

FACULTY OF COMMUNITY AND HEALTH SCIENCES



DEPARTMENT OF SOCIAL WORK

INTERVENTION: CHILD AND YOUTH WELL-BEING

SCW 312

FIRST SEMESTER 2015

LECTURER: Ms Valerie Saville

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PART A: GENERAL INFORMATION

WELCOME STATEMENT

Dear Students

Welcome to the course, Intervention: Child and Youth Well-being, and congratulations on passing your second year of study. You have achieved the status of senior students, preparing yourselves for your final year of study. On this course classroom teaching and learning activities are geared towards enhancing your capacity to read, research and study at a much more independent and intense level. We trust that you will find the course interesting, and that the content will broaden your knowledge and understanding about the realities of children and youth locally, in Africa, generally as well as globally.

1. TEACHING STAFF AND CONTACT TIMES

Module Coordinator

Name	Ms Valerie Saville/ replacement lecturer	
Room and building	Department of Social Work, Social Sciences Building, 2 nd Floor, Room Number 2.202	
Phone number	021 9593897	
Email	valerie.saville@gmail.com	
Consultation hours	Mondays: Periods 2 and 3	Tuesdays: Periods 3 and 4
	Consultation by appointment only, and can be arranged via email, telephone or departmental secretary, Ms Moloi	
Class times	First Semester Day: Tuesdays Time: Periods 1 and 2 Venue: OB	

2. MODULE OVERVIEW

From the first to third year levels the content of modules in the curriculum has been scaffolded. It develops from an introductory level on first year, where the focus is on introduction and preparation for practice, to a basic level on second year, where the focus is on the assessment, and then to an intermediary level on the current third year, where the focus is on intervention in the helping process. In this course, Intervention: Child and Youth Well-being, the module is designed to guide you in familiarising yourself with the indicators of well-being for children and youth, as well as policies and legislation that pertain to South Africa. Particular emphasis will be on the development of knowledge and skills that will facilitate participation and acknowledgement of the voices of children. You will learn about the importance of engaging children and significant others in the assessment, intervention and decision-making processes.

This course is presented alongside SCW313 Intervention: Family Well-being, presented by Ms Dykes. Cross references will be made during the presentation of these modules, as there is strong synergy between them, as well as with your practicum module, SCW301, co-ordinated by Ms Carelse.

3. MODULE DESCRIPTOR

Home Department	Social Work
Module Topic	Child and Youth Well-being
1.1. Generic Module Name	Intervention: Child and Youth Well-being
1.2. Alpha-numeric Code	SCW312
Credit Value	10
Duration	Semester
Proposed semester/term	First semester

Programmes in which the module will be offered	BACHELOR OF SOCIAL WORK		
Level	7		
Main Outcomes	At the end of this module students will be able understand and apply appropriate intervention approaches, strategies, techniques and skills in addressing social challenges facing children and young people on micro, mezzo and macro levels.		
Main Content	Historical background to child rights and legislation in South Africa Rights linked with the relevant policies. Family preservation-restorative justice. Impact on parental roles and family systems. Child care policies. Children in conflict with the law. Diversion programmes		
Pre-requisite modules	Social Work Process at Macro level SCW214 Social Work Process at Mezzo level SCW213 Social Work Process at Micro level SCW212 Basic Fieldwork Education SCW201		
Co-requisite modules	Intermediate Fieldwork Education		
Prohibited module Combination	None		
Breakdown of Learning Time	A. Hours	B. Time-table Requirement per week	
Contact with lecturer / tutor:	48	Lectures per week	2hrs
Assignments & tasks:	20	Practicals per	0

		week	
Tests & examinations:	10	Lab per week	1hrs
Self-study	22		
Other: Please specify	0		
Total Learning Time	100		
Methods of Student Assessment	Continuous assessment:50% Examination 50%		

PART B: TEACHING AND LEARNING

4. TEACHING AND LEARNING ACTIVITIES

- Lectures are presented on a weekly basis: one double lecture period on Tuesday mornings (2 hours with a 10min break midway)
- Teaching will include formal lecturing, participatory teaching methods as well as some e-learning activities.
- Learning will also be facilitated in small groups, where case studies and contemporary news/ case scenarios will be presented and analysed
- Laboratory sessions will be presented, to enhance theoretical understanding, and the development of knowledge and skills pertaining to this course
- Students will be required to do presentations in class and/ or small groups
- The attendance of both lectures and laboratory sessions is compulsory.

NB. Please note that lab sessions, which will be facilitated by Ms Carelse, are structured and developed to enhance your understanding of theories and the practical application thereof.

Laboratory sessions are presented on **Thursday mornings, first and second periods.** Venue to be announced.

Please check your SCW301 guide for further instructions.

5. MODULE SCHEDULE

FIRST TERM: MONDAY 02/02/2015 to FRIDAY 27/03/2015					
Week	Lectures: Topic/ Theme	In-class T&L activity	Out of class preparation	Assessment due date	Assessment return date
1 03/02	INTRODUCTION: Reflection on 2 nd year -The social work process -Levels of intervention: micro, mezzo and macro -Circle of courage and -Triangle assessment framework Overview of this course: - Course outline introduced - Scaffolding, Synergy and linkages with different year levels - Mutual expectations	Interactive session: Highlight of 2014 Review 2 nd year work: Small group discussions on relevance, appropriateness, efficacy of models and frameworks			
2 10/2	CONTEXTUALISING CHILD AND YOUTH WELLBEING IN SA SA CONTEXT Historical Overview Legislation and Policies Child Centred Practice	Small group discussions of students' own experiences and knowledge Lecture input	Child Gauge and relevant research reports Children's Rights Treaties	10.03.2015	24.03.2015
3	LEGISLATION	Lecture presentation on	Children's	10.03.2015	24.03.2015

17/2	SA CHILD CARE POLICIES	<p>the Children's Act FOCUS: Early intervention</p> <p>Relevant sections explored and applied</p> <p>Case study provided</p>	Act Child Justice Bill		
4 24/2	LEGISLATION THE CHILDREN'S ACT 38/2005	GUEST LECTURER Implementation of policy and legislation: Social Work Practitioner, Child and Family Welfare Organisation	Children's Act (ASSIGNMENT GIVEN)	10.03.2015	24.03.2015
5 03/3	THEORETICAL APPROACHES/ ASSESSMENT AND INTERVENTION SYSTEMS THEORY	<p>Lecture input</p> <p>Application to case study</p>	<p>* Healy 2005</p> <p>*Howe 2009</p> <p>*Hepworth, et al 2006</p> <p>*Kirst Ashman 2009</p>	07.04.2015	21.04.2015
6 10/03	THEORETICAL APPROACHES/ ASSESSMENT AND INTERVENTION STRENGTHS PERSPECTIVE	<p>Lecture input</p> <p>Application to case study</p>	<p>*Healy 2005</p> <p>*Howe 2009</p> <p>*Hepworth, et al 2006</p> <p>*Kirst Ashman 2009</p>	07.04.2015	21.04.2015

7 17/3	INTERVENTION STRATEGIES AND PRACTICE MODELS	Lecture input Application to case study	*Healy 2005 *Howe 2009 *Hepworth, et al 2006 *Kirst Ashman 2009	07/04.2015	21.04.2015
8 24/3	GROUP PRESENTATIONS	APPLICATION OF MODELS TO ACSES IN PRACTICE	Reading and application		

SECOND TERM: TUESDAY 07/04/2015 – THURSDAY 13/05/2015					
9 07/4	Assignment feedback Vulnerable children (OVC) Child abuse: definitions, assessments, disclosures, intervention	Lecture: Orphans and Vulnerable Children Children at risk	Reading material to be finalised	Summative Assessment	Summative Assessment
10 14/4	Vulnerable children (OVC) Alternative care provisions Orphans	Lecture www.betamnet.co.za Video Presentation: 16 Days of Activism, 2011, Carte Blanche	Reading material to be finalised	Summative Assessment	Summative Assessment
11 21/4	CLASS TEST				

12 28/4	Youth: ●In conflict with the law ●Teenage substance abuse	Focus : Importance of Multi-disciplinarity	Reading material to be finalised Children’s Institute @UCT UNICEF UNAIDS	Summative Assessment	Summative Assessment
13 05/5	Youth: ●Sexuality: - Teenage Pregnancies, -Gay and lesbianism -HIV/AIDS	Lecture	Reading material to be finalised Children’s Institute @UCT UNICEF UNAIDS	Summative Assessment	Summative Assessment
	Exam preparation and course evaluation				
14 12/5	No class: third year presentations				
STUDY PERIOD: THURSDAY 14 MAY – SUNDAY 17 MAY					
EXAM PERIOD: MONDAY 18 MAY – SATURDAY 06 JUNE			RE-EVAL 08/6 – 18/6		

6. MATERIALS

1	Department of Health, Department of Education and Employment, Home Office. 2000. Framework for the Assessment of children in need and their families. London: The Stationery Office
2	Healy, K. 2005. Social Work Theories in Context: Creating Frameworks for Practice. New York: Palgrave MacMillan.
3	Herbert, M. & Harper-Dorton, K.V. (2002) Working with Children, Adolescents and their families. Third Edition. Oxford: BPS Blackwell
4	Hepworth, D.H.; Rooney, R.H. & Larsen, J. (2002) Direct Social Work Practice Theory and Skills 6 th Edition. California: Brooks/Cole Publishing Company
5	Kirst-Ashman, K. & Hull, G.H (2002) Understanding Generalist Practice. 3 rd Edition. California: Brooks/Cole Publishing Company
7	Munro, I. 2002. Effective Child Protection. London: Sage Publications

8	Parker, J. & Bradley, G. 2004. Social Work Practice: Assessment, Planning, Intervention and Review . Exeter, UK: Learning Matters.
9	Saleebey, D. (Ed) 2002. The Strengths Perspective in Social Work Practice (3 rd Edition). Boston: Allyn& Bacon.
10	September, R. & Dinbabo, M. 2009. Gearing up for implementation: A New Children's Act for South Africa. Practice: Social work in action. Journal for the British Association of social workers . Vol 20 (No 2) June
11	Sloth-Nielsen, Julia & Gallinetti, Jacqui. 2005. Child Justice In Africa. A Guide To Good Practice . Cape Town: University Of The Western Cape: Community Law Centre
12	The Children's Act No. 38 of 2005 . Government Gazette. Cape Town: Government Printer.
13	The SA Child Gauge, 2007, 2008, 2009, 2010, 2011, 2012 . The Children's Institute, UCT, Cape Town, South Africa

7. EXIT LEVEL OUTCOMES, LEARNING OUTCOMES AND ASSESSMENT, AND GRADUATE ATTRIBUTES

7.1 The Social Work Department has to meet academic requirements as prescribed by the National Standards Generating Body (SAQA) for the Bachelors of Social Work (B SW) qualification. The Exit Level Outcomes (ELO's) pertaining to this course are as follows:

7.1 Exit Level Outcomes

EXIT LEVEL OUTCOMES					
ELO	EXIT LEVEL OUTCOMES				
2	Assess client systems' social functioning (1 Credit= 10 learning hours = 10%)				
ASSESSMENT CRITERIA	TEACHING ACTIVITY	LEARNING ACTIVITY	ASSESSMENT TASKS	CRITICAL CROSSFIELD OUTCOMES	GRADUATE ATTRIBUTES
2.1 Assessments reflect the ability to undertake a comprehensive analysis of client systems' needs and strengths	Lecture 1- recapping on 2 nd year content: assessment.	Read class notes of 2 nd year. Share reflections in class	Assignment 1	<ul style="list-style-type: none">Identify and solve problems using critical and creative thinking	<ul style="list-style-type: none">Inquiry focussed

2.2 Analyses of client systems' needs and strengths reflect the application of appropriate theoretical frameworks		Lecture 5 on Theories and Effective Child Protection	Small group discussions. Role plays on disclosure and video material	Assignment 1	<ul style="list-style-type: none">• Collect, analyse, recognize and critically evaluate information• Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation• Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities• Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation• Demonstrate ethical and professional behaviour	<ul style="list-style-type: none">• Skilled communicator• Interpersonal flexibility and confidence to engage• Ethically and socially aware and active
2.3 Assessments demonstrate the use of appropriate social work tools and data		Lecture 1	Read class notes of 2 nd year. Share reflections in class	Assignment 1		
2.4 Assessments clearly reflect the influence and impact of social circumstances and social systems on client systems' functioning		Lecture 1- recapping on 2 nd year content: assessment.	Read class notes of 2 nd year. Share reflections in class	Assignment 1		
2.5 Assessments demonstrate a holistic approach to client systems' social functioning		Lecture 1- recapping on 2 nd year content: assessment.	Read class notes of 2 nd year. Share reflections in class	Assignment 1		
2.6 Assessments result in, as far as is reasonable and possible, mutually agreed upon goals		Lecture 1- recapping on 2 nd year content: assessment.	Read class notes of 2 nd year. Share reflections in class	Assignment 1		
2.7 Assessment processes and conclusions are recorded clearly, systematically and accurately		Lecture 1- recapping on 2 nd year content: assessment.	Read class notes of 2 nd year. Share reflections in class	Assignment 1		
3	Plan and implement appropriate social work intervention strategies and techniques at micro, mezzo and macro level (3 credits= 30 learning hours = 30%)					
3.1 Intervention plans take into account social systems impacting on client systems' functioning		Lecture 3 and 4	Read class notes and readings on reserve shelf	Assignment 1	<ul style="list-style-type: none">• Identify and solve problems using critical and creative thinking• Work effectively with others as a member of a team, group, organisation and community• Organise and manage	<ul style="list-style-type: none">• Inquiry focussed• Critically and relevantly literate• Skilled communicator
3.2 Intervention plans are based on assessment and the appropriate use of strategies and techniques to achieve identified goals		Lectures 5,6 and 7	Read class notes and readings	Assignment 2		

3.3 Intervention strategies, models and techniques are based on comprehensive assessment of client systems		Lectures 5,6 and 7	Read class notes and readings	Assignment 2	<p>oneself and one's activities responsibly and effectively</p> <ul style="list-style-type: none">• Collect, analyse, organise and critically evaluate information• Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation• Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities	
3.4 Intervention strategies and techniques are purposefully aimed at the achievement of identified goals		Lectures 5,6 and 7	Read class notes and readings	Assignment 2		
3.5 Interventions reflect the appropriate application of a range of skills (Range of skills includes, for example communication, problem-solving, networking, negotiation, mediation, advocacy and interviewing skills)		Lectures 5,6 and 7	Read class notes and readings	Small group discussions and assignment 2		
3.6 Intervention strategies and techniques are appropriately implemented in accordance with corresponding theoretical assumptions		Lectures 5,6 and 7	Read class notes and readings	Assignments 1 and 2	<ul style="list-style-type: none">• Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation• Demonstrate ethical and professional behaviour	
3.7 Interventions include the appropriate use of social work tools and data		Lectures 1, 4 and 7	Read class notes and readings	Assignment 1 and 2		
6	Evaluate the outcomes of social work intervention strategies, techniques and processes (0.5 Credits = 5 learning hours = 5%)					
6.1 Evaluations clearly describe the outcomes of the intervention strategies, techniques and processes utilised in relation to the stated goals and client systems' strengths and needs		Lectures 3, 6 and 8	Read class notes, readings and role plays in lab sessions	Assignment 2	<ul style="list-style-type: none">• Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities• Demonstrate an understanding of the	<ul style="list-style-type: none">• Inquiry focussed• Critically and relevantly literate• Skilled communicator

6.2 Evaluations are purposefully used as the basis for planning, termination and implementation of on-going services		Lectures 3, 6 and 8	Read class notes, readings and role plays in lab sessions	Assignment 2	world as a set of related systems by recognising that problem-solving contexts do not exist in isolation <ul style="list-style-type: none">• Demonstrate ethical and professional behaviour	<ul style="list-style-type: none">• Ethically, environmentally and socially aware and active
6.3 Evaluations demonstrate a capacity for self-awareness and reflection		Lectures 3, 6 and 8	Read class notes, readings and role plays in lab sessions	Assignment 2		
9	Demonstrate social work values while interacting with human diversity (0.5 credits = 5 learning hours = 5%)					
9.1	Assessments, intervention plans, strategies, techniques and outcomes analysis reflect sensitivity for diversity and the ability to work with diverse client systems;	Lectures 6, 7, 8 and 10	Read lectures notes, readings and dvd's	Class test and lab sessions	<ul style="list-style-type: none">• Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities• Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation• Demonstrate ethical and professional behaviour	<ul style="list-style-type: none">• Inquiry focussed• Critically and relevantly literate• Skilled communicator• Interpersonal flexibility and confidence to engage• Ethically, environmentally and socially aware and active• Autonomous and collaborative
9.2	Practice demonstrates awareness of different viewpoints and values, and the ability to appreciate these in relation to one's own views and values;	Lectures 6, 7, 8 and 10	Read lectures notes, readings and dvd's	Class test and lab sessions		
9.3	Assessment explicitly include analysis of possible elements of diversity that may impact on the professional relationship;	Lectures 6, 7, 8 and 10	Read lectures notes, readings and dvd's	Class test and lab sessions		
9.4	Interaction and teamwork within the practice context reflect understanding and acceptance of diversity; and	Lectures 6, 7, 8 and 10	Read lectures notes, readings and dvd's	Class test and lab sessions		

9.5	Referrals are appropriate to and in accordance with the unique needs of the client.	Lectures 6, 7, 8 and 10	Read lectures notes, readings and dvd's s	Class test and lab sessions and assignment 2		
12	Work effectively with social workers and members of inter sectoral and multi-disciplinary teams in social service delivery (0.6 Credits = 6 learning hours = 6%)					
12.1	Descriptions indicate the purpose and value of the team approach in social work services.	Lectures 4, 5, 6, 7, 8	Small group discussions and exercises in lab sessions	Class test and lab exercises	<ul style="list-style-type: none">• Work effectively with others as a member of a team, group, organisation and community• Organise and manage oneself and one's activities responsibly and effectively• Demonstrate ethical and professional behaviour	<ul style="list-style-type: none">• Critically and relevantly literate• Skilled communicator• Interpersonal flexibility and confidence to engage
12.2	Descriptions distinguish between the roles and functions of social work team members in social service delivery	Lectures 4, 5, 6, 7, 8	Small group discussions and exercises in lab sessions	Class test and lab exercises		
12.6	Practice reflects a critical understanding of the contribution made and valuable role played by volunteers in social service delivery.	Lectures 4, 5, 6, 7, 8	Small group discussions and exercises in lab sessions	Class test and lab exercises		
12.7	Practice reflects the ability to identify and work with sectors relevant to the identified social problem or issue.	Lectures 4, 5, 6, 7, 8	Small group discussions and exercises in lab sessions	Class test and lab exercises		
13	Identify, select and implement various techniques, methods and means of raising awareness, developing critical consciousness about the structural forces of oppression, exclusion and disempowerment, and use such awareness to engage people as change agents (0.5 Credits = 5 learning hours = 5%)					

13.1	Selected techniques, methods and means of awareness-raising are appropriate to the specific social issue, the social context and the level at which such awareness-raising needs to take place	Lectures 6, 7 and 9	Readings, practicum placement tasks	Practicum assessment and Class test	<ul style="list-style-type: none">• Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities• Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation• Demonstrate ethical and professional behaviour	<ul style="list-style-type: none">• Critically and relevantly literate• Skilled communicator• Interpersonal flexibility and confidence to engage• Autonomous and collaborative
13.3	The social and cultural context against which the intervention takes place is clearly elucidated	Lectures 6, 7 and 9	Readings, practicum placement tasks	Practicum assessment and Class test		
13.4	Practice demonstrates the ability to engage individuals, families, groups and/or communities in critical and reflective discussion regarding the impact of oppressive forces in their lives	Lectures 6, 7 and 9	Readings, practicum placement tasks	Practicum assessment and Class test		
13.6	Practice reflects efforts to engage people as change agents, advocates and/or lobbyists by building on their strengths and resources	Lectures 6, 7 and 9	Readings, practicum placement tasks	Practicum assessment and Class test		
14	Analyse human behaviour with regard to the intersections of race, class, culture, gender differential abilities and sexual orientation (0.3 credits=3 learning hours=3%)					

14.1	Analysis clearly elucidate how individual, family, group and community identities are formed in relation to socio-structural forces of oppression and/or exclusion;	Lecture 5 and 6	Readings, small group discussions and tasks in lab sessions	Practicum assessment and lab sessions	<ul style="list-style-type: none"> • Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities • Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation • Demonstrate ethical and professional behaviour 	<ul style="list-style-type: none"> • Critically and relevantly literate • Skilled communicator • Interpersonal flexibility and confidence to engage • Autonomous and collaborative
14.2	Analysis provide clear indications of how social differentiation and social stratification pave the way for prejudice, ethno-centrism and discrimination; and	Lecture 5 and 6	Readings, small group discussions and tasks in lab sessions	Practicum assessment and lab sessions		
14.3	Descriptions clearly elucidate the relationship between social differentiation and social stratification (in respect of factors such as race, class, culture, ethnicity, gender, differential abilities and sexual orientation) and access to power, position, privilege, income, status and resources.	Lecture 5 and 6	Readings, small group discussions and tasks in lab sessions	Practicum assessment and lab sessions		
17	Identify the influence of the relationship between socio-political and economic factors on social services. (0,1credits = 1learning hours = 1%)					
17.1	The provisions of the Bill of Rights are clearly described	Lecture 10	Readings and small group discussions, also recap of 1 st year lectures on values and ethics in Social Work		<ul style="list-style-type: none"> • Collect, analyse, organise and critically evaluate information • Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation • Demonstrate cultural and aesthetic sensitivity in 	<ul style="list-style-type: none"> • Inquiry focussed • Critically and relevantly literate • Skilled communicator • Interpersonal
17.2	The basic values and principles underlying the Bill of Rights are clearly extrapolated					
17.3	The relationship between the values and principles of the Bill of Rights and those of the social work profession is critically					

evaluated				dealings with clients, colleagues and communities <ul style="list-style-type: none"> • Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation • Demonstrate ethical and professional behaviour 	flexibility and confidence to engage <ul style="list-style-type: none"> • Ethically, environmentally and socially aware and active • Autonomous and collaborative
17.4 The social worker's role and functions in protecting and promoting human rights are identified in practical terms 17.5 The relevant resources, available to the social worker for the protection of human rights are clearly identified (Resources include the Public Protector, the Human Rights Commission, the Commission for Promotion and Protection of the Rights of Cultural, Religious and Linguistic Communities and the Commission for Gender Equality) 17.6 An appropriate plan/strategy is developed to address the infringement of human rights					
19	Demonstrate understanding of the roles and functions of the social worker within relevant statutory frameworks. (0,5 credits = 5 learning hours = 5%)				
19.1 The nature and extent of social issue/s are clearly described; 19.2 Analyses provide a clear explanation of how social issue/s impact on individuals, families, groups and communities; 19.3 Key strengths and weaknesses of current social policies and legislation concerning the social issue/s are identified and evaluated in relation	Lectures 4,5,6,7,8	Pre-scribed readings and lecture notes	Assignment and final exam	<ul style="list-style-type: none"> • Collect, analyse, organise and critically evaluate information • Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation • Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities • Demonstrate an understanding of the world 	<ul style="list-style-type: none"> • Skilled communicator • Critically and relevantly literate • Interpersonal flexibility and confidence to engage • Autonomous and collaborative

<p>to social work's values and principles;</p> <p>19.4 Limitations of the social policy/policies that negatively impact on social service delivery and beneficiaries are clearly identified and described; and</p> <p>19.5 Practice reflects the ability to utilise welfare legislation ethically and accountably in the interests of client systems.</p>				<p>as a set of related systems by recognising that problem-solving contexts do not exist in isolation</p> <ul style="list-style-type: none"> • Demonstrate ethical and professional behaviour 	
20 Demonstrate understanding of how social policies and legislation are developed and influenced (0.5 Credits= 5 learning hours= 5%)					
<p>20.1 Descriptions reflect the steps and phases involved in the process of social policy and legislation development.</p> <p>20.2 Role players involved in formulating social policy at national and provincial levels are identified in terms of the functions they perform.</p>	Lecture 3	Prescribed readings and lecture notes	Final exam and assignment 2	<ul style="list-style-type: none"> • Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities • Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation 	<ul style="list-style-type: none"> • Inquiry focussed • Critically and relevantly literate • Ethically, environmentally and socially aware and active
24 Identify the influence of relationship between socio-political and economic factors on social services (0.5 Credits=5 learning hours =5%)					
<p>24.1 The impact of prevailing social-political ideology and funding policies on organisational functioning is clearly identified.</p> <p>24.2 The challenge facing social service agencies in relation to</p>	Lecture 3	Prescribed readings and lecture notes Prescribed readings and lecture notes	Final exam and assignment 2	<ul style="list-style-type: none"> • Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities • Demonstrate an understanding of the world as a set of related systems by recognising that 	<ul style="list-style-type: none"> • Critically and relevantly literate • Skilled communicator • Interpersonal

technological advances and diminishing social service expenditure are clearly described.				problem-solving contexts do not exist in isolation	flexibility and confidence to engage • Ethically, environmentally and socially aware and active
25	Demonstrate understanding of the roles and functions of the social worker within relevant statutory frameworks (0.5 Credits=5 learning hours = 5%)				
25.1 Policies and legislation in areas such as criminal justice, mental health 25.2 Roles and functions of the social worker in relation to the different courts and court procedures are clearly described.	Lecture 3, 5, 6 and 7 Lecture 3, 5, 6 and 7	Prescribed readings and lecture notes Prescribed readings and lecture notes	Assignment 2 and final exam Assignment 2 and final exam	<ul style="list-style-type: none"> Identify and solve problems using critical and creative thinking Work effectively with others as a member of a team, group, organisation and community Organise and manage oneself and one's activities responsibly and effectively Demonstrate ethical and professional behaviour 	<ul style="list-style-type: none"> Skilled communicator Critically and relevantly literate Interpersonal flexibility and confidence to engage Ethically, environmentally and socially aware and active Autonomous and collaborative
26	Identify how social security is used optimally for the benefit of client systems (0.5 Credits=5 learning hours=5%)				
26.1 Descriptions reflect ability to identify different types of social security benefits available to people in South Africa.	Lecture 8	Research activity	Final exam	<ul style="list-style-type: none"> Identify and solve problems using critical and creative thinking Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation 	<ul style="list-style-type: none"> Inquiry focussed Critically and relevantly literate Autonomous and collaborative
26.2 Description reflects knowledge of how social security benefits are accessed.	Lecture 8	Research activity	Final exam		

				<ul style="list-style-type: none"> Demonstrate ethical and professional behaviour 	
27	Identify the purpose, functions and principles of social work within the social development paradigm (1 Credits=10 learning hours= 10%)				
<p>27.1 The relationship between the purpose, functions and principles of social work and those of social development is clearly described;</p> <p>27.2 Descriptions reflect a clear understanding of the relationship between economic and social development;</p> <p>27.3 Descriptions reflect a clear understanding of the importance of local economic development through income generation and job creation strategies;</p> <p>27.4 Strategies for human and social capital formation within the social development paradigm are identified clearly; and</p> <p>27.5 The links between micro and macro development issues are clearly described.</p>	Lectures 3, 4, 6, 7, 8	Reading prescribed texts and lecture notes	Class test and assignment 2	<ul style="list-style-type: none"> Identify and solve problems using critical and creative thinking Work effectively with others as a member of a team, group, organisation and community Organise and manage oneself and one's activities responsibly and effectively Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation 	<ul style="list-style-type: none"> Inquiry focussed Critically and relevantly literate Skilled communicator Interpersonal flexibility and confidence to engage Autonomous and collaborative

7.2 TYPES AND DUE DATES OF ASSESSMENT

The following formative assessment tasks form part of your final mark. Please ensure punctual submission of these:

Type (for example)	Weighting	Submission date
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1. Individual Assignment	50%	07/04/2015	
2. Class Test	50%	21/04/2015	
Total: Course Work Mark	100%	(50% towards final mark)	= 100% final mark for SCW312
Final exam: Summative assessment task	100%	(50% towards final mark)	

7.3 PENALTIES

It is expected of students to attend all lectures and laboratory sessions regularly and punctually. 100% submission of all formative assessment tasks are expected. Failure to adhere to this may in all probability result in students failing the module. Please note that no students will be allowed to their final year of study (4th year) if they have ANY OF THEIR 1st, 2nd or 3rd year modules outstanding.

Please Note: PENALTIES WILL BE ENFORCED FOR LATE SUBMISSION OF ASSESSMENT TASKS

<ul style="list-style-type: none"> • 5% will be deducted for the first working day and thereafter 2% for every working day for 5 working days. • No assignment will be accepted after this period. • <i>Upon late submission students should complete a form obtainable from the departmental office, and then submit it to the lecturer. No task will be accepted without this completed form.</i>
<ul style="list-style-type: none"> • Students should note that <u>NO</u> extensions are granted for the submission of work, except in cases where students are ill, in which case they have to submit a medical certificate with their application for late submission, or to write a special examination.
<ul style="list-style-type: none"> • Remember, using the words or ideas or copying from others is PLAGIARISM and is an offence. Therefore, if evidence is found that you have committed plagiarism in your assignments then the matter will be referred to the PROCTOR'S OFFICE for investigation. In addition you will be given 0% while the matter is pending.
<u>NB. REMEMBER THAT YOU MUST HAVE ATTAINED 40% IN YOUR COURSEWORK MARK TO BE ABLE TO WRITE THE EXAM.</u>

7.4 ADDITIONAL RULES

It is further expected of all students to, as you have done in your first and second years of studies, adhere to the following ground rules:

RESPECT:

- Each other and the lecturer

- Other people's opinions and ideas
- Other people's culture and traditions
- Be patient / tolerant of others
- Give each one a turn to participate / air their views

CONSULTATION TIME:

- Use the consultation to discuss issues / matters pertaining to the academic / labwork that you may not clear about

PUNCTUALITY:

- Be on time (class, labwork sessions & tutorials), and attend regularly
- **NOTE:** After 10 minutes the lecturer has the right not to allow you to enter

CELL PHONES SWITCHED OFF IN CLASS

ATTENDANCE REGISTER:

The attendance register will be taken during lectures and lab sessions.

Please note: The Department's method of communication with students is to post important notices on the year level notice boards. Students are therefore reminded to consult their year level notice boards for notifications regarding special formative and summative tasks, and rules of the university regarding access to these exams.

8. EVALUATION OF THE TEACHING AND LEARNING OF THE MODULE

Evaluation of the module will take place at the end of the semester. PLEASE be honest and sincere, as your comments will be taken into account in the future design of this course. This module evaluation will be facilitated by the administrative officer of the department of social work and not by the lecturer.

9. ACADEMIC HONESTY

- All assignments must be submitted with a signed and dated plagiarism cover sheet. ALSO take note of the TURNITIN PROGRAMME that assignments must adhere to before submission. Please familiarise yourself with the UWC and departmental policy on plagiarism contained in the General Student Guide you received in your First Year. A plagiarism declaration to be incorporated with submitted assignments [Please see attachment In this regard].

- Information on *Turnitin*. Students are required to use the Turnitin programme before submission of written assignments and attach the Turnitin report. Acceptable rating for this department is 25%.

PART C. ATTACHMENTS

C1. REFERENCING EXAMPLE

The Department of Social Work uses the Harvard referencing style as indicated in the General Student Guide and eTeaching site. Here is an example:

<p>Always use quotation marks when using the direct words of the authors: Reference name of author/s (date:page number) -</p> <p>Potgieter (1998: 38) states that a “Values may be described as a desirable ideal towards which people in society are striving and it is based on unprovable beliefs about people and life conditions in society”.</p>	<p><i>Reference does not contain page number when you paraphrase or use your own words for the main or core ideas of the author.</i></p> <p>Potgieter (1998) states that values can mean a goal we all try to achieve which centre on our ideas about how we interact with each other and our way of life but which cannot be proven as true or correct.</p>
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C2. ASSIGNMENT ASSESSMENT MARKING SCALE

STUDENT:.....

	EXCELLENT	VERY GOOD	GOOD	BASIC	POOR
CONTENT	Excellent critical and conceptual analysis. Subject matter comprehensively and accurately presented. Well argued. Relevant reading effectively incorporated.	Good critical and conceptual analysis. Subject matter effectively covered and accurately presented. Well argued. Relevant reading effectively incorporated.	Rather more descriptive than critical and conceptual. The analysis may lack clarity in parts but subject matter fairly well understood. Evidence of relevant reading but not always effectively used.	Perfunctory. Largely descriptive. Understanding of subject matter is incomplete. Little evidence of reading.	Perfunctory. Almost entirely descriptive and verbatim. Narrow in conception. Little evidence of understanding or of reading. Contain inaccuracy. Misinterpreted the question.

	16-20	14-15	12-13	10-11	0-9
STRUCTURE	Excellent organized and presented. Argument concisely and systematically developed with a very well-thought out introduction and conclusion. Standard of spelling, vocabulary and grammar are extremely high. Mistakes are rare.	Well organized and presented. Argument concisely and systematically developed with a very good introduction and conclusion. Good spelling, vocabulary and grammar.	Fairly well organized and presented. The writing is coherent and ideas are developed, but not always concisely and systematically. The headings are not well integrated with the body of the essay. Spelling, vocabulary and grammar reasonably accurate.	Organisation and presentation acceptable. An attempt has been made to develop an argument but it is rather haphazard and contain redundant and/or irrelevant material. The structure bears little relation to the body of the essay. A fair number of errors in spelling, vocabulary and grammar.	Organization and presentation poor. Little attempt to develop argument. Redundant / irrelevant material. Introduction and conclusion weak. Frequent errors of spelling, vocabulary and grammar.
	8-10	7	6	5	0-4
APPLICATION	Outstanding awareness and application of the assignment topic to relevant contexts / situations. Understanding of context and how it applies to case study situation.	Very good awareness and application of topic to other contexts. Very good understanding of context and application to case study situation.	Fair awareness and application of topic to other contexts and understanding of context to case study situation.	Basic awareness and application of topic to other contexts and understanding of context to case study situation.	Little or no awareness and application of topic to other contexts and understanding of context to case study situation.
	8-10	7	6	5	0-4
SOURCES	Use of different sources. Appropriate comparison of sources. Accurate use of sources. Use of own words and not plagiarizing. Correctly acknowledging sources within text. Correct referencing & bibliography.	Very good use of different sources, comparison of sources, and use of own words with no plagiarism.	Good use of different sources, comparison of sources, and use of own words with no plagiarism.	Acceptable use of different sources, comparison of sources, and use of own words with no plagiarism.	Little or no use of different sources and comparison of sources. Referencing and bibliography negligible.
	8-10	7	6	5	0-4

EXTENSIVE PLAGIARISM / ESSAY NOT SUBMITTED / HAS DISREGARDED THE QUESTION ENTIRELY = 0%				
SUB-TOTAL	50 /		TOTAL	%
MINUS: Lateness	%			

C3. PLAGIARISM DECLARATION

DEPARTMENT OF SOCIAL WORK PLAGIARISM DECLARATION

A signed declaration, indicating that one has not plagiarised, must be included on the front cover of each essay submitted.

1.	I understand what plagiarism is
2.	I know that plagiarism is a serious form of academic dishonesty and I am aware of the University's policy in this regard
3.	I have read the document about avoiding plagiarism, am familiar with its contents and have avoided all forms of plagiarism mentioned there.
4.	The essay/report/project/assignment/dissertation/thesis..... is my own work.
5.	Where other people's work has been used (either from a printed source, internet or any other source) this has been carefully acknowledged and referenced in accordance with departmental requirements.
6.	I have not used another student's past work to hand in as my own
7.	I have not allowed and will not allow, anyone to copy my work with the intention of passing it off as his/her own work.

C4. DEFINITION OF WORDS: THIRD YEAR LEVEL

WORDS	MEANING
Apply	To use methods, concepts and theories in new situations. To solve problems using required skills or knowledge.
Argue	Present a systematic case either supporting or rejecting an idea or theory, by stating reasons and evidence for your decision; acknowledge that there are two sides to the argument, but provide reasons and evidence for opposing one side
Assess / Evaluate	Make a judgment of the importance or usefulness of something, by considering its strengths and weaknesses. Research, explain, and expand on a range of perspectives or opinions, and use as evidence to support your final judgment
Compare	Show the similarities between two or more items, theories etc. and, based on your research, explain why these similarities are important and any effects they may have(Please see 'Contrast' below). (It is often necessary to both compare and contrast, even if the assignment topic simply directs you to 'compare.' Check assignment expectations with your tutor or lecturer.)
Contrast/ Differentiate/	Identify the main differences between two or more items, and explain their significance and consequences based on evidence gained through research(Please see 'Compare' above). (It is often necessary to both compare and contrast, even if the assignment topic simply directs you to 'compare.' Check assignment expectations with your tutor or lecturer.)
Contrast/ Differentiate/	Identify the main differences between two or more items, and explain their significance and consequences based on evidence gained through research(Please see 'Compare' above). (It is often necessary to both compare and contrast, even if the assignment topic simply directs you to 'compare.' Check assignment expectations with your tutor or lecturer.)
Critically evaluate	Make a judgment of an issue, statement, or theory, based upon careful assessment of and reference to academic resources. How? Build a systematic argument to support your final judgment, making sure to <i>include all sides of the issue</i> . Construct a set of criteria in order to assess the arguments, theories, or opinions outlined in the academic resources, in order to decide which ones are strongest or most appropriate.
Criticise	Discuss <i>both</i> the <i>merits</i> (positives) and <i>faults</i> (negatives) of a theory, statement, or article, based on academic reading and evidence, to reach a final judgment of its overall worth.
Differentiate	Please see 'Contrast' above.
Discuss	Consider all sides of an issue, providing arguments and evidence for and against. Reach a conclusion based on the points presented
Justify	Express valid reasons for accepting a particular interpretation or conclusion, probably including the need to 'argue' (see above) a case.
Relate	Clearly show the relations or connections between theories, ideas, events etc, considering their similarities and differences, and their effect upon each other. (See also 'Explain', 'Compare' and 'Contrast, above.)
Review	Identify the main theories, issues, or events in a subject area, briefly summarise and explain their importance or relationship to the current situation. The emphasis on 'assess' rather than 'Describe' (Please see above).

