

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	SOCIAL WORK PRACTICE WITH CHILDREN, YOUNG PEOPLE AND FAMILIES
<b>Course ID:</b>	MSWPG7202
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(MSWPG7107)
<b>ASCED:</b>	090501
<b>Description of the Course:</b>	

This course enables students to develop an understanding of relevant theory and practice frameworks which inform social work with children, young people and families. Students will begin to acquire an understanding of practice with families across a diversity of forms, experiences and identities, including Aboriginal and Torres Strait Islander and First Nations People and cross-cultural groups. Students will learn to identify, consider and critically reflect on micro-level personal and interpersonal dynamics and macro-level systems factors impacting on child and family wellbeing. Students will identify and plan interventions aimed at achieving the most effective outcomes for families' health, wellbeing and life chances. Case studies reflecting complex contemporary scenarios will provide the foundation for students to develop and implement social work responses which consider: the person in the environment; ethics; the lasting impact of oppression and marginalisation on individuals, families and communities, enabling students to recognise and uphold the rights, dignity and autonomy of individuals and families.

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

**Learning Outcomes:**

(On successful completion of the course the students are expected to be able to):

**Knowledge:**

- K1.** Critically analyse the ways in which global and national social, cultural and political structures and institutions can create, maintain and enhance privilege and power, and can oppress, marginalise and alienate individuals, groups and communities.
- K2.** Evaluate and appraise the intergenerational impact on Indigenous and Aboriginal and Torres Strait Islander and First Nations People and communities of racism and oppression, and the legacy arising from colonisation, dispossession and the Stolen Generations' experience.
- K3.** Assess and evaluate how personal and interpersonal relationships impact mental and physical health and wellbeing, and how loss, grief and trauma impact children, young people and families.
- K4.** Critically appraise the ways in which families are constructed by, and situated within, diverse social, political, economic, cultural, legal and historical contexts.

**Skills:**

- S1.** Identify linkages between situation/problem and life conditions, with particular attention to issues of power, oppression and discrimination.
- S2.** Critique the potential discriminatory aspects of legislation, policy and practice in Australian institutions, and articulate how these aspects impact on children and families.
- S3.** Propose interventions most likely to address clients and services users across their life course, with a particular focus on children and families.
- S4.** Assess the evaluate the impact of socio-economic states, life opportunities, trauma and environment on the mental and physical health and wellbeing of individuals, families, groups and communities.

**Application of knowledge and skills:**

- A1.** Demonstrate a critical appreciation of research informed analysis of case studies/scenarios, and evidence-based practice.
- A2.** Recognise the need for assessments and interventions to be informed by the lived experiences of clients, service users and other stakeholders, and apply this knowledge to assessments and interventions.
- A3.** Apply initiative and judgments in planning, problem solving and decision-making.
- A4.** Prepare professional reports.
- A5.** Apply knowledge about social work practice frameworks to practice intervention plans with families.

## Course Content:

Topics may include:

### Contexts and Frameworks

Theoretical frameworks may include ecological systems theory, family systems theory, family-centred practice, attachment and child development theories.

Contexts: Indigenous and Aboriginal and Torres Strait Islander and First Nations People and Communities, Family Diversity

### Risk and Protective factors

Risk and protective factors

Child abuse and neglect

Loss grief and trauma

Family violence as a risk factor and in the context of child abuse and neglect

### Assessment & Intervention Frameworks

Evidence-based frameworks (i.e.. Safety Signs) for assessment and intervention

Working with other agencies: collaborative and integrated approaches

## 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**tttributes **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: <ul style="list-style-type: none"> <li>Using and demonstrating a high level of verbal and non-verbal communication</li> <li>Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>Demonstrating and showing empathy for others</li> <li>High order skills in negotiating and conflict resolution skills</li> <li>Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K3, K4, S1, S3, A1, A3, A4, A5	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K1, K2, S3, S4, A3, A4	AT3
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: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1, K2, K4, S1, S3, S2, A1, A2, A3, A5	AT2, AT3
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: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	S2, A4	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: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K2, K3, K4, S2, S4, A2, A5	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, A1	Demonstrate engagement with, and comprehension of, key learning material, core concepts and theoretical frameworks	Learning Portfolio	10-30%
K1, K2, S1, S2, A1, A3	Demonstrate a critical understanding of key theoretical constructs which underpin family processes.	Essay	30 – 45%
K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4, A5	Undertake a case study analysis of family with complex and multiple needs.	Case Study Analysis	30 – 45%

### 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](#)