



## COURSE OUTLINE

SWK277

# Working With Children, Youth and Families

**Course Coordinator:** Claire Morse (cmorse@usc.edu.au) **School:** School of Law and Society

2021 | Semester 1

USC Sunshine Coast  
USC Moreton Bay  
USC Fraser Coast

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course covers challenges faced by human services workers and social workers engaged in family work. This course that will explore knowledge and skills necessary for working with children, youth and families from diverse backgrounds in a range of complex practice contexts.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – 1 Hour Online Lecture content - not for timetabling	1hr	Week 1	13 times
<b>Tutorial/Workshop</b> – On Campus Tutorial - 2 Hours	2hrs	Week 1	10 times

### 1.3. Course Topics

Introduction to families, Family work, the principles of practice, The therapy process, Attachment theory, Psychological theories, Trauma informed practice, working with children, Protection of children and young people and collaborative family model \* (subject to change and additional material available on Blackboard).

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>1 Identify and demonstrate different CYP and family approaches, theories, frameworks and models</p>	<p>Knowledgeable Empowered</p>	<p>2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decision 4 - Knowledge for practice 4.1 - Understand higher level systemic influences on people with respect to area of practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.3 - Understand the role of research and evaluation in obtaining and generating new knowledge for practice 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.3 - Use a range of social work methods and techniques appropriate to the area of practice</p>
<p>2 Compose a beginning social work/ human services child, youth and family assessment and intervention plan.</p>	<p>Creative and critical thinker Ethical</p>	<p>2 - Professionalism 4 - Knowledge for practice 4.2 - Understand and articulate social work and other relevant theories and concepts 4.4 - Understand and articulate how and when theories, knowledge bases and knowledge sources inform practice 5 - Applying knowledge to practice 5.3 - Use a range of social work methods and techniques appropriate to the area of practice 5.4 - Apply critical and reflective thinking to practice 7 - Information recording and sharing 7.1 - Record and manage information appropriately 7.2 - Keep and maintain information in accordance with ethical principles and relevant legislation</p>
<p>3 Illustrate an ability to utilise reflective practice on personal beliefs, values and worldviews and discuss how this impacts on your practice</p>	<p>Knowledgeable Ethical</p>	<p>1 - Values and ethics 1.1 - Practise in accordance with the AASW Code of Ethics 2 - Professionalism 2.1 - Represent the social work profession with integrity and professionalism 2.2 - Behave in a professional manner and be accountable for all actions and decision</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Association of Social Workers
<p>4 To demonstrate an understanding of knowledge regarding diversity and culturally responsive practice</p>	<p>Knowledgeable Engaged</p>	<p>3 - Culturally responsive and inclusive practice 3.1 - Work inclusively and respectfully with cultural difference and diversity 3.2 - Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures 6 - Communication and interpersonal skills 6.1 - Communicate with a diverse range of people 8.2 - Engage in continuing professional development</p>

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

SWK172 or SCS272 or SCS172 or enrolled in Program AR707

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

SCS277

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early assessment piece due week 4.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	up to 30 minutes	Week 4	Online Test (Quiz)
All	2	Essay	Individual	30%	1,500 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	50%	2,000 words on top of the pro-forma.	Week 13	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Quiz/zes

<b>GOAL:</b>	To demonstrate an understanding of various approaches, theories, models and frameworks in CYP&F.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	<p>Students will answer a multiple choice quiz around these topics covered in the unit between weeks 1-3</p> <ul style="list-style-type: none"> <li>• Genograms</li> <li>• Ecomaps</li> <li>• Ecological systems theory</li> <li>• Resilience</li> <li>• Strengths based approach</li> <li>• Child centered practice</li> </ul>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Topics that will be covered will include information provided in the unit from weeks 1-3. These include :</p> <ul style="list-style-type: none"> <li>• Genograms</li> <li>• Ecomaps</li> <li>• Ecological systems theory</li> <li>• Resilience</li> <li>• Strengths based approach</li> <li>• Child centered practice</li> </ul>	<p><b>Learning Outcome assessed</b></p> <p>1</p>

### All - Assessment Task 2: Essay

<b>GOAL:</b>	To identify and demonstrate an understanding of social work and human services ethics, values and beliefs in CYP & F practice and an ability to utilise reflective practice	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	<p>The essay must contain the following information:</p> <p>What are some of the professional and personal ethical issues you need to be aware of in your work with this young person/their family?</p> <p>What informs your understanding in terms of ethics and values when working with young people and their families? What policies may guide you in this case study?</p> <p>Provide a reflective account of your own values and beliefs and relate them to the case study</p>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Discussion of personal and professional ethics based on the case study; Discussion of Code of Ethics and AASW practice standards and appropriate policies related to the case study; Critical reflection of own values and ethics and relation to case; APA</p>	<p><b>Learning Outcome assessed</b></p> <p>1 3 4</p>

### All - Assessment Task 3: Case Study

<b>GOAL:</b>	To identify and compose an accurate, complete social work/human services assessment and intervention plan with a family that is ethically and professionally sound and culturally responsive	
<b>PRODUCT:</b>	Case Study	
<b>FORMAT:</b>	<p>This proforma (report) will include:</p> <ul style="list-style-type: none"> <li>• Completing an assessment framework</li> <li>• Discuss, identify and outline any risks or ethical issues (see hyperlinks; Department Child Safety in assessment tab)</li> <li>• Complete an intervention plan</li> <li>• Discuss and summarise a range of engagement strategies for the family</li> </ul>	

**CRITERIA:****No.****Learning Outcome  
assessed**

- |   |   |   |
|---|---|---|
| 1 | <p>Apply a family assessment framework that includes a discussion of risk or ethical factors for the case</p> <p>Generate an intervention plan</p> <p>Discusses and gives examples of engagement strategies for the family, prioritises these strategies; APA criteria.</p> | <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">1</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">2</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">4</span> |
|---|---|---|

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

You will need to ensure they bring pens and paper to take notes as required. If students require specialised equipment please ensure you make contact with disability services to facilitate your requirements

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.8. General Enquiries

#### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)