

## Course Outline

**Code: SWK777**

### **Title: Children, Youth and Families: Challenges, Critique and Change**

**School:** Social Sciences  
**Teaching Session:** Semester 1  
**Year:** 2019  
**Course Coordinator:** Dr Bindi Bennett - [bbennet1@usc.edu.au](mailto:bbennet1@usc.edu.au)  
**Course Moderator:** Dr Tina Lathouras – [tlathouras@usc.edu.au](mailto:tlathouras@usc.edu.au)

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 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 Field trips, WIL placements or activities required by professional accreditation**

Activity	Details
Nil	Nil

#### **2. What level is this course?**

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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

12 units

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

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Articulate various child and family theories, developmental theories and stages and models of intervention processes and strategies and explain changes in social work practice	1, 2, 3	Creative and critical thinkers.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Apply reflective practice on personal beliefs, values and worldviews and analyse how this impacts your practice	2	Creative and critical thinkers.
Communicate in written and oral modes applying APA referencing style	1,2,3	Creative and critical thinkers.
Apply knowledge of social work ethics in practice with children, youth and families, including an understanding and integration of the AASW Code of Ethics.	1	Ethical.
Demonstrate an understanding of social work/Human Services practice skills in complex contexts.	1, 2, 3	Ethical.

## 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 Enrolment restrictions

Must be enrolled in a postgraduate program

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

SCS277 or SWK277

### 5.5 Specific assumed prior knowledge and skills (where applicable)

You will have an advanced understanding of the integration of critical postmodern theory to social work practice, and to critically analyse the ideological underpinnings of dominant discourses and power and respond in creative ways to challenges posed by the socio-political contexts in which families and social workers reside.

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

### 6.1 Grading scale

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

### 6.2 Details of early feedback on progress

Early assessment with assignment 1 being due week 3. Feedback by week 5.

### 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral	Individual	20%	10 minutes	Week 3	Online Assignment Submission
2	Case Study	Individual	40%	2500 words	Week 8	Online Assignment Submission
3	Case Study	Individual	40%	2500 words	Week 12	Online Assignment Submission
			100%			

#### Assessment Task 1: Presentation

<b>Goal:</b>	To demonstrate the ability to create a genogram and an ecomap and relate this back to an ethical framework
<b>Product:</b>	Oral
<b>Format:</b>	<p>Please be advised that assessments within this unit have been specifically tailored to meet the AASW Social Work Education and Accreditation Standards (2012) 'acquisition of skills for social work practice' ensuring graduate students are job ready. Assessments integrate both social work theory and practice to replicate 'real world' assessments and case management procedures and practices.</p> <p>Students are to prepare and present a 10 minute oral / PowerPoint presentation to their fellow peers based upon a case study they have chosen. Students are required to consider the audience as fellow community / human services/ social worker colleagues at a field placement location, collaboratively discussing a client's case. These oral presentations will occur in tutorial sessions. Annotated slides will be placed on Black board for marking. <b>Students must attend their allocated tutorial to have their slide marked unless a medical certificate or EAP plan precludes them.</b> In this case students will be required to present directly to the course co-ordinator and/or the tutor. Students are required to complete the following;</p> <ul style="list-style-type: none"> <li>• A genogram. All generations presented with correct genealogical symbols used.</li> <li>• Ecomap for the family. All relationships between individuals presented with correct symbols used denoting age, location, levels of education, illness, substance use etc.</li> <li>• Discuss a SW approach to working with this family and link this to AASW Code of Ethics</li> </ul> <p>Glossary of terms:  <b>Illustrate:</b> Make something clear and explicit by giving examples or evidence  <b>Define:</b> Provide a precise explanation  <b>Explain:</b> Provide an account of why or how a particular situation occurs, with the aim of clarifying reasons, causes and effects.  <b>Summarize:</b> Provide a brief statement covering the main points.  <b>Relate:</b> Either explain how things happened or are connected in a cause and effect sense, or may imply 'compare' and 'contrast'</p>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Ability to accurately generate a genogram, <b>applied</b> accurately to the case <b>illustrating</b> all relevant relationships</li> <li>• Ability to accurately generate an ecomap and <b>apply</b> it accurately to <b>define</b> and <b>explain</b> the relationships presented within the case study</li> <li>• Ability to adequately <b>summarise</b> and <b>apply</b> the appropriate SW/HS approach consistent with AASW COE</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to present a clear, well structured document to an 'emerging professional' level.</li> <li>• Correct use of grammar, spelling and use of APA6 referencing, lack of plagiarism concerns, Using academic peer reviewed literature</li> </ul>
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### Assessment Task 2: Case Study

<b>Goal:</b>	To demonstrate an understanding of human developmental theories, attachment theory and child centered approach with a reflection on personal values.
<b>Product:</b>	Essay
<b>Format:</b>	<p>Students are to answer the following questions utilising credible, relevant and reliable supporting materials. Assessments are to be submitted via Black board for marking and review through Safe Assign. Students must submit their assessment for marking by the designated deadline. Regrettably there is no capacity for reviewing draft versions of this assignment. Exemptions maybe granted to those students who have a medical certificate or an EAP plan which precludes them from submitting assessment as per the required deadline. In the case of all other extensions, students will be required to contact the course co-ordinator directly to request an extension and to discuss an alternative submission date. Masters students are permitted a word count of <b>2,500</b>.</p> <p>Students are required to <b>continue on with their chosen case study from assessment 1</b>. Students will write a <b>reflective report</b>. The audience for this report will be a fictitious field supervisor. It must contain the following information;</p> <ul style="list-style-type: none"> <li>• Discussion and critical assessment of attachment theory and it's application to the case study.</li> <li>• Discussion and explanation of either Piaget's or Erickson's developmental stages and its application to the case study.</li> <li>• Definition and examination of what is 'a child centered approach'</li> <li>• Identification and exploration of the students own identified personal values and how these may affect engaging and working effectively with this family?</li> </ul> <p>Glossary of terms:  <b>Discuss:</b> Provide detail about and evidence for and against two or more different views or ideas (often with reference to a statement in the title); often includes explaining which views or ideas seem stronger  <b>Critically analyse:</b> As per 'analysis', but questioning and testing the strength of your and others' analysis from different perspectives; often means using the process of analysis to make the whole essay an objective, reasoned argument (an overall case)  <b>Define:</b> Present a precise meaning  <b>Explore:</b> Consider an idea or topic broadly, 'hunting' for related and/or particularly relevant, interesting or debatable points  <b>Examine:</b> 'Look closely' at something, thinking and writing about the detail, and questioning it where appropriate  <b>Explain:</b> Give reasons for; show why something is the way it is  <b>Justify:</b> Explain the reasons for something (usually a choice), considering different possible views and ideas when giving these reasons  <b>Identify:</b> Select one or more particular examples of whatever is specified</p>
<b>Criteria:</b>	<p>This task will be marked according to level of achievement in the following:</p> <ul style="list-style-type: none"> <li>• Ability to <b>discuss</b> and <b>critically analyse</b> attachment theory in relation to the case study</li> <li>• Ability to <b>discuss</b> and <b>explain</b> developmental theory (Erikson or Piaget) and provide <b>justification</b> for why you ascribed this theory to the case</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to <b>define</b> and <b>examine</b> what is meant by the child centered approach and apply it in relation to the case study</li> <li>• Ability to <b>identify</b> and <b>explore</b> personal values and ability to <b>reflect</b> how this may affect engaging and working with the case study family. Recommend future actions to readdress concerns.</li> <li>• Ability to present a clear, well structured document to an 'emerging professional' level.</li> <li>• Correct use of grammar, spelling and use of APA6 referencing, lack of plagiarism concerns, Using academic peer reviewed literature</li> </ul>
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### Assessment Task 3: Case Study

<b>Goal:</b>	To identify, develop and synthesise the key social work skills necessary for conducting social work assessments and interventions with families.
<b>Product:</b>	Report
<b>Format:</b>	<p>a) Students are to answer the following questions utilising credible, relevant and reliable supporting materials. Assessments are to be submitted via Black board for marking and review through Safe Assign. Students must submit their assessment for marking by the designated deadline. Regrettably there is no capacity for reviewing draft versions of this assignment. Exemptions maybe granted to those students who have a medical certificate or an EAP plan which precludes them from submitting assessment as per the required deadline. In the case of all other extensions, students will be required to contact the course co-ordinator directly to request an extension and to discuss an alternative submission date.</p> <p>Students are required to <b>continue on with their chosen case study from assessment 1</b>. Students will prepare an <b>initial assessment report and intervention plan</b> for their fictitious placement supervisor.</p> <p>This report will include:</p> <ul style="list-style-type: none"> <li>• Completing an assessment framework including identifying and outlining risk and protective factors (see hyperlinks; Department Child Safety in assessment tab)</li> <li>• Explain and apply Ecological Systems Theory to the assessment framework</li> <li>• Complete an intervention plan informed by best practice and supported by literature</li> <li>• Discuss and summarise a range of engagement strategies for the family</li> </ul> <p>Glossary of terms:  <b>Discuss:</b> Provide detail about and evidence for and against two or more different views or ideas (often with reference to statement in the title); often includes explaining which views or ideas seem stronger  <b>Explain:</b> Provide an account of why or how a particular situation occurs, with the aim of clarifying reasons, causes and effects.  <b>Identify:</b> Select one or more particular examples of whatever is specified  <b>Discuss:</b> Present a point of view and provide a critical account noting the advantages and limitations. You must develop a logical argument  <b>Summarise:</b> Provide a brief statement covering the main points  <b>Outline:</b> Indicate the main feature of a topic or sequence of events, possibly setting them within a clear structure or framework to show how they interrelate</p>
<b>Criteria:</b>	<p>This task will be assessed according to level of achievement in the following:</p> <ul style="list-style-type: none"> <li>• Ability to create and <b>apply</b> a family assessment framework. Ability to <b>identify</b> and <b>outline</b> a range of risk and protective factors for the case study</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to <b>explain</b> the Ecological Systems Theory and <b>critically apply</b> it to the assessment framework</li> <li>• Ability to generate an intervention plan that is supported by best practice and relevant literature</li> <li>• Ability to <b>discuss</b> and <b>summarise</b> engagement strategies for the family, prioritises these strategies</li> <li>• Ability to present a clear, well structured document to an 'emerging professional' level.</li> <li>• Correct use of grammar, spelling and use of APA6 referencing, lack of plagiarism concerns, Using academic peer reviewed literature</li> </ul>
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## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location:	Directed study hours for location:
Sippy Downs	Lecture, readings and videos: 1 hour per week online Tutorial: 2 hours per week

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

Please note that 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

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

### 8.2 Specific requirements

Nil

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

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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

### Eligibility for Supplementary Assessment

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

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## 10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

## 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 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>

## 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie

Course Outline: SWK777 Children, Youth and Families: Challenges, Critique and Change

- **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

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