

# Course Outline (Higher Education)

: School of Arts

**Course Title:** THEORETICAL MODELS FOR PRACTICE: ASSESSMENT AND INTERVENTION

**Course ID:** GCSCS6001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 090500

**Description of the Course:**

This course 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 course 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 course, 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)

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	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 associated 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.

#### Course 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

**Values:**

- V1.** Develop understanding of social discourses and values that inform practice models in community and human services.
- V2.** Demonstrate critical self-awareness and reflection of personal and professional values and their impact on professional practice.

**Graduate Attributes**

The Federation University 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		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	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S2, S3, V2	Active engagement in all aspects of the course (attend at least 80% face-to-face classes or engage in at least 80% on-line discussion forums; complete all assigned course readings and note-taking; discuss readings in a clear and reasoned manner; make informed contributions to learning activities).	Participation and contribution	10-25%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)