SOWK13013 *Professional Practice with Children, Youth and Families*
Term 2 - 2023

Profile information current as at 09/04/2024 03:12 pm

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 - 2023

- 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 SUTE Unit Comments

Feedback

Moodle was very hard to navigate. Weekly tiles for content would have been easier. There were also double ups of information across tiles.

Recommendation

The new Moodle set out has been introduced across social work units to improve accessibility and navigation.

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

— N/A Level ◦ Introductory Level ◦ Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

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

Collaborative Family Work: A practical guide to working with families in human services
(2020)
Authors: Chris Trotter
Routledge
Abingdon , Oxfirdshir , England
ISBN: 13: 9781741758320 (pbk)
Binding: eBook

Additional Textbook Information
Text book can be purchased as a hardcover or eBook

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Access to computer/laptop

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Emily Cleary Unit Coordinator
e.cleary@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Child and Family Practice: Conceptual Overview Overview of Family Work	Chapter 1, core text Resources on Moodle, week 1	Undertake learning activities on Moodle, week 1

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Child Harm and Maltreatment: Working in Statutory Contexts	Chapter 3, core text Resources on Moodle, week 2	Undertake learning activities on Moodle, week 2

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Trauma, Risk and Vulnerability	Resources on Moodle, week 3	Undertake learning activities on Moodle, week 3

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Working with Young People Youth Justice and Involuntary clients	Chapters 4 and 5, core text	Undertake learning activities on Moodle, week 4

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Working with families using Structural Theories	Resources on Moodle, week 5	Undertake learning activities on Moodle, week 5 **Report** Due: Week 5 Friday (11 Aug 2023) 11:55 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Best Interests of the Child Principle	Resources on Moodle, week 6	Undertake learning activities on Moodle, week 6

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Person-Centred and Developmental Theories	Resources on Moodle, week 7	Undertake learning activities on Moodle, week 7

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Practice Processes	Chapter 2, core text Resources on Moodle, week 8	Undertake learning activities on Moodle, week 8

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Critical reflection in Family Practice	Chapter 2: **Critical Reflection**, core text Resources on Moodle, week 9	Undertake learning activities on Moodle, week 9

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Family Assessment and Goal Planning	Chapters 6 and 7, core text Resources on Moodle, week 10	Undertake learning activities on Moodle, week 10

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Domestic and Family Violence	Chapter 7, core text Resources on Moodle, week 11	Undertake learning activities on Moodle, week 11

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Summarising the Unit and wrapping up	Resources on Moodle, week 12	Undertake learning activities on Moodle, week 12 **Case Study Analysis and Report** Due: Week 12 Tuesday (3 Oct 2023) 11:55 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

1 Report

Assessment Type
Written Assessment

Task Description
Aim
The aim of this assessment is to enhance your understanding of systemic issues relevant to social work practice associated with youth who may be engaged in offending behaviours.

Context
In Australia the topic of crime, particularly involving young people engaging in offending behaviours, is a contemporary issue. Media frequently portrays 'youth crime' as an escalating problem, accompanied by reports of increase in anti-social behaviours (Abbot, 2023; Hope, 2023a). It is essential to critically examine the validity of such claims and evaluate diverse perspectives on this issue. Evidence suggests that data and statistics have been inflated and lacking contextualisation (Smee, 2023; Hope, 2023b). Consequently, there is a need to address these concerns by adopting evidence-based practices when providing effective support to young people who may have taken this path. Luke Twyford, Principal Commissioner, of the Queensland Family and Child Commission (QFCC), has expressed concerns regarding the prevailing inclination towards a punitive approach in dealing with offending behaviours, stressing the importance of considering evidence-based interventions (Smee, 2023).

Learning Outcomes Assessed
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.

Instructions
You have been asked to write a report that critically examines current issues relating to offending and antisocial behaviours exhibited by young people in your community and propose effective strategies to support youth and their families in addressing these issues. The report should incorporate contemporary social work theories relating to mezzo and macro practice. To ensure a comprehensive analysis, it is essential to critically engage with both sides of the argument and evaluate diverse perspectives on youth crime.
Please address these areas when completing your report:
1. What are the prevailing issues relating to crime and antisocial behaviour in your community? Provide a critical evaluation by considering diverse perspectives on this issue.
2. What are the possible connections between specific marginalised groups' life conditions, the situations or problems they face, and the issues of oppression and discrimination they may encounter?
3. Analyse the risk factors influencing youth involvement in crime and antisocial behaviour.
4. Assess the existing services available to support youth within your community. Determine if these services are Government-based Statutory services, or non-Government and Not-for-profit services.
5. Critically evaluate the role of these services in supporting youth and their families by considering:
a) The range of supports provided by these services
b) Adequacy of these supports in addressing the current issues
c) Ongoing systemic challenges that impact these services (e.g., access, eligibility, funding).
d) Identify the skills required for social workers in these services in assessing potential risks of child maltreatment and harm.
6. Provide evidence-based recommendations for future services and supports, drawing upon relevant theoretical perspectives to support your recommendations effectively.
7. Discuss how you would evaluate the effectiveness of these additional services. Provide examples of how you would evaluate your own practice in this area.
Please follow the report template provide on Moodle, which includes formatting guidelines, section headings, and required elements, to structure your assessment. The report template allows you to present your analysis, evaluations of diverse perspectives, and recommendations systematically.

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Include page numbers on the top right side of each page in a header.
3. Write in the third-person perspective.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
6. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the contents page, summary, headings, the reference list and appendices, but includes in-text references and direct quotations.

Resources

1. You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific library guide: the Social Work and Community Services Guide.
3. We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
4. For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Assessment Due Date

Week 5 Friday (11 Aug 2023) 11:55 pm AEST

Return Date to Students

Week 7 Friday (1 Sept 2023)

Weighting

40%

Assessment Criteria

SOWK13013 Assessment 1 - report (40%)

Assessment Criteria	High Distinction 84.50 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail Below 49.50%
The student evaluates connections between marginalised group conditions and issues of oppression and discrimination (10%)	Excellent depth of analysis where connections are explored in-depth, providing a comprehensive understanding of the relationships between life conditions, situations and oppression/discrimination.	Very good analysis where connections are explored with some detail, providing a comprehensive understanding of the relationships between life conditions, situations and oppression/discrimination	Connections are explored in a comprehensive manner, with some detail, providing examples of oppressive or discriminatory experiences related to multiple marginalised groups.	The response provides at least one concrete example illustrating oppressive or discriminatory experiences encountered by marginalised groups.	Connections between specific marginalised groups' life conditions, and the issues of oppression and discrimination they may encounter are either absent or insufficiently explored.
The student demonstrates their understanding of current issues within their community and shows insight into their impact (10%)	Excellent explanation of the current issues impacting their community, demonstrating a high level of insight.	Very good explanation of the current issues impacting their community. A good level of insight demonstrated.	Good explanation of the current issues impacting their community. Some insight demonstrated.	Adequate explanation of the current issues impacting their community. However, lacking in overall insight demonstrated.	Poor or no demonstrated ability to explain current issues impacting their community. Lacking in overall insight demonstrated.

The student demonstrates their understanding of factors that may place youth at risk of offending and/or engaging in anti-social behaviours (20%)	Excellent explanation of factors that may place youth at risk of offending and/or engaging in anti-social behaviours, demonstrating a high level of insight.	Very good explanation of factors that may place youth at risk of offending and/or engaging in anti-social behaviours, demonstrating a good level of insight.	Good explanation of factors that may place youth at risk of offending and/or engaging in anti-social behaviours. Some insight demonstrated.	Adequate explanation of factors that may place youth at risk of offending and/or engaging in anti-social behaviours. However, lacking in overall insight demonstrated.	Poor or no demonstrated ability to explain factors that may place youth at risk of offending and/or engaging in anti-social behaviours. Student is unable to demonstrate insight into these risk factors.
Identification, analysis, and critical evaluation of current services, supports and skills required. (20%)	Excellent analysis and evaluation of current services, supports and skills required with a highly detailed account in the assessment.	Very good analysis and evaluation of current services, supports and skills required, with a well-detailed account in the assessment.	Good analysis and evaluation of current services, supports and skills required, with sufficient detail in the assessment.	Adequate analysis and evaluation of current services, supports and skills required, discussed in adequate detail in the assessment.	No analysis and/or evaluation of current services, supports and skills required or lacking in detail within the assessment.
Articulates and analyses theories and frameworks relevant to evaluation of services and supports (10%)	Excellent articulation and analysis of theories and frameworks relevant to evaluation of current services and supports. 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 current services and supports. 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 current services and supports. Theories and frameworks are described in some detail and a good understanding is shown.	Fair articulation and analysis of theories and frameworks relevant to evaluation of current services and supports. Theories and frameworks are described adequately, and some understanding is shown.	Poor articulation and analysis of theories and frameworks relevant to evaluation of current services and supports, lack of understanding demonstrated.
The student presents clear recommendations and demonstrates their application of mezzo and macro theoretical perspectives, including cultural competency to these recommendations. The student demonstrates an understanding of evaluating their own practice (20%)	Excellent and clear recommendations that demonstrate a high-level of research and application of theoretical perspectives and critical reflection.	Very good and mostly clear recommendations that demonstrate a very good level of research and application of theoretical perspectives and critical reflection.	Good recommendations that are somewhat clear and demonstrate a good level of research and application of theoretical perspectives and critical reflection.	Adequate attempts made to provide clear recommendations that demonstrate some level of research and application of theoretical perspectives and critical reflection.	Limited or no ability to provide clear recommendations. Limited consultation of research and application of theoretical perspectives is unclear. Limited ability to critically reflect on practice.
Assessment structure and referencing complies with APA 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. Minimum of 10 references. APA Referencing format used with no mistakes.	Most literature used is appropriate and scholarly. Minimum of 8 references. APA Referencing format used with minimal mistakes.	Most literature used is appropriate and scholarly. Minimum of 6 references. APA referencing format used with some mistakes.	Some literature used is appropriate and scholarly. Minimum of 5 references. APA referencing & formatting used with many mistakes.	Most of literature used is inappropriate and not from a scholarly source. APA referencing and formatting not used. Fewer than 5 references, several mistakes.
Total Marks					100

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission

No submission method provided.

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

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 Analysis and Report

Assessment Type

Written Assessment

Task Description

Context

As a social worker employed in a community setting, specifically as a social worker facilitating a 'mums and bubs' group, you have been working with a family and recently encountered concerns relating to possible neglect. Your task is to undertake a context-responsive and comprehensive analysis and construct a case study assessment report informed by critical theory and an ecological model. Your report should consider the strengths, vulnerabilities, protective factors, and risk factors associated with your concerns. You are expected to apply your knowledge and skills in accordance with the AASW Code of Ethics (2020), the AASW Practice Standards (2023), and relevant organisational policies. You should incorporate feedback from Assessment 1 to improve the quality of your assessment submission.

Learning Outcomes

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.

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.

Task Instructions:

1. Familiarise yourself with the case study scenario provided on Moodle. The case study will provide you with information about your social work purpose and context of practice, the family, their background, and the specific concerns observed within the 'mums and bubs group'.

2. Conduct a thorough assessment of the case study, considering the following aspects

a) Use an ecological systems model to analyse the risk and protective factors for child development and wellbeing at each level (micro, meso, exo, macro systems). Present this information in a table format, following the instructions on Moodle.

b) Apply critical theory to evaluate structural factors contributing to child maltreatment. Your response should consider culturally diverse perspectives (e.g., structural factors that specifically impact CALD and First Nations groups) .

c) Identify the practitioner, organisational, and policy-related factors that shape the practitioner's role (e.g., organisational professional boundaries, privacy constraints regarding information sharing, legal requirements, importance of effective working relationships to engage with the client).

d) Provide a clear scholarly definition of 'child maltreatment' and 'risk and harm'. Include examples that may be present in the case study to demonstrate your knowledge and skills in assessing risk and/or harm.

e) Describe the principles of person-centred, relationship-based practice and discuss research findings that contribute to helpful and unhelpful working relationships.

f) Discuss the expected parental characteristics that may precede the process of building working relationships (e.g., research-informed discussion about social isolation, heightened feelings of vulnerability and fear, trustworthiness, etc.).

g) Explain how you would establish trust, and balance parental growth goals while protecting children.

h) Describe how you would incorporate the perspectives of the service users to gain a comprehensive understanding of the situation. Consider the importance of critical reflection and supervision as additional evaluative tools for understanding the practice setting and your role.

i) Provide a list of references in a consistent referencing style (APA).

3. Ensure that your assessment and report align with the AASW Code of Ethics (2020), the AASW Practice Standards (2023), and relevant organisational policies.

Literature and references
In this assessment use at least 15 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements

Word process your text with appropriate layout and use of headings/subheadings. Font and line spacing are not part of the assessment criteria.

Use diagrams where necessary to illustrate specific aspects. Ensure that you correctly cite and reference all sources of diagrams used unless they are original and created by you. Academic integrity is crucial in this regard.

Save/upload your file in either a Word format (.doc or .docx) or in a basic text format (e.g., .rtf) to ensure compatibility.

Access the case study information provided on Moodle and utilise it while completing this task.

Your assessment and report should demonstrate a comprehensive understanding of the case study and apply relevant knowledge, best practices, and research evidence in working effectively with vulnerable families.

Resources

You can use unit provided materials and other credible sources (e.g., journal articles, books) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline specific library guide: the Social Work and Community Services Guide.

We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Assessment Due Date
Week 12 Tuesday (3 Oct 2023) 11:55 pm AEST

Return Date to Students
Exam Week Friday (20 Oct 2023)

Weighting
60%

Assessment Criteria

SOWK13013 Assessment 2 - Case Study Analysis and Report (60%)

Assessment Criteria	High Distinction 84.50 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50-64.49%	Fail Below 49.50%
Familiarity with case study scenario, demonstrating understanding and purpose of the social workers role in this context. (5%)	Demonstrates a comprehensive understanding of the social work purpose, practice context, family background, and concerns observed within the mums and bubs group.	Shows a thorough understanding of the case study scenario and relevant details.	Demonstrates an adequate understanding of the case study scenario and relevant details.	Shows a basic understanding of the case study scenario but with some gaps in knowledge.	Demonstrates a limited understanding of the case study scenario.
Application of ecological systems model and analysis of risk and protective factors. (20%)	Applies an ecological systems model to analyse and present risk and protective factors at each level (micro, meso, exo, macro systems) with exceptional accuracy and insight.	Applies an ecological systems model to analyse and present risk and protective factors at each level (micro, meso, exo, macro systems) with accuracy.	Applies an ecological systems model to analyse and present risk and protective factors at each level (micro, meso, exo, macro systems) with satisfactory proficiency.	Applies an ecological systems model to analyse and present risk and protective factors at each level (micro, meso, exo, macro systems) with basic understanding.	Applies an ecological systems model with limited accuracy and understanding of risk and protective factors.
Understanding and application of critical theory in evaluating structural factors contributing to child maltreatment, considering diverse groups (15%)	Demonstrates an exceptional understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. Diverse groups are considered in exceptional detail.	Shows a strong understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. Diverse groups are considered in good detail.	Displays a satisfactory understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. Diverse groups are considered in some detail.	Shows a basic understanding of critical theory and its application in evaluating structural factors contributing to child maltreatment. Diverse groups are adequately considered.	Demonstrates a limited understanding of critical theory and its application. Limited ability to evaluate structural factors contributing to child maltreatment. No consideration for diverse groups.

Identification and discussion of practitioner, organisational, and policy factors. (15%)	Clearly identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with exceptional depth and insight.	Identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with clarity and understanding.	Identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with satisfactory proficiency.	Identifies and discusses the practitioner, organisational, and policy-related factors shaping the practitioner's role with basic understanding.	Identifies and discusses practitioner, organisational, and policy-related factors with limited accuracy and understanding.
Scholarly definition and examples of child maltreatment, risk and harm. Examples from the case study demonstrate student's skills in assessing risk and harm. (15%)	Provides a scholarly definition of child maltreatment, risk and harm with clear and precise examples relevant to the case study.	Provides a scholarly definition of child maltreatment, risk and harm with relevant examples.	Provides a clear definition of child maltreatment, risk and harm, with some examples.	Provides a basic definition of child maltreatment, risk and harm, lacking in examples from the case study.	Provides a vague or inaccurate definition of child maltreatment, risk and harm with inadequate or inaccurate examples.
Principles of person-centred, relationship-based practice are described within the report. (15%)	Demonstrates an exceptional understanding of person-centred, relationship-based practice principles and incorporates research findings effectively.	Shows a strong understanding of person-centred, relationship-based practice principles and incorporates research findings proficiently.	Displays a satisfactory understanding of person-centred, relationship-based practice principles and incorporates research findings adequately.	Shows a basic understanding of person-centred, relationship-based practice principles and incorporates some research findings.	Demonstrates a limited understanding of person-centred, relationship-based practice principles and incorporates minimal research findings.
Incorporation of service users' perspectives; demonstrating understanding of critical reflection, supervision and feedback, and their importance in evaluating practice. (10%)	Effectively incorporates the perspectives of service users to gain a comprehensive understanding of the situation. Demonstrates a strong understanding of the use of critical reflection, supervision and feedback to evaluate practice.	Incorporates the perspectives of service users to gain a good understanding of the situation. Demonstrates a good understanding of the use of critical reflection, supervision and feedback to evaluate practice.	Incorporates the perspectives of service users to gain an adequate understanding of the situation. Demonstrates a satisfactory understanding of the use of critical reflection, supervision and feedback to evaluate practice.	Incorporates the perspectives of service users to gain a basic understanding of the situation. Demonstrates a basic understanding of the use of critical reflection, supervision and feedback to evaluate practice.	Fails to incorporate the perspectives of service users effectively, leading to a limited understanding of the situation. Fails to discuss the use of critical reflection, supervision and feedback to evaluate practice.
Scholarly writing, academic referencing, integration of feedback from previous assessment and written presentation. (5%)	Demonstrates exceptional scholarly writing skills, follows academic referencing guidelines accurately, incorporates feedback and presents the paper professionally and coherently.	Shows strong scholarly writing skills, follows academic referencing guidelines appropriately, incorporates most feedback and presents the paper well.	Demonstrates satisfactory scholarly writing skills, follows academic referencing guidelines adequately, incorporates some feedback and presents the paper clearly.	Shows basic scholarly writing skills, follows academic referencing guidelines with some errors, basic inclusion of feedback and presents the paper adequately.	Demonstrates limited scholarly writing skills, inconsistent or incorrect academic referencing, repeats previous errors of understanding or does not incorporate feedback and poorly presented paper.
Total Marks					**100**

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
No submission method provided.

Submission Instructions
Submit your assessment via the unit Moodle site in Microsoft Word format only.

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