broader social policy context, both historically and in terms of current practice frameworks. The political and legal structures of child protection services and social welfare systems are influential at macro and micro levels 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 task.

You will select an inquiry via Moodle. You will prepare a PowerPoint presentation (30 slides), with accompanying commentary notes (1000 words) as though you were delivering a seminar to your social work colleagues.

The PowerPoint presentation and commentary notes will outline:

1. The Inquiry context; including the social, political and normative contexts; background and how it was called for, who called it and its length
1. Details of the process of the Inquiry, major stakeholders involved and an analysis of limitations of the inquiry
1. Key findings and recommendations
1. Whether any or some of the recommendations have been implemented and their current status
1. Analysis of how the report and outcomes may impact on social workers currently working in child and family practice contexts
1. 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

You will select from the list of Commonwealth inquiries below:

Inquiry into Family, Domestic and Sexual violence (March 2021)

https://www.aph.gov.au/Parliamentary_Business/Committees/House/Social_Policy_and_Legal_Affairs/Familyviolence/Report

OR Inquiry into Children in Institutional Care either (a) Protecting vulnerable children: a national challenge first report, (b) Forgotten Australians: A report on Australians who experienced institutional or out-of-home care as children

https://www.aph.gov.au/parliamentary_business/committees/senate/community_affairs/completed_inquiries/2004-07/institutional_care/report/index 30 August 2004

OR Inquiry into Children in Institutional Care - Protecting vulnerable children: a national challenge second report 2005

https://www.aph.gov.au/parliamentary_business/committees/senate/community_affairs/completed_inquiries/2004-07/institutional_care/report2/index

OR Senate Community Affairs Committee,

https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Community_Affairs/Completed_inquiries/1999-02/child_migrat/report/index

OR Human Rights and Equal Opportunity Commission (HREOC) Bringing them Home Report

<https://humanrights.gov.au/our-work/bringing-them-home-report-1997>

OR Commonwealth Contribution to Former Forced Adoption Policies and Practices

www.aph.gov.au/Parliamentary_Business/Committees/Senate/Community_Affairs/Completed_inquiries/2010-13/commcontributionformerforcedadoption/r (2012)

You are to submit two files for this assessment; the PowerPoint presentation and the commentary notes (in Microsoft Word).

* A cover sheet must be included on the commentary notes.

Assessment Due Date

Week 7 Friday (2 Sept 2022) 11:59 pm AEST

Via Moodle

Return Date to Students

Week 9 Friday (16 Sept 2022)

Weighting

40%

Assessment Criteria

| SOWK13013 Assessment 1 (40%) | | | | | |
|--|---|--|--|---|--|
| Assessment Criteria | High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail Below 50% |
| Presentation and Structure. Assessment must conform to the guidelines set in the unit profile, including cover page, formatting and presentation requirements (30 slides and 1000 words in commentary notes). Assessment is well-written using academic language and no errors. (10%) | Excellent presentation which completely conforms to the Assignment Presentation guidelines. PowerPoint is highly engaging and well-structured. Assignment cover page present, including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Within expected word length. | Presentation mostly conforms to the Assignment Presentation guidelines. PowerPoint is engaging and has good structure. Assignment cover page present, including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs where applicable. Mostly within expected word length. | Presentation somewhat conforms to the Assignment Presentation guidelines. PowerPoint is well-presented with some structure. Assignment cover page present, including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs where applicable. Adequately within expected word length. | Presentation adequately conforms to the Assignment Presentation guidelines. PowerPoint is adequate, lacking in some structure, Assignment cover page present including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs. Adequately within expected word length. | Presentation does not conform to the Assignment Presentation guidelines. PowerPoint presentation shows minimal effort and contains many errors. Assignment cover page not present, or lacking information, including name, student number, and word count. Many spelling, grammar, sentence structure and paragraph errors evident (where applicable). Beyond or below expected word length. |
| | 8.5 - 10 | 7.5 - 8.25 | 6.5 - 7.25 | 5-6.25 | 0-4.75 |
| The social, political, normative and policy contexts of the Inquiry have been explained (including the background to the inquiry; and who, how and why it was called) (20%) | Excellent explanation of the social, political, normative and policy contexts of the inquiry and its background. | Very good explanation of the social, political, normative and policy contexts of the inquiry and its background. | Good explanation of the social, political, normative and policy contexts of the inquiry and its background. | Adequate explanation of the social, political, normative and policy contexts of the inquiry and its background. | Poor or no demonstrated ability to explain the social, political, normative and policy contexts of the inquiry agenda. |
| | 17 - 20 | 15 - 16.75 | 13 - 14.75 | 10 - 12.75 | 0 - 9.75 |
| Analysis and evaluation of goals and outcomes and the effectiveness of the Inquiry (20%) | Excellent analysis and evaluation of goals and outcomes and the effectiveness of the inquiry, with a highly detailed account in the assessment. | Very good analysis and evaluation of goals and outcomes and the effectiveness of the inquiry, with a well-detailed account in the assessment. | Good analysis and evaluation of goals and outcomes and the effectiveness of the inquiry, with sufficient detail in the assessment. | Fair analysis and evaluation of goals and outcomes and the effectiveness of the inquiry, discussed in adequate detail in the assessment. | No analysis and/or evaluation of goals and outcomes and the effectiveness of the inquiry. Lacking in detail within the assessment and outcomes have not been identified. |
| | 17 - 20 | 15 - 16.75 | 13 - 14.75 | 10 - 12.75 | 0 - 9.75 |

| | | | | | |
|---|---|--|---|--|---|
| Articulates and analyses theories and frameworks relevant to evaluation of child protection / welfare systems (20%) | Excellent articulation and analysis of theories and frameworks relevant to evaluation of child protection / welfare systems. Theories and frameworks are described in detail and a highly-developed understanding is shown. | Very good analysis of theories and frameworks relevant to evaluation of child protection / welfare systems. Theories and frameworks are described in detail and a well-developed understanding is shown. | Good articulation and analysis of theories and frameworks relevant to evaluation of child protection / welfare systems. Theories and frameworks are described in some detail and a good understanding is shown. | Fair articulation and analysis of relevant theories and frameworks relevant to evaluation of child protection / welfare systems. Theories and frameworks are described adequately and some understanding is shown. | Poor articulation and analysis of theories and frameworks relevant to evaluation of child protection / welfare systems, lack of understanding demonstrated. |
| | 17 - 20 | 15 - 16.75 | 13 - 14.75 | 10 - 12.75 | 0 - 9.75 |
| Understanding of impact of inquiry on current social work practice in child and family contexts (20%) | Excellent understanding of impact of inquiry on current social work practice in child and family contexts, with several examples. | Very understanding of impact of inquiry on current social work practice in child and family contexts, with many examples. | Good understanding of impact of inquiry on current social work practice in child and family contexts, with some examples. | Fair understanding of impact of inquiry on current social work practice in child and family contexts, lacking in examples. | Limited or no understanding of impact of inquiry on current social work practice in child and family contexts; no examples present. |
| a | 17 - 20 | 15 - 16.75 | 13 - 14.75 | 10 - 12.75 | |
| Referencing complies with Harvard Referencing format both in-text and within the referencing list. Required number of references present (10) and are compliant with expectations set in task description. (10%) | All literature used is appropriate and scholarly. Critical analysis of social work literature demonstrated. Minimum of 10 references. Harvard Referencing format used with no mistakes. | Most literature used is appropriate and scholarly. Critical analysis of social work literature evident. Minimum of 8 references. Harvard Referencing format used with minimal mistakes. | Most literature used is appropriate and scholarly. Critical analysis of social work literature is somewhat present. Minimum of 6 references. Harvard referencing format used with some mistakes. | Some literature used is appropriate and scholarly. some critical analysis of social work literature is present. Minimum of 5 references. Harvard referencing & formatting used with many mistakes. | Most of literature used is inappropriate and not from a scholarly source. Harvard referencing and formatting not used. No critical analysis of social work literature. Fewer than 5 references, several mistakes. |
| | 8.5 - 10 | 7.5 - 8.25 | 6.5 - 7.25 | 5-6.25 | 0-4.75 |
| Total: Grade: Student name: | | | | | |

Referencing Style

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

Submission

Online

Submission Instructions

Two files should be submitted via Moodle, PowerPoint file and Microsoft word file.

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 The Best interests of the child principle

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 2020). Social workers must be able to work effectively within the contexts of their employment ensuring that they meet organisational and professional responsibilities. Often, social workers encounter tension between these responsibilities. Adept analysis of these tensions can inform strategic responses to uphold the aims and commitment of social work within challenging contextual environments. Strategic responses that are theoretically based and articulated with clarity will prove influential in effecting the changes sought.

Your task is to examine the Child Protection Legislation in your relevant state (e.g., if you reside in QLD, then the corresponding Act is the Child Protection Act 1999). You are to examine this legislation in the context as a social/welfare worker working with children, youth and families in a non-Government organisation. Working in an NGO, your role is not to provide a statutory response to child protection issues, rather the role of a social worker in this practice context may be to provide support to the family and/or be a liaison with the relevant statutory agency.

Your essay should address the following areas:

1. Identify the NGO practice context and the relevant Act.
1. Briefly explore the relevance of this legislation to the practice context you have chosen.
1. Evaluate issues and dilemmas encountered by social and welfare workers to maintain the best interests of the child when working in this specific practice context and following this legislation.
1. What (two) strategies could you use to overcome these issues/dilemmas to ensure the best interests of the child principle/a child focus is maintained and the responsibilities of the profession are upheld?
1. How does the AASW Code of Ethics apply to these issues/dilemmas?
1. What theoretical frameworks and knowledge underpin the two strategies?
1. Demonstrate your understanding of how these theoretical frameworks guide the work of a social and welfare worker within this practice context.
1. Identify the specific challenges faced when responding to issues relating to Aboriginal and Torres Strait Islander, and CALD groups in the chosen practice context.

Provide (two) strategies in response to these issues. What theoretical frameworks underpin these strategies?

Demonstrate your understanding.

This assessment is 2000 words excluding references, tables, diagrams and appendices. A 10% under or over word count allowance is acceptable within this word limit. The dot points above are to provide you with a guide and structure, they are not to be used as headings.

Assessment Due Date

Week 11 Friday (30 Sept 2022) 11:59 pm AEST

Via Moodle

Return Date to Students

Review/Exam Week Friday (14 Oct 2022)

Weighting

60%

Assessment Criteria

| SOWK13013 Assessment 2 (60%) | | | | | |
|--|---|--|--|---|---|
| Student name: | | | | | |
| Assessment Criteria | High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail Below 50% |
| Practice issues are critically evaluated and discussed and practice strategies to support families in the chosen setting are clearly identified (25%) | A high level of critical evaluation is evident with several examples of practice strategies applied. | Well-developed critical evaluation is evident with many examples of practice strategies applied. | A good critical evaluation with some examples of practice strategies applied. | An adequate critical evaluation, with attempts made to apply practice strategies. | Inadequate or inaccurate critical evaluation, with practice strategies that are unclear. |
| | 22 - 25 | 19 - 21.75 | 16 - 18.75 | 12.5 - 15.5 | <12.5 |
| Interprets and applies the AASW Code of Ethics to identified issues/dilemmas. (5%) | Excellent interpretation and application of AASW COE to issues/dilemmas relevant to the practice context. Clear conclusions drawn from the literature. | Very good interpretation and application of AASW COE to issues/dilemmas relevant to the practice context. Mostly clear conclusions drawn from the literature. | Good interpretation and application of AASW COE issues/dilemmas relevant to the practice context. Attempts made to draw conclusions from the literature. | Adequate interpretation and application of AASW COE to issues/dilemmas, relevant to the practice context. Limited ability to draw conclusions from the literature. | Inadequate interpretation and/or application (or interpretation not present) of AASW COE to issues/dilemmas. Not relevant to the practice context. Inadequate literature provided. |
| | 4.5 - 5 | 3.75 - 4.25 | 3 - 3.5 | 2.5 - 2.75 | <2.5 |
| Develops appropriate strategic responses and articulates theoretical frameworks underpinning these responses (30%) | Highly developed capacity to develop appropriate strategic responses and articulate their theoretical underpinnings. Evidence of extensive and highly relevant research (2 strategic responses identified that are very clear). | Well-developed capacity to develop appropriate strategic responses and articulate their theoretical underpinnings. Evidence of a well-researched paper (2 strategic responses identified that are mostly clear). | Good capacity to develop appropriate strategic responses and articulate their theoretical underpinnings. Evidence of a good range of sources consulted (1 clear strategic response identified and 1 that is somewhat clear). | Adequate capacity to develop appropriate strategic responses and articulate their theoretical underpinnings. Adequate consultation of literature/research evident (1 clear strategic response identified, but 1 that is lacking clarity). | Inadequate capacity to develop appropriate strategic responses and articulate their theoretical underpinnings. Inadequate research consulted. Strategic responses are unclear/unidentified. |
| | 25.5 - 30 | 22.5 - 25 | 19.5 - 22 | 15 - 19 | 0 - 14.5 |

| | | | | | |
|---|---|--|--|--|---|
| Identifies challenges relevant to working with Aboriginal and Torres Strait Islander and CALD groups and strategies to address these challenges. (30%) | Highly developed capacity to identify challenges for ATSI and CALD groups and develop appropriate strategic responses (2 challenges and 2 strategies identified that are very clear). | Very good capacity to identify challenges for ATSI and CALD groups and develop appropriate strategic responses (2 challenges and 2 strategies identified that are mostly clear). | Good capacity to identify challenges for ATSI and CALD groups and develop appropriate strategic responses (1 challenge and 1 strategy identified). | Adequate capacity to identify challenges for ATSI and CALD groups and develop appropriate strategic responses (1 challenge identified, however strategy is not clearly articulated). | Unable to demonstrate capacity to identify challenges for ATSI and CALD groups. Responses not developed. |
| | 25.5 - 30 | 22.5 - 25 | 19.5 - 22 | 15 -19 | 0 - 14.5 |
| A well written and structured paper within word limit showing appropriate grammar, spelling and referencing. Harvard referencing format followed (10%) | Extremely well written and critically analysed essay; logically sequenced with grammatical, spelling and referencing accuracy within word limit. 15 references (Harvard formatting used with no mistakes) | Very well written and constructed, logically sequenced paper; very good presentation; grammatical, spelling and referencing accuracy; within word limit. 10-12 references (Harvard formatting used with minimal mistakes). | Well written and constructed logically sequenced paper; good presentation; grammatical spelling and referencing accuracy; within word limit 8-9 references (Harvard formatting used with some mistakes). | Basic level of written expression and construction; acceptable grammar, spelling and basic level of referencing exceeding or under word limit 5-7 references (Harvard formatting used with many mistakes). | Poorly written and presented with inaccuracies in written expression, and / or poor referencing with frequent errors. Word count is exceeded or not reached. <5 references (Harvard formatting not used, or consistently used incorrectly). |
| | 8.5 - 10 | 7.5 - 8.25 | 6.5 - 7.25 | 5-6.25 | 0-4.75 |
| Total: Grade: | | | | | |

Referencing Style

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

Submission

Online

Submission Instructions

Submit via 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

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