

SWK277

# Working With Children, Youth and Families

**School:** School of Law and Society

2022 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Fraser Coast

**BLENDED  
LEARNING**

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

Online

**ONLINE**

You can do this course without coming onto campus.

Please go to [usc.edu.au](http://usc.edu.au) 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>BLENDED LEARNING</b>			
<b>Learning materials</b> – Students will engage with learning materials on Canvas including mini lectures, videos, readings and quizzes.	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – On-campus tutorials	2hrs	Week 1	11 times
<b>ONLINE</b>			
<b>Learning materials</b> – Students will engage with learning materials on Canvas including mini lectures, videos, readings and quizzes.	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Online/zoom tutorial	2hrs	Week 1	11 times

### 1.3. Course Topics

Introduction to families

Family work and the principles of practice

The therapy process

Theories related to family treatment

Trauma informed practice

Policy and legal issues in working with children and families

Protection of children and young people

Diversity and cross-cultural issues related to children and families

## 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
1 Identify and demonstrate different CYP and family approaches, theories, frameworks and models	Knowledgeable Empowered	2, 2.1, 2.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.3
2 Compose a beginning social work/ human services child, youth and family assessment and intervention plan.	Creative and critical thinker Ethical	2, 4, 4.2, 4.4, 5, 5.3, 5.4, 7, 7.1, 7.2
3 Illustrate an ability to utilise reflective practice on personal beliefs, values and worldviews and discuss how this impacts on your practice	Knowledgeable Ethical	1, 1.1, 2, 2.1, 2.2
4 To demonstrate an understanding of knowledge regarding diversity and culturally responsive practice	Knowledgeable Engaged	3, 3.1, 3.2, 6, 6.1, 8.2

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
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 decisions
3	Culturally responsive and inclusive practice
3.1	Work inclusively and respectfully with cultural difference and diversity

CODE	COMPETENCY
3.2	Respect and strive to understand and promote the rights of Aboriginal and Torres Strait Islander peoples and their cultures
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
5.4	Apply critical and reflective thinking to practice
6	Communication and interpersonal skills
6.1	Communicate with a diverse range of people
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
8.2	Engage in continuing professional development

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

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

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

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### 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 feedback will be given with a quiz in Week 3 and feedback on discussions and activities in the tutorials.

### 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	Activity Participation	Individual	10%	11 Tutorials	Throughout teaching period (refer to Format)	In Class
All	2	Quiz/zes	Individual	20%	up to 30 minutes	Refer to Format	Online Test (Quiz)
All	3	Artefact - Creative, and Written Piece	Individual	25%	10 minutes oral presentation 4 Powerpoint Slides	Week 6	Online Assignment Submission with plagiarism check
All	4	Case Study	Individual	45%	2,000 words	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Tutorial Attendance and Participation

<b>GOAL:</b>	AASW external accreditation requires mandatory attendance for skills based tutorials. Students must attend weekly tutorials and actively participate in all tutorial activities.					
<b>PRODUCT:</b>	Activity Participation					
<b>FORMAT:</b>	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement in tutorial activities assessed based upon attendance and participation across 11 tutorials.					
<b>CRITERIA:</b>	<b>No.</b>					<b>Learning Outcome assessed</b>
	1	Attendance and engagement in activities				
	2	Demonstrate engagement with course content.				3
	3	Demonstrate engagement and participation with course content				4

#### All - Assessment Task 2: 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>	Students will answer a multiple choice quiz beginning in week 3, 8, and 13					
<b>CRITERIA:</b>	<b>No.</b>					<b>Learning Outcome assessed</b>
	1	Knowledge of course content				1 4

### All - Assessment Task 3: Genogram and Ecomap

<b>GOAL:</b>	Demonstrate the ability to create an accurate genogram and ecomap for the chosen case study. Using a narrated Powerpoint, present your case study and identify your plan for social work intervention supported by evidence based practice.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	<p>Students are to prepare a 10 minute recorded oral PowerPoint presentation that explains the genogram and ecomap for a case study they have chosen. Students are required to consider the audience as fellow community / human services/ social worker colleagues, collaboratively discussing a client's case. Oral presentations are to be recorded in Powerpoint and submitted via Canvas.</p> <p>Students are required to complete the following in their recorded Powerpoint presentation;</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>• Explain your chosen social work approach to working with this family and link this to AASW Code of Ethics and/or Practice Standards.</li> </ul>		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Ability to accurately generate a genogram and a legend for the case study.	2
	2	Genogram applied accurately to the case illustrating all relevant relationships and accurately interpreted.	1 2 4
	3	Ability to accurately communicate and interpret the genogram using professional language and writing.	2 4

### All - Assessment Task 4: Case Study

<b>GOAL:</b>	To identify and compose an accurate, complete social work 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>		
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>	
	1	Ability to apply a family assessment framework.	1 2 4
	2	Ability to identify and outline a range of risk and protective factors for the case study	1 2 4
	3	Ability to generate an intervention plan	2 3 4
	4	Ability to discuss and summarise engagement strategies for the family, prioritises these strategies	1 2 3 4
	5	Ability to present a clear, well structured document to an 'emerging professional' level. Correct use of grammar, spelling and use of APA7 referencing.	2 3

## 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. 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 Canvas 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

Not applicable

## 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. 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).

## 10.6. 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.

## 10.7. 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.

## 10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

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