



CHRISTIAN HERITAGE COLLEGE

**FC342**

**FAMILY SUPPORT AND CHILD PROTECTION:  
CURRENT AND EMERGING ISSUES**

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.

<b>Unit code</b>	FC342								
<b>Unit name</b>	Family Support and Child Protection: Current and Emerging Issues								
<b>Associated higher education awards</b>	Bachelor of Applied Social Science								
<b>Duration</b>	One semester								
<b>Level</b>	Advanced								
<b>Core/Elective</b>	Elective Required for Family Support and Child Protection specialisation								
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240								
<b>Student workload</b>	<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><b>TOTAL</b></td> <td><b>150 hours</b></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	<b>TOTAL</b>	<b>150 hours</b>
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<b>TOTAL</b>	<b>150 hours</b>								
<b>Delivery mode</b>	Face-to-face on site								
<b>Prerequisites/ Corequisites/ Restrictions</b>	<i>Prerequisite</i> FC241 Family Support and Child Protection: Skills and Processes								
<b>Rationale</b>	<p>The practice of many contemporary applied social sciences professionals focuses not only on individuals but also on family groups as a whole and the sub-groups within those groups. Alongside a solid grounding in theoretical views on relationships and family functioning, and the skills and processes involved in working effectively with families, applied social sciences practitioners require knowledge concerning a breadth of current and emerging issues that present difficulties and challenges for many families today.</p> <p>In particular, recent research from neuroscience has reinforced the importance of early relationships for all aspects of children's healthy development. There is also a growing body of evidence of the traumatic impact of a range of negative family experiences that a couple of generations ago were simply not talked about or understood by professionals. It is now understood that childhood trauma often underlies many mental health and functional difficulties that parents are now facing as adults. It is important that applied social sciences students who intend to work in family support roles have a solid understanding of how these dynamics play out in the families who access support services. The children living in these families are also at risk. Consequently, this unit also looks at legislative and policy frameworks related to child protection.</p> <p>This unit is designed to equip students with current theoretical perspectives and research-based evidence relating to a diverse range of issues that students will encounter during their future practice when supporting families.</p>								

<b>Prescribed text(s)</b>	<p>Anderson, S. A., &amp; Sabatelli, R. M. (2010). <i>Family interaction: A multigenerational developmental perspective</i> (5th ed.). Boston, MA: Allyn &amp; Bacon.</p> <p>Briggs, F. (2013). <i>Child protection: The essential guide for teachers and other professionals whose work involves children</i>. Melbourne, VIC, Australia: JoJo.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Abela, A., &amp; Walker, J. (2013). <i>Contemporary issues in family studies: Global perspectives on partnerships, parenting and support in a changing world</i>. Chichester, UK: John Wiley &amp; Sons.</p> <p>Croft, B., &amp; Croft, C. (2013). <i>The pastor's family: Shepherding your family through the challenges of pastoral ministry</i>. Grand Rapids, MI: Zondervan.</p> <p>Noller, P., &amp; 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>Porges, S. (2011). <i>The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, self-regulation</i>. New York, NY: Norton.</p> <p>Powell, B., Cooper, G., Hoffman, K., &amp; Marvin, B. (2014). <i>The circle of security: Enhancing attachment in early parent-child relationships</i>. New York, NY: Guilford Press.</p> <p>Siegel, D. (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>Zinn, M.B., Eitzen, D.S., &amp; Wells, B. (2014). <i>Diversity in families</i> (10th ed.). Upper Saddle River, NJ: Pearson.</p> <p><b>Journals</b></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 <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Theories of family functioning and child development</li> <li>2. Managing transitions in the family life cycle; grief and loss</li> <li>3. When families don't follow the typical family life cycle: death and bereavement; separation and divorce; single parent families, blended families</li> <li>4. Childhood trauma and traumatic attachment</li> <li>5. Violence, neglect, and abuse in families</li> <li>6. Disability, and mental illness in families</li> <li>7. Alcohol, drugs, and other addictions in families</li> <li>8. Families with members from cultural, sexual, and religious minorities</li> <li>9. Families in the virtual age</li> <li>10. Clergy, '3rd culture kids', military, and fly in/fly out families</li> <li>11. Legal and policy issues in child protection and family support</li> <li>12. Frameworks for family support and child protection</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit of study, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. understood the common child and family issues present at different developmental stages of the typical family life cycle;</li> <li>2. investigated issues encountered by family members who experience alternative life cycle developmental pathways;</li> <li>3. reflected on developmental theories and associated issues from a number of perspectives, including Christian worldview;</li> <li>4. evaluated evidence-based interventions and support services for working with families impacted by a range of current and emerging issues and difficulties;</li> <li>5. integrated theoretical and applied perspectives concerning current and emerging issues in the field of family support and child protection into their developing framework of practice; and</li> <li>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.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Reflective Essay</b></p> <p>Consider your own family situation from birth to the present time using both the common stage model of family life cycle development and an alternative pathways approach.</p> <p>Word Length/Duration: 1,500 words  Weighting: 30%  Learning Outcomes: 1-3, 5, 6  Assessed: Week 8</p> <p><b>Task 2: Group Presentation and Handout</b></p> <p>In a group of two or three, prepare and deliver an interactive presentation focussing on one of the family issues addressed in Topics 4-9 of the unit.</p> <p>Word Length/Duration: Presentation - 30 minutes; Handout - 750 words  Weighting: 30%  Learning Outcomes: 2-4, 6  Assessed: Week 10</p> <p><b>Task 3: Evaluative Report</b></p> <p>Discuss and evaluate your applied social sciences practice with a family with whom you have previously worked or are currently working (ensuring that any identifying names or personal details are changed to protect the family's privacy), or from a case study provided by the unit coordinator.</p> <p>Word Length/Duration: 2,000 words  Weighting: 40%  Learning Outcomes: 1-6  Assessed: Week 13</p>
<b>Unit summary</b>	<p>In addition to a solid understanding of theoretical perspectives and practical skills related to working with family systems, applied social sciences practitioners must also be able to recognise and respond effectively to the broad range of current and emerging family and child protection issues addressed in this unit.</p>