

# SWK777 Children, Youth and Families: Challenges, Critique and Change

School: School of Law and Society

2024 Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

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

*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 is a direct skills course which covers key knowledge and skills for social workers and human services workers engaged in child, youth and family practice. 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 such as child protection, domestic and family violence, and mental health.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online Learning Materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Tutorial x 2 hours	2hrs	Week 2	11 times
<b>Seminar</b> – Seminar	1hr	Week 1	2 times

### 1.3. Course Topics

- Working with children, youth and families
- Theories for social work with children, youth and families
- Skills based and evidence informed knowledge for practice
- Assessment and documentation skills

Please note that due to the nature of social work practice, this course provides students with an overview of a number of practice areas which are considered mature content and could be found to be confronting. The course will deliver content, and require completion of assessment tasks, that consider client circumstances across a range of practice contexts eg, domestic and family violence, drug and alcohol use, child abuse and neglect, mental illness and suicidality, trauma, medical complexity, and disability.

## 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?

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 Articulate various child and family theories, developmental theories and stages and models of intervention and apply to social work practice examples	Knowledgeable Creative and critical thinker Ethical	4, 4.1, 4.2, 4.4, 5
2 Formulate and document a social work assessment, including analysis of key biopsychosocial risk and protective factors	Knowledgeable Creative and critical thinker	1, 1.1, 2, 2.2, 3, 4, 4.1, 5.4
3 Communicate in written and oral modes in a style consistent with an emerging social work professional	Knowledgeable Ethical	1.1, 2, 2.1, 5.3, 6, 6.2
4 Apply knowledge of social work ethics in practice with children, youth and families, including an understanding and integration of the AASW Code of Ethics.	Knowledgeable Ethical	1, 1.1
5 Demonstrate an understanding of social work/Human Services practice skills in complex contexts.	Knowledgeable Ethical	2, 2.2, 3, 4, 5, 5.3
6 Accurately gather pertinent information and analyse key factors to form a comprehensive, professional assessment.	Knowledgeable Ethical Engaged	1.1, 2, 2.1, 3, 4, 4.1, 6

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS</b>	
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
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
4.4	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

CODE	COMPETENCY
5.4	Apply critical and reflective thinking to practice
6	Communication and interpersonal skills
6.2	Communicate the details and nature of the service offered to people

## 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

Not applicable

### 5.4. 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 Grading (GRD)

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

### 6.2. Details of early feedback on progress

### 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%	12 weeks	Throughout teaching period (refer to Format)	Online Discussion Board
All	2	Quiz/zes	Individual	25%	1 hour	Refer to Format	Online Test (Quiz)
All	3	Artefact - Creative, and Oral	Individual	25%	10-15 minutes oral presentation 4 Powerpoint Slides	Week 8	Online Submission
All	4	Written Piece	Individual	40%	2500 words	Week 13	Online Submission

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

<b>GOAL:</b>	AASW external accreditation requires mandatory attendance for skills based courses. Students must attend weekly tutorials and actively participate in all tutorial activities and Canvas learning materials.
<b>PRODUCT:</b>	Activity Participation
<b>FORMAT:</b>	Tutorial attendance will be recorded to meet external AASW accreditation requirements. Student participation and engagement assessed based upon attendance and participation across tutorials and completion of set tasks and learning content on Canvas.

CRITERIA:	No.	Learning Outcome assessed	
	1	Tutorial attendance	5

#### All - Assessment Task 2: Quizzes

<b>GOAL:</b>	To demonstrate an understanding of various approaches, theories, models and frameworks in children, youth and families social work.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	Students will complete 3 multiple choice quizzes. The quizzes are open book and cover content from online materials, tutorials, mini lectures and set readings.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Apply knowledge of social work ethics	4
	2	Articulate theories	1

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

<b>GOAL:</b>	Demonstrate the ability to create an accurate genogram and ecomap for the chosen case study. Using a narrated Powerpoint, present your genogram and ecomap and identify your evidence based plan for social work intervention.		
<b>PRODUCT:</b>	Artefact - Creative, and Oral		
<b>FORMAT:</b>	<p>Students are to prepare a 10 to 15 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 who are meeting to discuss client cases. 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 and psychosocial symbols used. Includes an accurate legend.</li> <li>• Ecomap for the family. All relationships between individuals presented with correct symbols. Includes an accurate legend.</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>		

CRITERIA:	No.	Learning Outcome assessed
	1	Ability to accurately generate a genogram which illustrates all relevant family members, psychosocial factors and relationships with correct use of genogram symbols and an accurate legend. <span style="float: right;">4 5 6</span>
	2	Ability to accurately generate an ecomap and apply it accurately to define and explain the relationships presented within the case study <span style="float: right;">4 5</span>
	3	Ability to adequately summarise and apply the appropriate SW/HS approach consistent with AASW COE <span style="float: right;">2 3 4 6</span>
	4	Ability to present a clear, comprehensive, and professional written and verbal communication reflective of an emerging social work professional. <span style="float: right;">3</span>
	5	Correct use of grammar, spelling and punctuation. Logically and coherently presented. Genogram and Ecomap include a legend of symbols. <span style="float: right;">3</span>
	6	Presentation is a professional, coherent and logical explanation of the genogram, ecomap and AASW standards. Includes a reference list with consistent and accurate referencing style. <span style="float: right;">3 4 5 6</span>

#### All - Assessment Task 4: Case Study - Social Work Risk Assessment

<b>GOAL:</b>	Apply social work skills to develop a risk assessment based on a case study. To demonstrate an understanding of a relevant social work theory as it relates to the case study.														
<b>PRODUCT:</b>	Written Piece														
<b>FORMAT:</b>	Students are required to complete a social work risk assessment using the template and case study provided. Students will analyse the role of a chosen theory in relation to the case study. Students will form an evidence based social work assessment and a plan for intervention that demonstrates family centred practice principles.														
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ability to discuss and critically analyse the chosen theory in relation to the case study <span style="float: right;">1</span></td> </tr> <tr> <td>2</td> <td>Ability to identify and analyse key risk and protective factors. <span style="float: right;">5 6</span></td> </tr> <tr> <td>3</td> <td>Ability to apply a family centred approach to the case study which is evidence based and consistent with good practice. <span style="float: right;">1 4 5</span></td> </tr> <tr> <td>4</td> <td>Ability to develop and describe a clear, evidence based assessment/clinical impression of the case study. <span style="float: right;">5 6</span></td> </tr> <tr> <td>5</td> <td>Ability to develop and describe appropriate recommendations and plans for the case study which are influenced by best practice and a clear evidence base. <span style="float: right;">3 5</span></td> </tr> <tr> <td>6</td> <td>Correct use of grammar, spelling and sentence structure to produce a professional document consistent with social work documentation standards. <span style="float: right;">3</span></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Ability to discuss and critically analyse the chosen theory in relation to the case study <span style="float: right;">1</span>	2	Ability to identify and analyse key risk and protective factors. <span style="float: right;">5 6</span>	3	Ability to apply a family centred approach to the case study which is evidence based and consistent with good practice. <span style="float: right;">1 4 5</span>	4	Ability to develop and describe a clear, evidence based assessment/clinical impression of the case study. <span style="float: right;">5 6</span>	5	Ability to develop and describe appropriate recommendations and plans for the case study which are influenced by best practice and a clear evidence base. <span style="float: right;">3 5</span>	6	Correct use of grammar, spelling and sentence structure to produce a professional document consistent with social work documentation standards. <span style="float: right;">3</span>
No.	Learning Outcome assessed														
1	Ability to discuss and critically analyse the chosen theory in relation to the case study <span style="float: right;">1</span>														
2	Ability to identify and analyse key risk and protective factors. <span style="float: right;">5 6</span>														
3	Ability to apply a family centred approach to the case study which is evidence based and consistent with good practice. <span style="float: right;">1 4 5</span>														
4	Ability to develop and describe a clear, evidence based assessment/clinical impression of the case study. <span style="float: right;">5 6</span>														
5	Ability to develop and describe appropriate recommendations and plans for the case study which are influenced by best practice and a clear evidence base. <span style="float: right;">3 5</span>														
6	Correct use of grammar, spelling and sentence structure to produce a professional document consistent with social work documentation standards. <span style="float: right;">3</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. 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

Australian Association of Social Workers (AASW) accreditation requires mandatory attendance at all tutorials/workshops for this course in order to meet a minimum number of on-campus delivered hours. Attendance will be recorded to ensure that students are meeting the requirements set out by the AASW. Not attending face-to-face tutorials/workshops could impact the ability to go on field placement and graduate from the MSWQ.

## 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)