Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	NAVIGATING CHILD AND FAMILY SERVICES
Course ID:	MSWCF7110
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090501

Description of the Course:

This course introduces students to child and family service systems, with a particular focus on the processes, pathways and protocols applied within the Australian statutory child protection context. Students examine the movement of child abuse notifications between the intake, investigation, intervention and care stages. They also examine intervention pathways including differential and partnered responses, family group conferences and care and protection orders. Additionally, students become familiar with standard child protection protocols including partnered responses, suicidal risk assessments and duty of care safety checks. The practical aim of this exploration is to equip students with a strong conceptual map that can enable them to navigate statutory child protection systems, and understand the protective measures built into child protection systems within the Australian context.

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

Work Experience:

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

Does Recognition of Prior Learning apply to this course?   No

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. Critically analyse processes, pathways and protocols applied within the Australian child protection service system

K2. With reference to the Family Violence Multi-Agency Risk Assessment and Management (MARAM) Framework, evaluate the extent to which child protection processes, pathways and protocols address child safety concens

K3. Critically appraise the cultural construction of 'safety' within the child protection system and evaluate the extent to which constructions of safety represent or under-represent the cultural diversity in Australia.

Skills:

S1. Identify processes or phases in the child protection system and recognise their interconnectedness and linkages

S2. With reference to the MARAM framework, critique and evaluate the processes, pathways and protocols applied within the child protection system

S3. Assess the cultural construction of 'safety' as conceptualised within the child and family service system. Identify who is 'empowered' or 'disempowered' by these constructions of safety.

Application of knowledge and skills:

A1. Demonstrate a critical appreciation of the complexity and connectedness of the Australian child protection system

A2. Describe processes, pathways and protocols applied within the child protection system and how they reflect principles and protective factors embedded within the MARAM framework.

A3. Discuss the cultural construction of 'safety' as understood within the child and family service system and identify who is 'empowered' or 'disempowered' by these cultural constructions.

Course Content:

Topics may include:

- The movement of child abuse cases between the intake, pathway, investigation, intervention and statutory care phases
- The range of pathways available to Care and Protection Social Workers (e.g. Differential Response, Partnered Response, Family-led contract, Family Group Conferencing, Protection Orders)
- Case consults as a means of clarifying intervention pathways
- Standard protocols applied within the care and protection system (e.g. joint investigations with police, suicidal ideation tests, duty of care checks)
- Evaluating the effectiveness of child protection processes, pathways and protocols with reference to the MARAM system
- The cultural construction of 'child safety' as understood in the child protection system - and who is

empowered or disempowered by these constructions

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	K3, S3, A3	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K1, K2, S2, A1	AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	K1, S1, A1	AT1
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K3, S3, A3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S3 A1, A2	Developing a map showing the movement of a case between the notification and Family Group Conference phases. Evaluating the effectiveness of this process with reference to the MARAM Framework	Process Map	40-60%
K2, K3, S1, S3 A1, A3	Reviewing constructions of child safety within the child and family services and linking these constructions to power and social positions.	Position Paper	40-60%

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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course   No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)