



CHRISTIAN HERITAGE COLLEGE

FC241

**FAMILY SUPPORT AND CHILD PROTECTION:
SKILLS AND PROCESSES**

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	FC241								
Unit name	Family Support and Child Protection: Skills and Processes								
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	<p><i>Prerequisite</i></p> <p>FC240 Family Support and Child Protection Theoretical Perspectives SO114 Foundational Interpersonal Skills</p> <p><i>Prerequisite or Corequisite</i></p> <p>SO223 Ethics, Policy and Professional Issues in the Social Sciences</p>								
Rationale	Applied social sciences practitioners are often required to work not only with individuals, but with entire family groups. As a result, these professionals need a solid grounding in techniques and processes that support and facilitate family growth and change. This unit is designed to equip students with a range of foundational skills and strategies focussed on working constructively with families in a diverse range of applied social sciences contexts.								
Prescribed text(s)	Collins, D., Jordan, C., & Coleman, H. (2010). <i>An introduction to family social work</i> . Belmont, CA: Brooks Cole.								
Recommended readings	<p>Books</p> <p>Butler, I., & Hickman, C. (2011). <i>Social work with children and families: Getting into practice</i> (3rd ed.). London, UK: Jessica Kingsley.</p> <p>Hepworth, D., Rooney, R., Rooney, G.D., & Strom-Gottfried, K. (2013). <i>Direct social work practice: Theory and skills</i> (9th ed.). Belmont, CA: Brooks Cole.</p> <p>Hughes, D. (2011). <i>Attachment-focused family therapy workbook</i>. New York, NY: Norton.</p> <p>Iannos, M., & Antcliff, G. (2013). <i>Planning for safety with at-risk families: Resource guide for workers in intensive home-based family support programs</i>. Melbourne, VIC, Australia: Australian Institute of Family Studies.</p>								

	<p>Powell, B., Cooper, G., Hoffman, K., & Marvin, B. (2014). <i>The circle of security: Enhancing attachment in early parent-child relationships</i>. New York, NY: Guilford Press.</p> <p>Shulman, (2012). <i>The skills of helping individuals, families, groups, & communities</i> (7th ed.). Belmont, CA: Brooks Cole.</p> <p>Siegel, D.J., & Bryson, T. P. (2011). <i>The whole-brain child: Twelve revolutionary strategies to nurture your child's developing mind</i>. New York, NY: Delacorte Press.</p> <p>Summers, N. (2011). <i>Fundamentals of case management practice: Skills for the human services</i> (4th ed.). Belmont, CA: Brooks Cole.</p> <p>Unwin, P., & Hogg, R. (2012). <i>Effective social work with children and families: A skills handbook</i>. London, UK: 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 family support and child protection 2. Strengths and resilience-based approaches to working with families 3. An attachment-based approach to working with families 4. Developing therapeutic alliances with families 5. Facilitating effective family interviews 6. Conducting family assessments; clarifying issues and goals with families 7. Risk assessment and management 8. Case planning and management, including record keeping 9. Interventions at the family systems level 10. Interventions at child and parental levels 11. Interventions at the couples level 12. Skills required for working with culturally diverse families 13. Skills required for working with families with particular needs (e.g., domestic violence, serious mental health needs, disability, substance abuse)
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. comprehended the principles that form the basis of effective applied social sciences practice when working with vulnerable children and families; 2. reflected on skills and processes relevant for applied social sciences practice with vulnerable children and families from a Christian worldview; 3. critically employed and evaluated the use of a range of family support and child protection specific skills, interventions, and processes; 4. assimilated relevant skills and processes related to effective family support and child protection work into their developing personal applied social sciences practice framework; and 5. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

<p>Assessment tasks</p>	<p>Task 1: Forum Contributions</p> <p>You are to make two contributions to a general Moodle™ discussion forum concerning learning gained from topics covered in the unit, with one contribution to follow each on-campus intensive session.</p> <p>Word Length/Duration: 1,000 words (2 x 500 words)</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: Weeks 5 and 11</p> <p>Task 2: Case Study Analysis</p> <p>In response to a case study of a ‘family’ presenting to a hypothetical applied social sciences service, provide a report based on knowledge attained during Topics 1-8 of the unit to discuss how you would conduct an assessment of the family’s situation.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-3, 5</p> <p>Assessed: Week 10</p> <p>Task 3: Recorded Family Interview Role-play and Evaluative Report</p> <p>You are to conduct a family interview role-play involving other class members, utilising skills and processes covered during the unit.</p> <p>Word Length/Duration: Interview - 20 minutes; Report - 1,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 3-5</p> <p>Assessed: Week 13</p>
<p>Unit summary</p>	<p>Applied social sciences practitioners who work with vulnerable children and families in a diversity of contexts are required to be proficient in a range of basic skills that are introduced, modelled, and practiced in this unit.</p>