SOCW4013

Child and Family Welfare Practice

Term Two // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Elizabeth Fernandez	e.fernandez@unsw.edu.au	Tuesday 10am - 12 noon and Thursday 10am - 12 noon By appointment	Morven Brown Room 152	9385 1865 (W) 9661 9467 (H)

Tutors

Name	Email	Availability	Location	Phone
Nigel Spence	soss@unsw.edu.au	By apointment	Morven Brown Sessional Tutors' Room 167	0423 343 439

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Social Work*

This course will introduce you to perspectives on family, childhood, child wellbeing, children's developmental needs, children's rights, child maltreatment and ecological contexts. You will analyse professional practice in early intervention and family support, child protection, and protective care interventions for children at risk, including out of home care, permanency and adoption. Your skills in assessment and case management will be addressed.

Course Learning Outcomes

1. Demonstrate knowledge and understanding of current theory, research and entry level skills relevant to family and child welfare practice.
2. Demonstrate comprehension of the theories of the etiology of various forms of maltreatment, and research on their prevalence, developmental sequelae and risk and protective factors.
3. Analyze the consequences of oppression and discrimination on the lives of children and families and the effects of their history within the child welfare system, and apply empowerment principles in their practice.
4. Demonstrate entry level skills in assessment and case management in protective care situations of families and children.
5. Comprehend, analyze and evaluate approaches to delivering family based, in home services that enhance the functioning of families and well being of children.
6. Comprehend, and evaluate the legal, social and psychological ramifications of protective services, foster care, adoption and permanency planning on children at risk and empirical evidence on their outcomes.

Teaching Strategies

A weekly one-hour lecture covers the theory aspects of the course. A weekly two hour seminar provides an opportunity for students to apply the theory to practice situations and develop skills through use of role plays, case analysis and student presentations. Three Intensive workshops combining the lecture and tutorial will be scheduled during the term.

Assessment

Essential Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Submission of assignments

All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required. Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments.

- **Indicate the theme of your chosen topic on the title page or the beginning of your assignment**

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the *Student Code Policy* and *Student Misconduct Procedures*, both of which are available at: https://student.unsw.edu.au/conduct.

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

1. the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
2. a copy of this assessment item will be retained in the TurnItIn database and may be used in evaluations of originality.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au.

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one.

Turnitin also provides updates on their system status on Twitter.

To check you have submitted your assignment successfully you should click 'View digital receipt' at the bottom left-hand corner of the 'My Submissions' screen. You should print or save the digital receipt for your records. Do not navigate away from the submission screen or close your laptop during upload.

It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate. For information about **Special Consideration** and **Extensions and Late Submission of Work**, please refer to the School's Policies and Guidelines available at https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Return of assignments

Electronic submissions will be returned via the TurnItIn portal on Moodle with electronic feedback within three weeks of submission.

Feedback

UNSW provides support for students in using TurnItIn to receive feedback at https://student.unsw.edu.au/how-use-turnitin-within-moodle. *Please access this page to learn how to retrieve grades and comments on your assignment.*

ASSESSMENT TASK	FEEDBACK MECHANISM	FEEDBACK DATE
Tutorial paper	**Written**	**2 weeks from submission**
Minor Assignment	**Written**	**3 weeks following submission date**
Major Assignment	**Written**	**3 weeks following submission date**

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Seminar presentation and paper	30%	Not Applicable	3,4

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Major essay	50%	23/07/2020 11:00 PM	4,5,6
Minor essay	20%	18/06/2020 11:00 PM	1,2

Assessment Details

Assessment 1: Seminar presentation and paper

Start date: Not Applicable

Length: 750 words

Details:

The seminars are an integral part of the learning in this course. They provide opportunity for small group discussion and examination of issues raised in lectures. They form an important part of your assessment. Each student is required to **prepare one tutorial paper (750 words)** which should comprise an analytical summary of the key issues related to the topic you have chosen from the list of topics provided..

At the seminar in which your topic is scheduled you are required to **speak to 3-4 major points of your paper (for 5 minutes)**. **A summary of this paper in dot points must be emailed to your tutor 2 days before the tutorial.** The summary will be uploaded for the tutorial to facilitate class discussion. **Within a week from the tutorial date you must submit the full written individual paper with intext citation and reference list to your tutor. Written paper: 750 words (excluding references) emailed to your tutor within 1 week of the seminar presentation.**
Due in: Various weeks

Worth: 30%

Additional details:

	Seminar topics **Week 3** **Mandatory reporting, definitions of maltreatment, dealing with disclosure**
A	Should current reporting laws regarding physical and sexual abuse of children be sharply limited to discourage over-reporting. Yes / No (2 students) Cite theoretical and empirical evidence for and against this view.
B	Should the use of corporal punishment by parents be considered child abuse?

	Yes / No (2 students)
	Cite theoretical and empirical evidence for and against the above view.
C	Highlight some important interventions to facilitate a child's/ adolescent's disclosure of sexual abuse and minimize the trauma for the child/adolescent and caregiver. (2 students)
	Week 4 **Reasonable efforts to preserve families**
D	Is poverty a key contributor to maltreatment? Yes/ No (2 students) Cite theoretical and empirical evidence for and against the above view.
E	Do services to support and preserve the family place children at unnecessary risk? Yes / No (2 students) Cite theoretical and empirical evidence for and against the above view.
F	Critically evaluate two models of family based early intervention services designed to prevent abuse and neglect and children's entry into care. Discuss their relationship to child protection. What do you consider to be important directions in policy and practice in this area in Australia? Cite theory and research to substantiate your answer. (2 students)
	Week 8 **Practice with children, birth parents and foster carers**
G	Whatever the reasons underlying a child's entry to care, the child is likely to experience it, at least in part, as rejection. However abusive, neglectful or inadequate parents may have been they are people with whom the child has formed emotional attachments and separation is experienced as loss. Discuss social work practice with children at the time of entry to care focusing on the child's feeling and experience. (2 students)

H	The issue of contact between children in care and their birth parents highlights the need for active social work practice with all participants of the triangle of foster home care – foster children, foster parents and birth parents. Review the research and identify critical issues and strategies for policy and practice. (2 students)
I	Social work practice with foster parents/carers involves a professional relationship requiring flexibility concerning roles and expectations. Should foster parents be viewed as clients, colleagues or contractors? What implications would these different conceptualizations of the foster parent/carer role have for child welfare practice? (2 students)
J	Identify some of the needs and problems facing children and young people as they leave long term substitute care. What are the tasks and issues social workers confront in assisting kids to transition from care to independent living? (2 students)
	Week 10 **Planning for permanency**
K	What do you understand by the concepts of 'permanency planning' and 'concurrent planning' in out of home care? Outline their features and identify some of their inherent advantages and constraints in using this framework for decision making. (2 students)
L	Should adoption records be opened and should open adoption be practiced? Yes/No? (2 students)

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Major essay

Start date: Not Applicable

Length: 2000

Details:

Students submit a 2,000 word essay on course themes and topics. This is the final assessment for this course.

Students receive written feedback and a numerical grade within three weeks of submission.

Additional details:

Assignment Topics

Choose ONE of the following:

1. Critically review the major developments in policy, practice and research in the area of either **Reunification/Restoration** in out of home care, or **Adoption**. Illustrate your answer with a least three research studies (national/international). Discuss their implications for child welfare practice in the new millennium.
2. Critically evaluate the theoretical and empirical (national and international) literature on the assessment and support of foster carers. Discuss their implications for policy and practice.
3. What does theory and research tell us about the role and position of biological parents of children involved in child protection and out of home care systems? Discuss implications for best practice in engaging biological mothers, fathers, grandparents in the care continuum to benefit outcomes for children.
4. Critically review the developments in policy, practice and research in relation to intercountry/interracial adoption. Evaluate the cultural and psychosocial issues for internationally and interracially adopted children. Cite theory and research to support your answer.
5. Critically analyse the factors contributing to the over-representation of Aboriginal children in Australia's care and protection system, including consideration of the legacy of historical practices, government policies and structural disadvantage. Provide examples of policy and program responses that have been introduced to address the issue and comment on their effectiveness.

Word length: 2000 words

Due date: Thursday, 23 July 2020

Worth: 50%

To be submitted through Turnitin

Criteria:

1. Relevance of content and adequate coverage of the question
2. Evidence of theory and research

3. Linkages with practice/policy
4. Critical evaluation of theory/research/issues and originality of thought
5. Organization, structure and integration of ideas
6. Clarity of expression and quality of writing
7. Grammar, adequate expression and spelling
8. Citing sources, referencing and bibliography
9. Not exceeded word limit by more than 200 words

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Minor essay

Start date: Not Applicable

Length: 1000

Details:

Students submit a 1,000 word essay on theories of maltreatment.
Students receive written feedback and a numerical grade within three weeks of submission.

Additional details:

Review any of the following paired readings (**a and b**) to be found in **Part 1 of the Course Reader /**
Study kit (also in Leganto**)**

a) Lawrence, A., (2008) Chapter 3 Periodization of the professional regulation of child abuse and child sexual abuse, in *Principles of Child Protection: Management and Practice,* Open University Press, New York

b) Fernandez E, (2014), Child Protection and Vulnerable Families: Trends and Issues in the Australian Context', Social Sciences, vol. 3, no. 4, pp. 785 - 808, http://dx.doi.org/10.3390/socsci3040785

OR

a) Colton, M., Sanders, R., & Williams, M. (2001) Chapter 2. Child Development Theory. in An Introduction   to Working with Children. A Guide for Social Workers. Palgrave, New York–

b) Doyle, C. and Timms, C., (2014), Chapter 4 Child development: psychosocial factors, in *Child neglect and Emotional Abuse: Understanding, Assessment and Response,* Sage Publications Inc., London–

OR

a) Corby, B., (2006), Chapter 11, Current issues in child protection work, pp239-255 in *Child Abuse: Towards a Knowledge Base,* 3rd (edn), Open University Press, Maidenhead

b) Corby, B., Shemmings, D., and Wilkins, D., (2006), Chapter 4 Defining Child Abuse pp- 83-101, in *Child Abuse: An evidence base for confident practice,* 4th (edn) Open University Press, Maidenhead

OR

a) Korbin, J.E. (1994) Chapter 5. Sociocultural Factors in Child Maltreatment. in GB Melton & FD Barry (Eds) Protecting Children from Abuse and Neglect. Foundations for a New National Strategy. The Guilford Press, New York.

b) Burns, A., Burns, K., and Menzies, K., (2004) Chapter 9 Strong State Intervention: The Stolen Generations, pp. 190-209 in Jennifer M. Bowes (ed) *Children, Families and Communities: Contexts and Consequences*, 2 (edn), Sage Publications Inc. London

OR

a) Berliner, L., (2000) Chapter 5. What is Sexual Abuse? pp. 18-22 in Howard Dubowitz & Diane DePanfilis (eds) *Handbook for Child Protection Practice*, Sage Publications Inc. London

b) Crosson-Tower, C., (2015) Chapter 2 The Dynamics of Child Sexual Abuse in *Confronting Child and Adolescent Sexual Abuse,* Sage Publications Inc., Los Angeles

OR

a) Dubowitz. H., (2000) Chapter 3. What is Child Neglect? pp. 10-14 in Howard Dubowitz & Diane DePanfilis (eds) *Handbook for Child Protection Practice*, Sage Publications Inc. London

b) Davies, L., Duckett, N., (2016) Chapter 4, Neglect, pp130-169, in Proactive Child Protection and Social Work, 2nd (edn), Sage Publications Inc., London

Develop a succinct summary of the **chosen 2 readings a & b** (700 words) highlighting key concepts/   theories/issues. Reflect on the implications of these concepts/theories for your practice in the field of family and child welfare (300 words, 3-4 reflections and implications for practice).

Total length: 1000 words

Due: Thursday 18 June 2020

Worth: 20%

To be submitted through Turnitin

Criteria:

1. Evidence of reading and research
2. Overall comprehension of themes/issues
3. Structuring of relevant content and adequacy of summary
4. Reflection and application of concepts to policy and practice
5. Critical evaluation of theories/issues
6. Clarity of expression and quality of writing
7. Organization/integration of material
8. Citing of sources, referencing and bibliography
9. Not exceeded the word limit by more than 200 words

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 1 June - 5 June	Lecture	Introduction to the course Perspectives on policy in child welfare: Underpinning theory and values Course reader Part 1, p 1-30
	Tutorial	*Video and discussion* *Allocation of tutorial topics*
Week 2: 8 June - 12 June	Seminar	The Children's Care & Protection Act (1998): Implications for child welfare practitioners *Discussion on legislation* Legal Services Department of **Community** and Justice **Services** (DCJ) *Course reader **Part 1**, p 31-54*
Week 3: 15 June - 19 June	Lecture	Child Abuse: Definitions, constructions, consequences Mandatory reporting responding to disclosure *Course reader **Part 1**, p 83-96, 105-182*
	Tutorial	*Tutorial papers* *Topics A, B, C* **Practice activity**

		Course reader Part 1, p 55-65; 190-202; 203-249
		Course reader Part 1, p 83-96, 105-182
Week 4: 22 June - 26 June	Lecture	Framework for the assessment of families of children in need/at risk *Course reader Part 2, p115-122* Enhancing prevention and protection through early intervention
	Tutorial	*Tutorial papers* *Topics D, E, F* *Practice activity* *Course reader Part 1, p 115-122, 183-189; 303-377, 423-432* *Course reader Part 2,* *p 1-49; 93-114; 115-135*
	Homework	**Learning task 1** Podcast and Reflection **Submit in Week 4**
Week 5: 29 June - 3 July	Lecture	Reunification as a pathway to permanence *Course reader Part 2 p287-329*
	Tutorial	Case analysis: Application of risk and parenting assessment framework
Week 7: 13 July - 17 July	Seminar	Management of intrafamilial sexual assault work with people who sexually abuse children **Presentation and** **Case analysis** *Course Reader Part 1, p 207-227*
Week 8: 20 July - 24 July	Lecture	Children in substitute care: Initial decisions, placement patterns, practice issues, empirical research and practice perspectives

		Practice with children, birth parents and foster carers
		Course reader **Part 2,** *p* 185-209; 374-386
	Tutorial	*Tutorial papers*
		Topics G, H, I, J
		Practice activity
		Course reader **Part 2,** *p* 123-184; 210-218; 219-256; 257-264; 361-373
Week 9: 27 July - 31 July	Seminar	Assessment, training and support of foster and adoptive carers
		Presentation and
		Case analysis
		Course reader **Part 2,** *p* 185-209; 374-386
	Homework	***Learning task***
		Family Assessment Johnson Case Part II
		Submit in Week 9
Week 10: 3 August - 7 August	Lecture	Planning for permanency and adoption
		Evaluation and conclusions
	Tutorial	*Tutorial papers*
		Topics K, L
		Practice Activity
		Course reader **Part 2,** *p* 123-135, 265-286; 393-439

Resources

Prescribed Resources

- A two volume customised study kit is available in the UNSW bookshop.

Recommended Resources

Core text

A two-volume Study Kit/Course Reader is compiled for this subject and is available in the UNSW Bookshop. The range of readings available in your study kit are listed in this course outline along with other recommended readings. A personal copy of the course reader is a valuable resource for this course, and for you career later in this and related fields.

Readings in the Course Reader are also available in Leganto

Readings Available in your Course Reader / Study Kit are organized as follows:

Child Maltreatment and Child Protection (Part 1)

Child Welfare Policy, Children's Needs and Developmental Perspectives

Etiology of Child Abuse and Neglect and Child Protection Responses

Engaging Children and Families in Protective Interventions

Culture, Gender and Generational Factors in the Construction of Child Protection

Family Based Interventions and Out of Home Care (Part 2)

Prevention, Preservation and Family Support

Out of Home Care, Policy, Practice and Research

Outcomes of Foster Care – Children's Perspectives and research overviews

Permanency and Concurrent Planning, Policy, Practice and Debates

Reunification – Research and Practice

Empowerment and Parents

Adoption – Policy, Practice and Debates

Additional resources

In addition to the study kit prescribed for this course you will find valuable and relevant material in the
following journals held in the UNSW library:

- Child Welfare
- Child and Family Social Work
- Children and Youth Services Review
- British Journal of Social Work
- Child Abuse and Neglect
- Children Australia
- Adoption and Fostering, BAAF
- Children and Society
- Developing Practice

Other recommended Resources

Bennett,B.& Green,S (2019) Our Voices: Aboriginal Social Work. Red Globe Press London UK.

Laird,S.E & Tedam, P..(2019) Cultural diversity in child protection: Cultural competence in practice. Springer Nature Limited, Red Globe Press, London UK.

Welbourne, P., 2012, *Social work with children and families: Developing advanced practice*, London and New York: Routledge

Recommended online materials and other useful sources

Department of Community Services and Justice DCJ (formerly FaCS)
http://www.community.nsw.gov.au

Australian Institute of Family Studies (AIFS) http://www.aifs.gov.au

Australian Research Alliance for Children and Youth (ARACY) https://www.aracy.org.au

Australian Institute for Health and Welfare (AIHW) http://www.aihw.gov.au/

ACWA http://www.acwa.asn.au

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's MyExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.