SPSW3402
Child and Family Welfare

Course Co-ordinator: Sharon Walsh
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Consultation hours: Tuesday 12:00 – 2:00 pm
     Friday    13:00 – 2:00pm
Or
By Appointment

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008
CTS Download Date: 18/02/2008
SPSW3402 - Child & Family Welfare
Course Outline

Course Coordinator  Sharon Walsh
Semester  Semester 1 - 2008
Unit Weighting  10
Teaching Methods  Lecture and Tutorial

Brief Course Description
Places child welfare issues in a social and political context and highlights the impact of class, gender and race to the process of policy development and implementation. The course aims to make critical perspectives available to students of child welfare policy and practice, to assist them to understand the context in which policy and practice occur.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 2 Hours per Week for the Full Term

Learning Materials/Texts

Course Objectives
Upon successful completion of this course, students will be expected to demonstrate:

1. the ability to critically analyse the various welfare interventions in the lives of children and families
2. identify and analyse the issues involved in defining child abuse and neglect
3. describe the social, political and cultural context of child abuse
4. explore the effects of child abuse
5. analyse the basic assumptions, values, decision making processes and individual experiences of child welfare policy

Course Content
Historically, the child welfare system has functioned on the basis of the state as the authority on parental roles and responsibilities for children's upbringing, socialisation and well being. The system has been predicated on the view that children needed to be rescued from those parents who did not have the innate qualities, right values, correct attitudes and appropriate behaviors considered to be necessary for parents to act in a "socially acceptable” way.

Child welfare interventions usually have been and continue to be, justified as being "in the best interests of the child". This expression has been constantly used as justification for intervention on behalf of the children, with the authority of the state. This rationale for state intervention raises the question about how interests and needs are perceived, and about the potential conflict between the needs and rights of children, the needs and rights of parents and the needs and rights of the state.

This course will also examine the dynamics and impact of the major forms of child abuse on children and young people, including systems abuse and the effects of such abuse. For the most part such children and young people are from backgrounds of adversity and these backgrounds are examined in some detail.
Assessment Items

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<td>Based on evidence of completion of assigned reading tasks, informed discussion of weekly topics, ability to present opinions relevant to critical analysis of the readings set for each week.</td>
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Assumed Knowledge
SPSW1001 or equivalent

Callaghan Campus Timetable
SPSW3402
CHILD AND FAMILY WELFARE
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture and Tutorial Wednesday 12:00 - 13:00 [MCG28C] Commencing wk 2
or Wednesday 15:00 - 17:00 [W243] Commencing wk 2

Ourimbah Timetable
SPSW3402
CHILD AND FAMILY WELFARE
Enquiries: School of Humanities and Social Science
Semester 1 - 2008
Lecture and Tutorial Tuesday 15:00 - 16:00 [O_CS2.19] Commencing Week 2
or Tuesday 16:00 - 18:00 [O_CN2:1.12] Commencing Week 2

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

· copying or paraphrasing material from any source without due acknowledgment;

· using another's ideas without due acknowledgment;

· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.
Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2008
For semester 2 courses: 31 August 2008
For Trimester 1 courses: 18 February 2008
For Trimester 2 courses: 9 June 2008
For Trimester 3 courses: 22 September 2008
For Trimester 1 Singapore courses: 3 February 2008
For Trimester 2 Singapore courses: 25 May 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to my Hub - Self Service for Students
https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/
Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to
discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Course Overview:

This course places child welfare issues in a social and political context and highlights the impact of class, gender and race to the process of policy development and implementation. The course aims to make critical perspectives available to students of child welfare policy and practice, to assist them to understand the context in which policy and practice occur.

Historically, the child welfare system has functioned on the basis of the state as the authority on parental roles and responsibilities for children's upbringing, socialisation and well being. The system has been predicated on the view that children needed to be rescued from those parents who did not have the innate qualities, right values, correct attitudes and appropriate behaviours considered to be necessary for parents to act in a "socially acceptable" way. Child welfare interventions usually have been and continue to be, justified as being "in the best interests of the child". This expression has been constantly used as justification for intervention on behalf of the children, with the authority of the state. This rationale for state intervention raises the question about how interests and needs are perceived, and about the potential conflict between the needs and rights of children, the needs and rights of parents and the needs and rights of the state.

This course will also examine the dynamics and impact of the major forms of child abuse on children and young people, including systems abuse and the effects of such abuse. For the most part such children and young people are from backgrounds of adversity and these backgrounds are examined in some detail.

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

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Students will be able to choose between areas of policy development, implementation and practice.
1. **Major Essay: (50%) 2500 words**

**Due Date:** Week 12

Prepare an essay on one of the following questions:

**Agencies with the statutory responsibility for child welfare have continually been criticized for failing to give children the care and protection they need. Why?**

or

**Consider the history of child welfare in Australia from both a European and Indigenous perspective and identify and critique important lessons from the past that should be considered in current child welfare thinking.**

or

**Critique the field of child welfare and the ideologies, major social policies and organizations that shape it. In doing so, examine the impact of child welfare policy from the perspective of clients, human service workers, communities and the public at large.**

2. **Minor Essay: Presentation Research Review (20%). 1500 words**

**Due Date:** progressive through semester

Based on your tutorial presentation you are required to prepare an essay / research review. This essay should clearly articulate the key research on this topic and the implications for human service professionals working with children and families. A copy should be given to your lecturer 2 days prior to your presentation. Emails will be accepted.

1. **Tutorial Presentation (20%) – Group mark**

**Due Date:** progressive through semester

Form pairs (two people) and prepare a workshop/presentation on one of the topics in the course. Presentations will occur between weeks 5 and 13. One workshop will occur each week. A workshop is an active teaching and learning process. This means that you should move between providing content to the class and facilitating interesting and effective learning activities that stimulate learning for the group. In general, this workshop should aim to extend class members’ knowledge and understanding of the topic of focus. Using the topic assigned, facilitate a workshop with the class. The workshop should be approximately 45 minutes in duration. The workshop should:

- Identify the central issues and discuss relevant literature, research and theory on this topic.
- Contextualise the learning by reference to a case study. A brief description of a scenario concerning your topic should be incorporated into the workshop presentation. This scenario should demonstrate how the learning may be applied in a practice context.
- Discuss the implications of this issue for children and families.
- Explore intervention strategies/professional responses to this issue.
- Facilitate questions, discussion and learning of the larger group.

**Students can choose from one of the following:**

A detailed presentation of a child welfare system in one of the Australian states or territories. Areas to include in your work should address:

- history
- policies
- legislation
- programs
- models of practice
- key reports
- theoretical perspectives
- statistics
- gender
- race
- ethnicity
- key players

OR

Understanding children’s needs and the prevention of child abuse.

Substitute care and fostering.

Systems abuse.

Government interventions in Indigenous Communities.

Child Welfare: Social care or social control?

Physical abuse/Corporal Punishment/Child homicide.

Cultural Values and the Construction of Child Abuse and Neglect.

The reliability of children’s statements about sexual abuse or children as witnesses.

Residential care and adoption.

Other topic areas can be negotiated with the lecturer.

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students