

Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: FAMILY CENTRED PRACTICE

Course ID: WELRO3109

Credit Points: 15.00

Prerequisite(s): (WELRO1002 or WELSI1003)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 090515

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Extend knowledge of theories and skills developed in other courses and on placement
- K2.** Explain approaches to professional practice in family centered human service organisations focusing on particular problems or situations
- K3.** Appraise the application of collaborative family work, anti-oppressive practice and knowledge-based practice to work in the human services sector
- K4.** Research family assessment and intervention using a collaborative, anti-oppressive practice framework

Skills:

- S1.** Develop the ability to make accurate records and form assessments of individual and family situations informed by a range of current theoretical concepts and frameworks
- S2.** Apply specific interventions to specialised fields of practice
- S3.** Identify and describe assessment and intervention with families incorporating Professional Codes of Practice, collaborative family work and anti-oppressive practice
- S4.** Articulate theory to inform practice in the selected topic areas
- S5.** Research in order to discover relevant theory, reinforcing the use of knowledge-based practice
- S6.** Adopt a critical reflective approach to professional practice incorporating theory/practice/research

Application of knowledge and skills:

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- A1.** Use hypothetical case studies to apply knowledge and skills
- A2.** Use the North Carolina Family Assessment Scales—General, to practice assessment against set definitions, data entry, assessment summaries and intervention planning
- A3.** Establish skills in collaborative family work using role plays involving case study characters

Course Content:

This course integrates theory and practice in a number of topic areas; includes the practical application of theories relevant to a variety of practice settings and prepares students for employment as professional welfare workers.

Topics may include:

- Skills relating to the assessment of people in the context of their inter-personal relationships and an overview of selected contemporary assessment frameworks
- An understanding of anti-oppressive, non-discriminatory practice
- An introduction to family-centred practice including beginning understanding of systems theory and family therapy
- Crisis theory and work in crisis settings including contemporary theory and best practice in work with post-traumatic stress and the use of critical incident debriefing
- Theory and practice for engaging and working with people whose attitudes to seeking help may be described as reluctant, resistant or involuntary service users
- An understanding of the issues facing families who have a long term involvement with welfare services and who experience alienation, oppression and vulnerability
- Working with survivors and perpetrators of abuse, violence and oppression
- Understanding the effects of loss and change including grieving on people, and identifying and working with grief
- Working with people who are disadvantaged or excluded
- Assessment frameworks for working with children, with a focus on the interplay between attachment, trauma and development
- Other contemporary topic areas

Values and Graduate Attributes:

Values:

- V1.** Development of an attitude of inquiry so that students take into their practice the desire to continually update their knowledge base
- V2.** Conceptualisation of a collaborative approach to family-centered practice in human service settings
- V3.** Development of continual reflection on and evaluation of human service practice and ideas
- V4.** Consolidation of respect for people as unique individuals and groups and the adoption of the values of collaboration, anti-oppressive and anti-discriminatory practice
- V5.** Recognition of the need to protect and nurture oneself as a human services worker

Graduate Attributes:

Attribute	Brief Description	Focus
Continuous Learning	Graduates will adopt continued professional development in their work as human service practitioners	High
Self Reliance	While self-reliance is encouraged, teamwork and collaboration is also highly valued	Medium
Engaged Citizenship	Human service practitioners will actively participate in their communities	Medium

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Attribute	Brief Description	Focus
Social Responsibility	This course prepares graduates to view human service issues in their social context and actively encourages practitioners to be advocates for those who are disadvantaged or oppressed	High

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3 S3, S4, S5, S6 A1, A2	Written submission through Moodle within 2 weeks of the topic being available. Feedback together with the marking criteria and schedule will be provided to individuals students through Moodle. Detailed notes outlining the journal task will be available in Moodle from Week 1. Past examples of good journals will be available from week 1.	Five written journals	30-40%
K3, K4 S4, S5, S6 A2, A3	In-class (week 6) using computer data entry program for NCFAS-G scale ratings followed by written summary and plan submitted through Moodle. Each student will be supplied with a copy of the NCFAS-G scale definitions and will practice entering data for these in the two weeks preceding the assessment task. Similarly, the structure for summary statements and intervention plans will be used during the practice sessions. Past examples of data sets, summaries and intervention plans will be available in Moodle	Completion of the North Carolina Family Assessment Scale—General (NCFAS-G) and subsequent summaries statements and intervention plans for a given case study	30-40%
K1, K2, K4 S3, S4, S5 A1, A2	Written submission through Moodle. The criteria for grading these essays together with examples of past essay questions and answers from the lecturer and students will be available in Moodle	Two short essays.	30-40%

Adopted Reference Style:

APA