Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	THEORETICAL MODELS FOR PRACTICE: ASSESSMENT AND INTERVENTION
Unit ID:	GCSCS6001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090500

Description of the Unit:

This unit introduces students to key theoretical frameworks and practice models in the community and human services. It introduces students to assessment and intervention models and the varied domains of practice in this sector. Using a scaffolded case study approach, students explore a range of social issues, including social welfare and poverty, children's rights, disability and family violence. Students consider how theory can support family violence work in accordance with legislation and industry frameworks including the Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework. They also reflect on how theory is integral to critical practice. Specific theories covered in the unit include critical social work theories such as feminism, anti-oppressive and anti-discriminatory practice and post-modernism. Eco-systems, developmental and life-cycle theories are also critiqued with a focus on how they inform professional family violence work. Throughout the unit, a strengths approach that advocates with, or on behalf of, victim-survivors of family violence to secure their rights and access to resources is emphasised.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory				✔		
Intermediate						
Advanced						

Learning Outcomes:

Knowledge:

K1. Examine a range of theoretical frameworks and practice models that underpin responses to a range of social issues including poverty and welfare, disability, children's rights and family violence within the community and human services sector

K2. Explore family violence as an intersection of multiple social concerns, and reflect on the effectiveness of assessment and interventional models applied to address family violence in the community and human services sector

K3. Develop an in-depth understanding of micro-mezzo and macro domains of practice, and how they inform critical family violence practice.

K4. Critically reflect on personal and professional values that inform family violence practice.

Skills:

S1. Identify and apply theoretical frameworks and practice models to family violence case scenarios using advanced, independent research skills.

S2. Demonstrate the development of critical skills for family violence practice through written and oral assessments

S3. Develop self-knowledge through critical reflection of personal and professional values that underpin family violence and social and community work.

Application of knowledge and skills:

A1. Apply knowledge of theoretical frameworks and practice models to family violence and a range of assicated social issues.

A2. Develop critical skills for family violence practice by integrating knowledge of practice models to case studies based on social issues.

A3. Analyse values, ideologies and discourses that underpin professional practice in community and human services and family violence work.

Unit Content:

Topics may include:

- The use of theories and practice models to clarify and address social problems including poverty and welfare, disability, children's rights and family violence in the community and human services
- Family violence as an intersection of social problems
- A critique of family violence practice models including the Multi-Agency Risk Assessment and Management (MARAM) Framework
- Values and perspectives in community and human services work
- Becoming a critical family violence practitioner

- Domains of practice, namely micro, mezzo and macro

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3 S1, S3 A1, A2	AT1 AT2 AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4 S3 A3	AT1 AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2,K3, K4 S1, S2, S3 A1, A2, A3	AT1 AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K3, K4 S1, S2 A1, A2	AT1 AT2 AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2 S2 A2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S2, S3, A1, A3, V1, V2	Participate in collective learning using case studies to identify (a) an issue of social concern e.g. poverty and welfare, disability or children's rights and (b) theories or practice models that could effectively address that issue.	Simulation exercise with written report	30-45%
K2, K3, K4, S1, A1, A2, V1	Using a case study to (a) identify how multiple social problems can intersect around family violence and (b) developing a personal and comprehensive approach to addressing family violence.	Critical Practice Activity and Presentation	30-45%
K1, K2, K4, S2, S3, V2	Active engagement in all aspects of the unit (attend at least 80% face-to-face classes or engage in at least 80% on-line discussion forums; complete all assigned unit readings and note-taking; discuss readings in a clear and reasoned manner; make informed contributions to learning activities).	Participation and contribution	10-25%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)