

## HUSE2002: Child Protection Work

Callaghan and Ourimbah  
Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

### Course Description

This course covers the knowledge and skills required to practice in services that form part of child protection services such as: prevention and early intervention services; tertiary and statutory agency work; domestic violence services; health services; and the family law system. It introduces students to: explanatory theories; definitions and effects of child abuse and neglect; examining assessment; risk of harm and responding to child abuse; out of home care systems; outcomes and effectiveness; working with Indigenous families; and practice frameworks. Issues of child protection are placed in a social and political context and the impact of class, gender and ethnicity are highlighted in terms of the process of policy development, implementation and practice frameworks.

### Requisites

If you have successfully completed SPSW3402 you cannot enrol in this course.

### Assumed Knowledge

40 units at 1000 level

### Contact Hours

**Callaghan**  
**Lectorial**

Face to Face On Campus  
2 hour(s) per Week for 12 Weeks starting Week 1

**Ourimbah**  
**Lectorial**

Face to Face On Campus  
2 hour(s) per Week for 12 Weeks starting Week 1

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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# CONTACTS

**Course Coordinator**      **Callaghan and Ourimbah**  
Dr Louise Rak  
Louise.rak@newcastle.edu.au

Consultation: Please email Louise to make a time.

**Teaching Staff**              Other teaching staff will be advised on the course Canvas site.

**School Office**                **School of Humanities Creative Industries and Social Sciences**  
Social Sciences Building  
Callaghan  
HCISS@newcastle.edu.au  
+61 4985 4500

# SYLLABUS

**Course Content**              This course will include the following topics:

- History of Child Protection / Child Welfare in Australia
- Defining Child Abuse and Neglect
- Effects of Child Abuse
- Child Abuse and Neglect: Explanatory Theories
- The Construction of Child Abuse
- Assessment, Risk and Harm and Responding to Child Abuse
- Domestic Violence – A Child Protection Perspective
- Examine policy shifts and dilemmas concerning removing children and family preservation and restoration
- Outcomes and Effectiveness
- Out of Home Care
- Systems Abuse
- Aboriginal Families and Child Welfare
- Issues of Diversity and Difference
- Practice Frameworks
- Skills and Practices
- Managing Child Protection Work: The Human Costs of Managerialism

**Course Learning Outcomes**      **On successful completion of this course, students will be able to:**

1. Describe and critique the social, political and cultural context of responses to child abuse
2. Demonstrate an understanding of the effects of child abuse
3. Analyse the complex and multi-layered issues involved in defining child abuse and neglect
4. Evaluate current perspectives on the effects of child abuse
5. Identify and critique types, purposes and effectiveness of services (early to late intervention) available in the local area for responding to child welfare

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**Course Materials**

**Required Reading:**

Weekly course readings will be available via the course online site.

**Recommended Texts:**

Some recommended texts that will be valuable for your learning are listed below. These are available for loan at the library:

Fernandez, E., & Delfabbro, P. (2020). *Child Protection and the Care Continuum: Theoretical, Empirical and Practice Insights*. Routledge.

Munro, E. (2019). *Effective Child Protection*. SAGE Publications Limited.

Tilbury, C., Osmond, J., Wilson, S., & Clark, J. (2007). *Good Practice in Child Protection*. Pearson Education Australia.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Modes of knowledge and learning Defining and understanding child protection and child abuse	2 hour workshop: -Introductions -Mini-lectures -Individual and group work	
2	4 Mar	Theoretical frameworks Critical debates and current issues Introduction to Assessment Item 1	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -Individual and group work	
3	11 Mar	Risk and protective factors Effects of child abuse	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -Individual and group work	
4	18 Mar	Child protection systems and agencies Introduction to Assessment Item 2	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -Case study/scenario activities	
5	25 Mar	Assessing and responding to risk of harm Mandatory reporting	2 hour workshop: -Mini-lectures -Reflection on course readings -Scenario activities	Assessment Item 1 due 11.59pm Monday 25st March
6	1 Apr	Out of home care Family inclusion and restoration	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -Information provided on Assessment Item 2 case study	Participate in online discussion on Assessment Item 2 case study prior to Week 7 class
7	8 Apr	Young people's experiences and voices	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -In class discussion for Assessment Item 2	Participate in class discussion on Assessment Item 2 case study during Week 7 class
<b>Mid-Term Break</b>				
<b>Mid-Term Break</b>				
8	29 Apr	Cultural safety Indigenous models of caring, community and family	2 hour workshop: -Mini-lectures -Reflection on readings -Information provided on Assessment Item 2 case study	Participate in online discussion on Assessment Item 2 case study prior to Week 9 class
9	6 May	Practice frameworks Practice skills	2 hour workshop: -Mini-lectures -Reflection on readings and media -In class discussion for Assessment Item 2	Participate in class discussion on Assessment Item 2 case study during Week 9 class

10	13 May	Gendered experiences Domestic violence Introduction to Assessment Item 3	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -Case study/scenario activities	
11	20 May	Systems abuse Managing child protection services	2 hour workshop: -Mini-lectures -Reflection on course readings -Media review -Case study/scenario activities	Assessment Item 2 report due 11.59pm Monday 20th May
12	27 May	Ways forward: future practice and policymaking	2 hour workshop: -Mini-lectures -Reflection on readings and media -Individual and group work	
13	3 Jun	No classes	Independent work on Assessment Item 3 Online consultations available	
<b>Examination Period</b>				Assessment Item 3 due 11.59pm Monday 10th June
<b>Examination Period</b>				

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	History and definition of child abuse - 30%	11.59pm on Monday 25 March 2022	Individual	30%	1, 2, 3
2	Online discussion - response to scenario - 30%	Online contributions due before Week 7 and Week 9 classes Written report due by 11.59pm on Monday May 20	Individual	30%	5
3	Critical Analysis - 40%	11.59pm on Monday 10 June	Individual	40%	3, 4, 5

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - History and definition of child abuse - 30%

#### Assessment Type Purpose

Written Assignment

Demonstrate knowledge of the theoretical frameworks and historical developments that have shaped current child protection systems. Consider different ways of understanding, and responding to, child abuse.

#### Description

Note: Further details will be provided in class and on the Canvas site.

Write a paper, using three (3) references from the course readings. In your paper:

1. Explain how our definitions of child abuse have changed over time.
2. Select two theories of child abuse and neglect. Explain how child abuse would be defined, and responded to, according to each of these theories.

#### Weighting

30%

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<b>Length</b>	1,200 words
<b>Due Date</b>	11.59pm on Monday 21 March 2022
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Details to be provided in Week 2 and online. Grading will be based on demonstrated understanding of historical developments in child protection, the ability to use different theories to analyse and understand child abuse, and quality of written work.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three weeks of assessment item submission.

## Assessment 2 - Online discussion - response to scenario - 30%

<b>Assessment Type</b>	Online Learning Activity
<b>Purpose</b>	Engage in critical debate and discussion in order to: -Build understanding of the ways that child protection issues are perceived by different people and groups; and -Build knowledge of the different services that are involved in child protection.
<b>Description</b>	Note: Further details will be provided in class and on the Canvas site. Part A) Two different child protection case studies will be introduced. These will be based on recent media reports. You will contribute to an online discussion with your peers about each of these case studies. You will write about 200 words for each case study. In weeks 7 and 9 you will contribute to a class discussion exploring the different perspectives on these case studies. You will work with your peers to examine different service responses to the issues raised in these case studies. Part B) Pick one of the case studies. Write a report (800 words) that considers the following: <ul style="list-style-type: none"><li>• How your perspective on this case study changed (if at all) throughout the online and in-class discussions.</li><li>• Your recommendations for child protection policy and practice to address the issues raised in this case study.</li></ul>
<b>Weighting</b>	30%
<b>Length</b>	1,200 words
<b>Due Date</b>	Online contributions due before Week 7 and Week 9 classes Written report due by 11.59pm on Monday 16 May
<b>Submission Method</b>	In Class Online
<b>Assessment Criteria</b>	Further details will be provided in class and online. Grading will be based on quality of critical analysis, ability to apply child protection practice principles, level of understanding of relevant services and interventions, quality of engagement in online and in-class discussions and quality of written work.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three weeks of assessment item submission.

## Assessment 3 - Critical Analysis - 40%

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Demonstrate an understanding of the current issues in child protection and analyse systemic and service responses to those issues. Demonstrate ability to apply theoretical and practice principles to child protection scenarios. Build skills in critical reflection.
<b>Description</b>	Note: Further details will be provided in class and on the Canvas site. Part A) Write a paper, using four (4) of the course readings as references, that considers the purpose of the child protection system, critiques its effectiveness and presents evidence-based recommendations for improving child protection policy and practice in Australia (or another country if your home country is not Australia). Part B) Using one of the scenarios (to be provided), describe the skills and strategies you would use as a child protection practitioner in this scenario. No referencing is needed in this section.
<b>Weighting</b>	40%
<b>Length</b>	2,000 words
<b>Due Date</b>	11.59pm on Monday 6 June
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Details to be provided in class and online. Grading will be based on demonstrated understanding of key child protection concepts, theories, services and systems, quality of analysis, use of evidence to build ideas, quality of critical reflection and quality of written work.

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**Return Method** Online  
**Feedback Provided** Online - Within three weeks of assessment item submission.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Attendance

Attendance/participation will be recorded in the following components:

- Lectorial (Method of recording: )

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews

As part of the evaluation process of any assessment item in this course an oral examination may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination Guidelines](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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