



CHRISTIAN HERITAGE COLLEGE

FC240

**FAMILY SUPPORT AND CHILD PROTECTION:
THEORETICAL PERSPECTIVES**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	FC240								
Unit name	Family Support and Child Protection: Theoretical Perspectives								
Associated higher education awards	Bachelor of Applied Social Science								
Duration	One semester								
Level	Intermediate								
Core/Elective	Elective Required for Family Support and Child Protection specialisation								
Weighting	Unit credit points: 10 Course credit points: 240								
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	TOTAL	150 hours
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TOTAL	150 hours								
Delivery mode	Face-to-face on site								
Prerequisites/ Corequisites/ Restrictions	<i>Prerequisite</i> SO102 Introduction to Applied Social Theories								
Rationale	<p>Much of counselling and applied social sciences practice focuses on the person in relational context including family systems; therefore, those in the people-helping professions require a solid understanding of current theoretical approaches pertaining to both healthy and unhealthy family functioning. This is particularly important for those working within a child protection framework.</p> <p>This unit focuses specifically on equipping students with advanced knowledge concerning a range of models of family functioning and development, as well as important themes and tasks that are shared by most families. Opportunity will also be given to reflect on important dimensions of family functioning and experience from a Christian worldview.</p>								
Prescribed text(s)	Anderson, S. A., & Sabatelli, R. M. (2010). <i>Family interaction: A multigenerational developmental perspective</i> (5th ed.). Boston, MA: Allyn & Bacon.								
Recommended readings	<p>Books</p> <p>Balswick, J. K., & Balswick, J. O. (2014). <i>The family: A Christian perspective on the contemporary home</i> (4th ed.). Grand Rapids, MI: Baker.</p> <p>Harms, L. (2011). <i>Understanding human development: A multidimensional approach</i> (2nd ed.). New York, NY: Oxford University Press.</p> <p>Noller, P., & Karantzas, G. (Eds.). (2012). <i>The Wiley-Blackwell handbook of couples and family relationships: A guide to contemporary research, theory, practice and policy</i>. New York, NY: Wiley Blackwell.</p>								

	<p>Siegel, D. J. (2012). <i>The developing mind: How relationships and the brain interact to shape who we are</i> (2nd ed.). New York, NY: Guilford Press.</p> <p>Siegel, D. J. (2014). <i>Brainstorm</i>. Melbourne, VIC, Australia: Scribe.</p> <p>Smith, S.R., & Hamon, R.R. (2012). <i>Exploring family theories</i>. New York, NY: Oxford University.</p> <p>White, J.M., & Klein, D.M. (2015). <i>Family theories</i> (4th ed.). Thousand Oaks, CA: Sage.</p> <p>Journals</p> <p><i>Family Relations</i></p> <p><i>Journal of Marriage and the Family</i></p> <p><i>The Family Journal</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Introduction to families 2. Relationships, family structure, and function in the Bible 3. Family life cycle development theory 4. Attachment theory 5. Childhood development theory 6. Models of family functioning I: Theological models 7. Models of family functioning II: Structural models 8. Models of family functioning III: Intergenerational models 9. Models of family functioning IV: Contextual models (family diversity) 10. Models of family functioning V: Process models 11. Common themes in family functioning I: Race and culture; sex and gender; religion and spirituality 12. Common themes in family functioning II: Transition and stability; connection and individuality; structure and flexibility 13. Common themes in family functioning III: Communication, conflict, interpersonal difference, and power relations
Learning outcomes	<p>On completion of this unit of study, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. considered different family definitions, types, tasks, and strategies; 2. analysed a range of models describing family development and functioning; 3. reflected on their own experience of family and childhood development using theoretical and theological perspectives; 4. identified common themes that characterise major models of child development and family functioning; 5. integrated theoretical perspectives of family functioning and child development into their emerging applied social sciences practice framework; and 6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>Task 1: Journals</p> <p>Complete four journal entries that discuss your theoretical, personal and professional learning as they relate to a particular issue, perspective or theme.</p>

	<p>Word Length/Duration: 1,500 words (4 x 300-400 words)</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Weeks 3, 6, 10, 13</p> <p>Task 2: Reflective Essay</p> <p>Reflect on your own family situation (either your current family or your family of origin) using at least four theoretical perspectives discussed in the unit.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 2, 3, 5, 6</p> <p>Assessed: Week 11</p> <p>Task 3: Research Paper</p> <p>Examine one theme common across models of family functioning as discussed in Weeks 11-13.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 4-6</p> <p>Assessed: Week 13</p>
Unit summary	<p>This unit is designed to provide students with a thorough grounding in important theological and theoretical perspectives and models related to child and family development, and the structure and functioning of family systems.</p>