

# Course Outline (Higher Education)

<b>School:</b>	School of Arts
<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)

**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:**

(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

### Values:

- V1.** Recognise and understand the power and authority inherent in the social worker's role, and use it with responsibility and compassion.
- V2.** Recognise and manage personal values and bias.
- V3.** Recognise the complexity of personal, social and cultural identity, and avoid homogenisation of clients and service users' experience.
- V4.** Uphold the rights, dignity and autonomy of individuals and families, and engage in practices to further human rights and social justice.

### Graduate Attributes

The Federation University FedUni 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, K4. S1, S2,A1,	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.	S3, A2, A3, A5	AT3
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, S2, S4, A2, A5	AT3

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	K3, K4, S1, S3, A1, A3, A4, A5	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.	K1, K2, S3, S4, A3, A4	AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)