

Social Work Practice: Selected
Studies
Part 1

Family & Child Welfare

SOCW3008

Session 2, 2011

Social Work Practice: Selected
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Course Outline

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Family & Child Welfare

Social Work Practice: Selected Studies

Session II, 2011

Introduction

This course examines practice and policy in the area of family and child welfare. It acquaints students with key practice and policy issues related to working with children and families in special need and provides the opportunity to critically examine the underlying assumptions of practice and policy. It will include content on the historical context of child welfare practice including the legal, political and social conditions that have influenced policy and practice. Throughout the course the impact of theoretical orientations, current debates, policy initiatives and research findings on policy and practice will be examined. Discussion of the ethics and values inherent in child welfare services will provide the rationale for principles that guide practice. Emphasis will be placed on developing skills to critically analyze the context, issues and constraints that shape family and child welfare practice. The primary focus will be on families and children for whom social work has made a historic and enduring commitment and whose primary recourse to help has been through publicly funded service provision. Specific areas of focus will include:

- ✦ Theories and research on the causes and consequences of maltreatment
- ✦ Frameworks for assessment, intervention and case management
- ✦ Legal and political structure of child welfare services and the extent which the system provides a continuum of care and prevents or perpetuates the oppression of children, women and disadvantaged groups
- ✦ Issues of cultural and gender sensitivity
- ✦ Micro and macro level practice issues and empirical findings in the areas of child protection, prevention and in home services, out of home care and adoption, and new directions for practice

Learning Objectives

The objectives of the course are to provide students with the opportunity to understand and analyse:

- ✦ The current and historical context of child welfare policies and practice
- ✦ The impact of child abuse, neglect and co-occurring issues on children and families
- ✦ Conceptual frameworks and their application for assessment, planning and intervention
- ✦ The roles and responsibilities of social workers practicing in child welfare, including early intervention, child protection, foster care and adoption

The course is designed to continue the students preparation for entry level practice and increase students' knowledge and skills for evidence informed, culturally competent, strength based and family centred practice.

Learning Outcomes

Overall, students will develop and demonstrate knowledge and understanding of current theory, research and some skills relevant to family and child welfare practice. Upon completion of the course students will be able to:

- ❖ Discuss and demonstrate knowledge of theory, research and practice frameworks relevant to child maltreatment and working with families and children in need.
- ❖ Describe and 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.
- ❖ Discuss and analyze historical, political, legal, social and empirical context of family and child welfare interventions and enduring controversies.
- ❖ 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.
- ❖ Analyze major values and philosophies underpinning policy and practice with children and families in special need, the tensions that might exist between them and the implications for professional practice
- ❖ Evaluate the broad debates in professional practice in family and child welfare and adopt a critical approach to practice in work with families and children.
- ❖ Demonstrate core skills in assessment and case management in protective care situations families and children.
- ❖ Comprehend, analyze and evaluate approaches to delivering family based, in home services that enhance the functioning of families and well being of children.
- ❖ Comprehend, analyze and evaluate the legal, social and psychological ramifications of protective services, foster care, adoption and permanency planning on children at risk of out of home care, and empirical evidence on their outcomes.
- ❖ Demonstrate knowledge of major research literature in a chosen topic in child welfare and ability to apply empirical and evaluative research to practice and policy in working with children and families at micro and macro levels in that area.
- ❖ Evaluate the quality of available data and support for evidence based practice in child welfare

Students will develop and demonstrate ability to analyze a topic from historical, political, practice and empirical perspectives

Teaching Strategies

To further the above learning outcomes, initial sessions will provide students with a framework for practice and policy analysis which emphasizes the role of ethical, legal, social and historical contexts and research evidence in shaping child welfare. Subsequent sessions will explore issues in selected areas of child and family interventions. Classes will include a mix of lecture, class discussion, student led seminars and discussion of selected readings. Specialist guest lecturers will augment the seminar program. No doubt these specialists will bring to the program their unique perspectives on the issues addressed in the course. Hopefully such perspectives will enable open discussion and evaluation of a range of views on policy and practice in this field. Students will be challenged to engage in learning processes which will integrate factors of class, gender and race into their analysis. I hope a tone of open discussion will be maintained throughout the course. We can learn best from each other by encouraging dialogue and respecting diverse points of view.

The UNSW *graduate attributes* emphasized in this course are:

- ✦ Ability to engage in scholarly inquiry
- ✦ Skills in independent and reflective learning
- ✦ Skills in sensitive and effective communication
- ✦ Respect for diversity
- ✦ Professional values, qualities and skills appropriate to child and family social work

Course Coordinator

Dr Elizabeth Fernandez

Associate Professor

Room G56 Morven Brown

Phone: (02) 9385 1865 (w) (02) 9661 9467 (h)

Email: e.fernandez@unsw.edu.au

Course Attendance and Communication

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly

Course Assessment

The assessment for this subject includes:

1	Minor Assignment (Due 25 th August)	20%
2	Seminar Presentation	30%
3	Major Assignment (Due 6 th October)	50%

Students are expected to complete all components of the assessment: tutorial seminar, minor and major assignments. You must make a reasonable attempt at all assessment tasks in order to get a final grade in this course.

Assignments and Submission

A minor assignment of 1000 words is due on 25th August (see pages 25-26) for topics for the minor assignment). A major assignment of 2000 words is due on 6th October.

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box with the appropriate course code. There will be a separate box for late submissions. Only late submissions will be stamped by the School Office with the receipt date.

Students are also required to submit an electronic copy of the assignment on the following email COURSE CODE/COURSE NUMBER@unsw.edu.au

BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED BY 4PM ON THE DUE DATE TO AVOID A LATE PENALTY.

It is the student's responsibility to keep a copy of their work in case of loss of an assignment.

All assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments) and an Assignment Cover Sheet (if blind marking is done). These are available from outside the School Office, above the assignment submission boxes.

Normally assignments are returned in tutorials. For assignments with due dates from Week 10 onwards, students may request for the marked assignment to be returned to them by filling out an envelope with their address and attaching it to their assignment before placing in the box.

Extension for Submission of Work

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

Seminar Presentation

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. The seminars form an important part of your assessment. Each student is required to prepare one seminar presentation which should take 20 minutes and should be accompanied by a handout comprising a summary of the issues. Copies of this handout should be available to the rest of the tutorial group. As part

of the presentation you are required to present analytically your research on the topic, focus on relevant practice skills/issues, incorporate a practice exercise or role play. No written essay is required for this presentation apart from brief notes (2 pages) distributed to the tutor and the class at the time of the presentation. Topics for seminars are available on pages 15-16. **

Criteria for Assessment of Seminar Presentations

- ❖ Evidence of theoretical/empirical content relevant to the question and demonstrated comprehension of the content
- ❖ Synthesis of a range of view points
- ❖ Application to practice/demonstration of analytical and practice skills
- ❖ Critical evaluation of the material and practice issues
- ❖ Ability to communicate ideas clearly
- ❖ Ability to effectively stimulate group discussion and respond to feedback
- ❖ Written summary of points with references

Review of Results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

LECTURE & SEMINAR PROGRAM

WEEK	DATE	TOPIC	PRESENTER
1	21 July	<p>Introduction to the course</p> <p>Perspectives on policy in child welfare Underpinning theory and values <i>Course reader part 1, pg. 1- 21, 30- 43</i></p> <p>Child Abuse: Definitions, constructions, responses <i>Course reader part 1, pg. 81- 92, 108- 116</i></p>	<p>Dr Elizabeth Fernandez UNSW</p>
2	28 July	<p>The Children’s Care & Protection Act (1998): Implications for child welfare practitioners <i>Course reader part 1, pg. 252 – 262, 302- 318</i></p>	<p>Libby Goss NSW Department of Community Services</p>
3	4 August	<p>Case management in child protection Interagency and court interventions Implications for social workers in child protection systems <i>Course reader part 1, pg.263- 272, 192- 217, 235- 242</i></p>	<p>Margery Kennedy Area Co-coordinator Child Protection Education Sydney Children’s Hospital</p>
4	11 August	<p>Mandatory Reporting, definitions of maltreatment, dealing with disclosure. <i>Course reader part 1, pg. 117- 127, 179- 191</i></p>	<p>Seminar Topics A, B & C</p>
5	18 August	<p>Reasonable efforts to preserve families <i>Course reader part 2, pg. 27- 49, 58- 71, 79- 86</i> <i>part 1, pg. 101-107</i></p> <p>Enhancing prevention and protection through early intervention</p>	<p>Seminar Topics D & E</p>
6	25 August	<p>Working with Abused Children <i>Course reader part 1, pg. 319- 340</i></p>	<p>TBA</p>
8 September		BREAK	
7	1 September	<p>Framework for the assessment of families of children in need <i>Course reader part 2, pg. 1- 17, 87- 104</i></p>	<p>Dr Elizabeth Fernandez UNSW Seminar Topics D & E</p>

8	15 September	Children in substitute care: Initial decisions, placement patterns, practice issues, empirical research and practice perspectives <i>Course reader part 2, pg. 148- 160, 208- 221</i>	Dr Elizabeth Fernandez UNSW David Jenrick Senior Manager, Barnardos Australia
9	22 September	Innovation to responsibility: Management of intrafamilial sexual assault work with people who sexually abuse children <i>Course Reader part 1, pg.241-242</i>	Dale Talliday Clinical Advisor, New Street and Pre Trail Diversion Services Network Sydney Children's Hospital, Westmead
10	29 September	Assessment, training and support of foster carers <i>Course reader part 2, pg. 105-136</i>	Dr Elizabeth Fernandez UNSW
11	6 October	Practice with children, birth parents and foster carers Theoretical and ideological perspectives <i>Course reader part 2, pg.161- 168, 185- 199, 315-317, 324- 333</i> Transitions from Care	Seminar Topics F, G, H & I
12	13 October	Planning for permanency and adoption <i>Course reader part 2, pg.243- 257, 230- 242</i> Evaluation and conclusions	Seminar Topics J & K Lisa Vihtonen Barnardos Australia

SEMINAR TOPICS

WEEK 4

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.
- Should the use of corporal punishment by parents be considered child abuse?
- B** 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 minimise the trauma for the child/adolescent and caregiver. (2 students)

WEEK 5

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.

WEEK 11

Practice with children, birth parents and foster carers

- F** 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. (1 student)
- G** 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. (1 student)
- H** 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? (1 student)

- I** 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 12

Planning for permanency and leaving care

- J** What do you understand by the concepts of "permanency planning" and "concurrent planning" in substitute care? Outline their features and identify some of the inherent advantages and constraints in using this framework for decision making in child placement. (1 student)
- K** Should interracial/intercountry adoptions be permitted?
Yes/No (2 students)
Cite theoretical and empirical evidence for and against the above view.

Course Reader

A two volume course reader is compiled for this subject and will be made available to you by the Course Co-ordinator. Readings available in your course reader are listed in this course outline. (Pages 15-20)**

Recommended optional text

Crosson Tower (2007). Exploring Child Welfare: A Practical Perspective. 4th Edition. Boston: Allyn & Bacon. (Available in the UNSW Bookshop)

In addition to the course reader 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, BASW
- ✦ Children and Society

Readings Available in your Course Reader

Child Maltreatment and Child Protection (Part 1)

Child Welfare Policy, Children's Needs and Developmental Perspectives

- Fernandez, E. (1996) Chapter 1. Children, Families and the State. In Significant Harm: Unravelling Child Protection Decisions and Substitute Care Careers of Children. Avebury, Aldershot, England.
- Fawcett, B., Featherstone, B., & Goddard, J. (2004) Chapter 2. Thinking About Children Today. In Contemporary Child Care Policy and Practice. Palgrave Macmillan, New York
- Hill, M. & Tisdall, K. (1997) Chapter 3. Children's Needs. In Children and Society Longman, London
- 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
- Masten, A.S. (2006) Chapter 1. Promoting Resilience in Development: A General Framework for Systems of Care. In RF Flynn, PM Dudding, & JG Barber Promoting Resilience in Child Welfare. University of Ottawa Press, Ottawa
- Wolfe, D. A. (1999) Chapter 3. A Development Perspective of the Abused Child. In Child Abuse. Implications for Child Development and Psychopathology. SAGE Publications, Thousand Oaks

Etiology of Child Abuse and Neglect and Child Protection Responses

- Garbarino, J. & Eckenrode, J. (1997) Chapter 1. The Meaning of Maltreatment. In Understanding Abusive Families. An Ecological Approach to Theory and Practice. Jossey-Bass Publishers, San Francisco.
- Manly, J.T. (2005) Advances in Research Definitions of Child Maltreatment. Child Abuse & Neglect 29, 425-439
- Pelton, L. H. & Milner, J.S. (1993) Is Poverty a Key Contributor to Child Maltreatment? Yes/No. In E Gambrill & TJ Stein (Eds) Controversial Issues in Child Welfare. Allyn and Bacon, Boston
- Fernandez, E. (2005) Chapter 14. The Challenge of Child Protection. In M Alston & J McKinnon (Eds) Social Work. Fields of Practice. 2nd Ed. Oxford University Press, Oxford.
- Ainsworth, F., & Hansen, P. (2006). Five Tumultuous Years in Australian Child Protection: Little Progress. Child & Family Social Work, 11(1), 33-41.
- Besharov, D. J. & Barth, R.P. (1994) Debate 16. Limiting Abuse Reporting Laws. In MA Mason & E Gambrill (Eds) Debating Children's Lives. Current Controversies on Children and Adolescents. SAGE Publications, Thousand Oaks.
- Erikson, M.F. & Egeland, B. (1996) Chapter 1. Child Neglect. In J Briere, L Berliner, JA Bulkly, C Jenny, & T Reid (Eds) The APSAC Handbook on Child Maltreatment. SAGE Publications, Thousand Oaks.
- Scannapieco, M., & Connell-Carrick, K. (2002). Focus on the First Years: An Eco-Developmental Assessment of Child Neglect for Children 0 to 3 Years of Age. Children and Youth Services Review, 24(8), 601-621.
- O'Hagan, K. (1993) Chapter 3. Definitions of Emotional and Psychological Abuse. In Emotional and Psychological Abuse of children. Open University Press, Buckingham
- Gillham, B. (1994) Chapter 4. Fatal Child Abuse. In The Facts About Child Physical Abuse. Cassell, London

- Straus, M.A., Larzelere, R. E. & Rosemond, J.K. (1994) Debate 12. Corporal Punishment by Parents. In MA Manson & E Gambrell (Eds) Debating Children's Lives. Current Controversies on Children and Adolescents. SAGE Publications, Thousand Oaks.
- Miller-Perrin, C. & Perrin, R.D. (1999) Chapter 4. Child Sexual Abuse. In Child Maltreatment, An Introduction. SAGE Publications, Thousand Oaks.
- Crosson-Tower, C. (2005) Chapter 8. Extrafamilial Sexual Abuse, Misuse, and Exploitation. In Understanding Child Abuse and Neglect. Allyn & Bacon, Boston
- Finklehor, D. (1984) Chapter 5. Four Preconditions: A Model. In Child Sexual Abuse: New Theory and Research. Collier Macmillan Publishers, London.
- Jensen, T. K., Gulbrandsen, W., Mossige, S., Reichelt, S., & Tjersland, O. A. (2005). Reporting Possible Sexual Abuse: A Qualitative Study on Children's Perspectives and the Context for Disclosure. Child Abuse & Neglect, 29(12), 1395-1413.

Engaging Children and Families in Protective Interventions

- Tuck, V. (2004) Chapter 3. Analysing Risk in Child Protection. A Model for Assessment. In V White & J Harris (Eds) Developing Good Practice in Children's Services. Jessica Kingsley Publishers, London.
- Iwaniec, Dorota (1996) Chapter 7. Assessing Emotional Abuse and Neglect. In The Emotionally Abused and Neglected Child. Identification, Assessment and Intervention. John Wiley & Sons, Chichester.
- Berliner, L. (1991) Chapter 3. Interviewing Families. In K Murray & D Gough (Eds) Intervening in Child Sexual Abuse. Scottish Academic Press
- Tjersland, O. A., Mossige, S., Gulbrandsen, W., Jensen, T. K., & Reichelt, S. (2006) Helping Families When Child Sexual Abuse is Suspected but not Proven. Child & Family Social Work, April, 1-10
- Aldridge, M. & Wood, J. (1998) Chapter 3. Free Narrative Phase: Listening to Children. In Interviewing Children. A Guide for Child Care and Forensic Practitioners. John Wiley & Sons, Chichester
- Butler, I. & Roberts, G. (2004) Part II, s.10. Developing Specialist Knowledge and Skills – Court Craft. In Social Work with Children and Families. Getting into Practice 2nd ed. Jessica Kingsley Publishers, London
- Saywitz, K.J. & Goodman, G.S. (1996) Chapter 16. Interviewing Children in and out of Court. Current Research and Practice Implications. In J Briere, L Berliner, JA Bulky, C Jenny, & T Reid (Eds) The APSAC Handbook on Child Maltreatment (pp.343–358). SAGE Publications, Thousand Oaks.
- Lipovsky, J. & Stern, P. (1997) Preparing children for Court: An interdisciplinary view, Child Maltreatment, 2(2), 150-163
- Owen, H & Savage, L. (1993) Chapter 10. Developing Skills in Contributing at Child Protection Conferences. In H Owen & J Pritchard (Eds) Good Practice in Child Protection: A Manual for Professionals. Jessica Kingsley Publishers, London.

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

- Smallwood, G (1995) Child Abuse and Neglect from an Indigenous Australian's Perspective, Henry Kempe Memorial Lecture – 10th International Congress on Child Abuse and Neglect, Child Abuse and Neglect, Vol 19, No. 3, pp 281-289
- Budgell, R., Clare, M., Noonan, J. & Robertson, L. (2005) Chapter 7. Promoting the Health and Well-being of Indigenous Minority Children in Canada and Australia. In J Scott & H

Ward (Eds) Safeguarding and Promoting the Well-being of Children, Families and Communities. Jessica Kingsley Publishers, London.

- 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.
- Scourfield, J.B. (2001) Constructing Women in Child Protection work. Child and Family Social Work 6, 77-87
- Mason, J. (2005) Chapter 6. Child Protection Policy and the Construction of Childhood. In Children Taken Seriously. In Theory, Policy and Practice. Jessica Kingsley Publishers, London

Family Based Interventions and Substitute Care (Part 2)

Prevention, Preservation and Family Support

- Pecora, P.J., Whittaker, J.K., Maluccio, A.N. & Barth, R.P., with Plotnick, R.D. (2000) Chapter 8. Family Support and other Prevention Services relation to Child Welfare, pp.229-255 + 257-260. In The Child Welfare Challenge. Policy, Practice, and Research. 2nd Ed. Aldine De Gruyter, New York
- Parton, N. (2005) 'Every Child Matters': The Shift to Prevention Whilst Strengthening Protection in Children's Services in England. Children and Youth Services Review. 28, 976-992
- Walton, E. (2001) Chapter 4. A Conceptual Framework for Family-Centered Services, pp.69-92. In E Walton, P Sandau-Beckler, & M Mannes (Eds) Balancing Family-Centered Services and Child Well-being. Columbia University Press, New York.
- Berry, M. (1994) Chapter 4. Intensive Family Preservation Service Models, pp.70-88. In The Family at Risk. University of South Carolina Press, Columbia
- Whittaker, J.K. (1997) Chapter 8. Intensive Family Preservation Work with High-Risk Families: Critical Challenges for Research, Clinical Intervention and Policy. In W Hellinckx, MJ Colton & M Williams (Eds) International Perspectives on Family Support. Arena Ashgate Publishing Aldershot
- Littell, J.H. & Schuerman, J.R. (2002) What Works Best for Whom? A Closer Look at Intensive Family Preservation Services. Children and Youth Services Review 24(9/10) 673-699
- Fernandez, E. (2004) Effective Interventions to Promote Child and Family Wellness: A Study of Outcomes of Intervention through Children's Family Centres. Child and Family Social Work 9, 91-104
- Seader, M.B. & Nelson, K.E. (1994) Debate 4. Do Services to Preserve the Family Place Children at Unnecessary Risk? Pp.59-72. In E Grimbrill & TJ Stein (Eds) Controversial Issues in Child Welfare. Allyn and Bacon, Boston
- Rose, W. (1996) Chapter 2. Assessing Children in Need and their Families. An Overview of the Framework, pp.35-49. In J Horwath (Ed) The Child's World. Assessing Children in Need. Jessica Kingsley Publishers, London.
- Jones, D. (1996) Chapter 16. The Assessment of Parental Capacity pp.255-272. In J Horwath (Ed) The Child's World. Assessing Children in Need. Jessica Kingsley Publishers, London.

Out of Home Care, Policy and Practice

- Pecora, P.J., Whittaker, J.K., Maluccio, A.N. & Barth, R.P., with Plotnick, R.D. (2000) Chapter 10. Family Foster Care pp.299-326. In The Child Welfare Challenge. Policy, Practice, and Research. Second Edition. Aldine De Gruyter, New York

- Pecora, P.J. & Maluccio, A.N. (2000) Chapter 14. What Works in Family Foster Care, pp.139-152. In MP Kluger, G Alexander & PA Curtis (Eds) What Works in Child Welfare. CWLA Press, Washington DC.
- Triseliotis, J., Sellick, C., & Short, R. (1995) Chapter 2. The Practice of Foster Care, pp.21-27. In Foster Care. Theory and Practice. B.T. Batsford Ltd, London
- Boyd Webb, N. (2003) Chapter 10. Children Living in Kinship and Foster Home Placements, pp.215-234. In Social Work Practice With Children. 2nd Ed. The Guilford Press, New York
- Sinclair, I. (2005) Chapter 5. Placing Children in Foster Care, pp.58-66. In Fostering Now. Messages from Research. Jessica Kingsley Publishers, London
- Schofield, G. (2005) The Voice of the Child in Family Placement Decision-Making, A Developmental Model. Adoption & Fostering 29(1) 29-44
- Berridge, D. (1999) Chapter 12. Work with Fostered Children and their Families. In M Hill (Ed) Effective Ways of Working with Children and their Families. Research Highlights in Social Work 35. Jessica Kingsley Publishers, London.
- Sinclair, I. (2005) Chapter 10. Recruitment and Retention, pp.101-114. In Fostering Now. Messages from Research. Jessica Kingsley Publishers, London
- Ward, H. (1996) Chapter 17. Constructing and Implementing Measures to Assess the Outcomes of Looking After Children Away From Home, pp.240-254. In M Hill & J Aldgate (Eds) Child Welfare Services. Developments in Law, Policy, Practice and Research. Jessica Kingsley Publishers, London.
- Leahy, R., Little, C., Mondy, L. & Nixon, D. (1999) What Makes Good Outcomes for Children in Foster Care? Children Australia. 24(2), 4-9
- Lindsey, C. (1995) Chapter 3. Systemic and Developmental Aspects of Contact, pp.34-50. In H Argent (Ed) See You Soon. British Agencies for Adoption and Fostering, London.

Outcomes of Foster Care – Children’s Perspectives

- Wilson, K., Sinclair, I., Taylor, C., Pithouse, A., & Sellick, C. (2004) Chapter 4. What is the Overall Impact of Foster Care? In Knowledge Review 5. Fostering Success. An Exploration of the Research Literature in Foster Care. SCIE, London
- Fernandez, E. (2006) Chapter 8. Growing Up in Care: Resilience and Care Outcomes. In RJ Flynn, PM Dudding, & JG Barber Promoting Resilience in Child Welfare. University of Ottawa Press, Ottawa.
- Dance, C. & Rushton, A. (2005) Joining a New Family. The Views and Experiences of Young People Placed with Permanent Families During Middle Childhood. Adoption & Fostering. 29(1) 18-28
- Blake, M. (1981) A Personal Memory of Fostering, Australian Social Work. June 34(2), 25-28
- Ward, H., Skuse, T., & Munro, E.R. (2005) ‘The Best of Times, The Worst of Times’ Young Peoples Views of Care and Accommodation. Adoption & Fostering. 29(1) 8-17
- Kufeldt, K. & Stein, M. (2005) Chapter 9. The Voice of Young People. Reflections on the Care Experience and the Process of Leaving Care, 134-148. In J Scott and H Ward Safeguarding and Promoting the Well-being of Children, Families and Communities. Jessica Kingsley Publishers, London.

Permanency and Concurrent Planning, Policy, Practice and Debates

- Maluccio, A.N., Fein, E. & Olmstead, K.A. (1986) Chapter 1. What is Permanency Planning? pp.3-16. In Permanency Planning for Children: Concepts and Methods. Tavistock Publications, New York
- Maluccio, A.N., Fein, E. & Olmstead, K.A. (1986) Chapter 3. Who Needs Permanency Planning? pp32-44 In Permanency Planning for Children: Concepts and Methods. Tavistock Publications, New York
- Katz, L. (1999) Concurrent Planning: Benefits and Pitfalls. Child Welfare. 78(1) 71-87
- Bath, H. (2000) Rights and Realities in the Permanency Debate. Children Australia 25(4) 13-17.
- Mason, J. (1991) Foster Care and Permanency: An Analysis of the Context for Practice. Australian Journal of Social Issues. 26(4) 242-255

Reunification – Research and Practice

- Maluccio, A.N., Walsh, R. & Pine, B.A. (1993) Chapter 1. Family Reunification: An Overview, pp.3-19. In BA Pine, R Warsh & AN Maluccio (Eds) Together Again. Family Reunification in Foster Care. Child Welfare League of America, Washington DC
- CWLA (March 2002) Family Reunification. Research Roundup. 1-15
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Empowerment and Parents

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- Kiely, P. (2005) Chapter 17. The Voice of the Child in the Family Group Conferencing Model, pp.218-229. In J Mason and T Fattore (Eds) Children Taken Seriously. In Theory, Policy and Practice. Jessica Kingsley Publishers, London.
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- Kapp, S.A. & Vela, R. H. (2004) The Unheard Client: Assessing the Satisfaction of Parents of Children in Foster Care. Child and Family Social Work. 9, 196-206
- Nice, V (1988) In Search of Perfect Mothers, Social Work Today, December, pp.22-23
- Smith, B. & Smith, T. (1990) Chapter 9. Collaboration or Conflict: Women and Foster Care, pp.146-165. In J Petruchenia & R Thorpe (Eds) Social Change and Social Welfare Practice. Hale and Iremonger, Sydney.

Adoption – Policy, Practice and Debates

- Thomas, N. (2005) Chapter 9. Adoption and Working for Permanence, pp.133-152. In Social Work with Young People in Care. Looking After Children in Theory and Practice
- Triseliotis, J. (2002) Long-term Foster Care or Adoption? The Evidence Examined. Child and Family Social Work. 7, 23-33
- Ryburn, M. (1990) Openness in Adoption, Adoption and Fostering 14(1) 21-26
- Grotevant, H.D. (2000) Chapter 24. What Works in Open Adoption, pp. 235-240. In MP Kluger, G Alexander & PA Curtis (Eds) What Works in Child Welfare. CWLA Press, Washington, DC.

- McDonald, M. Slater, P. (1995) Chapter 13. Legal and Ethical Dilemmas in Post Adoption Work, pp.195-209. In P Sevain (Ed) In The Shadow of the Law. The Federation Press, Australia.
- Selman, P. (2002) Intercountry Adoption in the New Millennium, The “Quiet Migration” Revisited. Population Research and Policy Review. 25, 205-225
- Gusukuma, I.V. & McRoy, R. (2000) Chapter 26. What Works in Intercountry Adoption, pp.251-258. In MP Kluger, G Alexander & PA Curtis (Eds) What Works in Child Welfare. CWLA Press, Washington
- Sullivan, S., Van Dyke, D.C., Su, H., Vigil, G., Walton, S., Judge-Ellis, T., & Schoon Eberly, S. (2004) Cultural and Socio-Emotional Issues of Internationally Adopted Children. International Pediatrics 19(4) 208-216
- Fieweger, M.E. (1991) Stolen Children and International Adoptions, Child Welfare LXX(2) 285-291
- Ngabonziza, D. (1991) Moral and Political Issues Facing Relinquishing Countries, Adoption and Fostering 15(4) 75-80

Family and Child Welfare Minor Assignment

Review any of the following paired readings (a and b) in Part 1 of the course Reader

a) Hill, M. and Tisdale, K. (1997) Children's Needs. In Children and Society. Longman , London.

b) 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

OR

a) Garbarino, J. and Eckenrode, J. (1997) The Meaning of Maltreatment. In Understanding Abusive Families: An Ecological Approach to Theory and Practice. Jossey Bass Publishers, San Francisco.

b) Manly, J.T. (2005) Advances in Research Definitions of Child Maltreatment. Child Abuse & Neglect 29, 425-439

OR

a) Erikson, M. F. & Egeland, B. (1996) Chapter 1. Child Neglect. In J Briere, L Berliner, JA Bulkly, C Jenny & T Reid (Eds) The APSAC Handbook on Child Maltreatment. SAGE Publications, Thousand Oaks.

b) Scannapieco, M., & Connell-Carrick, K. (2002). Focus on the First Years: An Eco-Developmental Assessment of Child Neglect for Children 0 to 3 Years of Age. Children and Youth Services Review, 24(8), 601-621.

OR

a) Miller-Perrin, C. & Perrin, R.D. (1999) Chapter 4. Child Sexual Abuse. In Child Maltreatment, An Introduction. SAGE Publications, Thousand Oaks.

b) Crosson-Tower, C. (2005) Chapter 8. Extrafamilial Sexual Abuse, Misuse, and Exploitation. In Understanding Child Abuse and Neglect. Allyn & Bacon, Boston

Develop a succinct summary of the chosen 2 readings (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 in: **25 August**

Worth: **20%**

Family and Child Welfare - Major Assignment <i>2011</i>

Assignment Topics

Choose one of the following:

1. Drawing on the Framework for the Assessment of Children in Need and Their Families formulate an assessment based on the case study of the Jonathan Family. In your assessment focus on the three major domains of this framework using relevant theory/research. State your overall assessment on the sum of these domains and identify three goals for intervention.

2. 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.

3. Critically review the major developments in policy, practice and research in the area of Reunification/Restoration in out of home care. Illustrate your answer with a least three research studies (national/international). Discuss their implications for child welfare practice in the new millennium.

Word length: 2000 -2500 words

Due date: 6th October 2011

Worth: 50%

Assignments are to be submitted with Assignment Declaration Form in the essay box at the School Social Science and International Studies Office, Morven Brown Building, Ground Floor by 4 pm 6th October.

Student Conduct and Integrity in Academic Work

UNSW has a Student Conduct Policy (2009) that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

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All students must read this policy at:

<http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf>

A related document is the UNSW Student Misconduct Procedures (2009):

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/welcome.html>) [STATE WHETHER YOU EXPECT THE STUDENTS TO DO THE TUTORIAL AND QUIZ AND SHOW EVIDENCE THAT THEY HAVE DONE SO. SOME STUDENTS MAY HAVE PASSED THEIR FIRST SEMESTER AND NOT DONE THIS. MANY STUDENTS WOULD HAVE FORGOTTEN SO IT’S NOT A BAD IDEA TO GET THEM TO DO THIS AGAIN.]
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

Student Support Services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at <http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/

Special Consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

Continual Improvement

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) 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. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

**THE UNIVERSITY OF NEW SOUTH
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Students should consult their lecturer and/or the Plagiarism and Academic Integrity

website for information about the appropriate acknowledgment of source material.

<http://www.lc.unsw.edu.au/plagiarism/pintro.html>

I declare that:

This assessment item is entirely my own original work, except where I have acknowledged use of source material [such as books, journal articles, other published material, the Internet, and the work of other student/s or any other person/s].

This assessment item has not been submitted for assessment for academic credit in this, or any other course, at UNSW or elsewhere.

I understand that:

- o The assessor of this assessment item may, for the purpose of assessing this item, reproduce this assessment item and provide a copy to another member of the University.
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