



Flex Assessment Cover Sheet

Student Section *

Student Details:

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Location ** Australia - BUNDABERG - 4670

Assessment Type:

Course SOWK 19024
Practice Frmworks: Child & Fam
Year/Term 2009 Term One
Assessment Nbr & Title 1 - Part C - The Department's 'bot
Due Date 29-MAY-2009
Weighting 40 %
Lecturer/Tutor _____
Tute Group _____
Assignment Word Count _____

Student Remarks:

Extension Information:

Extension granted No Yes++
Revised due date 8.5.09.
Extension approved by B. Weir
Approval date 1.5.09.

DECLARATION

I certify that this assignment is my own work, based on my own personal study and/or research, and that I have acknowledged all material and source used in the preparation of this assignment/report whether they be books, articles, reports, lecture notes, any other kind of document, electronic or personal communication.

I also certify that this assignment has not been previously submitted for assessment in any other course or at any other time in this course, unless by negotiation, and that I have not copied in part or whole or otherwise plagiarised the work of other students and/or persons. I have read the CQU policy on plagiarism and understand its implications.

Signed: Alina

Date: 8.5.09.

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Jennie

Assessment Criteria

Criteria	HD	D	C	P	F
Demonstrated understanding of how models and/or theoretical perspectives inform the understanding of a case	Author demonstrates a superior understanding of how models and/or theoretical perspectives inform the understanding of a case ✓	Author demonstrates an extremely good understanding of how models and/or theoretical perspectives inform the understanding of a case	Author demonstrates a good understanding of how models and/or theoretical perspectives inform the understanding of a case	Author demonstrates an adequate understanding of how models and/or theoretical perspectives inform the understanding of a case	Author is unable to demonstrate an adequate understanding of how models and/or theoretical perspectives inform the understanding of a case
Clear description of chosen interventions and how they meet the needs of the children	Author demonstrates a superior ability to clearly & succinctly describe the chosen interventions and how they meet the needs of the children ✓	Author is very able to clearly & succinctly identify and describe the chosen interventions and how they meet the needs of the children	Author is able to clearly & succinctly identify and describe the chosen interventions and how they meet the needs of the children	Author is sufficiently able to identify and describe the chosen interventions and how they meet the needs of the children	Author is unable to identify and describe the chosen interventions and how they meet the needs of the children
Research	Evidence of an extensive range of literature consulted in addition to the set readings ✓	Evidence of some authoritative sources, as well as a good range of sources consulted in addition to the set readings.	Evidence of a good range of sources consulted in addition to the set readings.	Minimal number of sources consulted in addition to the set readings	Evidence of consulting only set readings. Does not consult set readings. Inadequate sources. Inappropriate sources.
Referencing	Acknowledgement of all sources in correct style & format.	Acknowledgement of most sources with occasional errors in referencing format. ✓	Adequate referencing. Only minor errors in style & format.	Some gaps in referencing. Several errors in referencing format.	Insufficient or no referencing provided.
Presentation	Meticulous use of English throughout the work with stylish writing. ✓	Generally correct & effective English.	Few errors in English usage.	Some errors in English usage. Slightly outside word limit.	Frequent errors in English usage. Illegible. Well outside word limit. Does not use appropriate essay style.

Jennie Vira

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SOWK19024

Practice Frameworks: Child and Family

Assessment Part B – Theories and Intervention

30%

Word Count: 1489 words

Due Date: Friday, 8th May 2009 (extension granted)



Theoretical perspectives / Models

Tilbury et al. (2007) outline a number of theories with regards to child abuse and neglect. These theories fall under the three banners of psychological, sociological and multidimensional (Tilbury et al. 2007). Two theories will be discussed in further detail. The first being attachment theory, which falls under the psychological banner and the second, systems, falling under the multidimensional banner.

Psychological Theory – Attachment Theory

‘Attachment theory is concerned with how children’s early relationships affect their development and their capacity to form later relationships’ (NSW Department of Community Services 2006). *include page numbers for direct quotes* The concept of attachment was first developed in the 1940’s by psychiatrist John Bowlby (NSW Department of Community Services 2006). Most research is around the early developing years of a child and their attachment with their primary caregiver. The individual attachment behaviour of a child can be classified as either secure, or insecure or anxious (Rovers 2004). It is proposed that those individuals who have experienced secure attachment, are able to respond to their and others emotions and their environment with flexibility, confidence and sensitivity (van Ecke 2005). Difficulties in exploring or experiencing the world, or difficulty having interpersonal needs met are issues experienced by those with insecure or anxious attachments (Ball & Legow 1996). Whilst there is much evidence to suggest that it is in early infancy that attachment patterns can develop, it is suggested that an individual has developmental pathways that are open to revision (Bowlby 1998, cited in van Ecke 2005).



Multidimensional Theory

Ecological, or systems theories of child abuse recognises the causes of child abuse can be both individual and social (Tilbury et al. 2007). Systems theory 'encourages workers to view client's circumstances holistically and to take into consideration their immediate and broader network, when deciding upon goals and strategies for intervention' (Maidment & Egan 2004, p. 232). In contrast to attachment theory, the ecological perspective takes on a more holistic view, recognising the impact a variety of factors or systems has on the family (Tilbury et al. 2007).

Bronfenbrenner's social ecology model, which sees the individual at the centre, surrounded by the micro, meso, exo and macro systems is a further example of ecological or systems theory (Bowes & Hayes 2000). Closest to the individual is the microsystem ^{that} and includes such things as family, school and peers. The mesosystem shows the interrelationships of all the settings. The exosystem includes extended family, legal and social welfare services and mass media. Finally, in the macrosystem is the broad society or cultural setting of the individual (Bowes & Hayes 2000). The ecological approach aims to understand human behaviour by considering each of the three factors of individual, interpersonal and sociocultural and the links and connectedness between each (Grauerholz 2000).

Interventions

Support for Tess – Child Sexual Abuse

Victims of child sexual abuse have a high risk of facing sexual abuse again and Grauerholz (2000) uses an ecological approach to provide an understanding of how the individual, interpersonal and sociocultural factors contribute to this risk. An understanding of this model

will also help with regards to the intervention provided to Tess. If the counsellor allocated to this case is able to understand beliefs and factors within each of the systems (micro, meso, exo) that impact on revictimisation or effects and impacts on Tess, they will be in a better position to provide the most effective support and treatment in an effort to reduce the long term effects of the sexual abuse.

Orange and Brodwin (2005) outline a number of studies that shows the impact child sexual abuse has on later life. Depression, low self-esteem and anxiety are all effects on the victims of child sexual abuse (Swanston et al. 2003). Further effects include fear, self hatred, suicidal tendencies and alienation (Abdulrehman & De Luca 2001). Individual intervention for Tess will include counselling. A referral will be made to Phoenix House. Whilst they offer individual counselling, they also have a number of other programmes on offer, which ties in with the systems theory discussed above. Services available include family therapy, group counselling, community education and a schools support programme (Phoenix House nd).

Results from research undertaken on various interventions provided for child victims of sexual abuse indicate '[a] family centered approach to intervention was considered essential' (Grosz, Kempe & Kelly 2000, p. 21). This is confirmed by the Swanston et al. (2003) study, concluding that in order to achieve a better outcome for the victim of child sexual abuse, focus should not only be on the individual and their experience, but on the family as a whole system as well.

Family development and maintenance of relationships

Attachment theory suggests that the quality of relationships in later life is influenced by the quality of interpersonal relationships during infancy (Hardy 2007). The study by Morrison,

Goodlin-Jones and Urquiza (1997) of attachment and adult relationships, indicates that fewer interpersonal issues are experienced by those individuals with secure attachment. It is with attachment theory in mind that the next intervention is proposed.

As attachment theory maintains that it is the bonds developed in early infancy that influences later relationships, primary intervention, for example intervention directed at Chloe, would be the most effective way to prevent disordered attachments (Hardy 2007). An example of intervention for Chloe could include education and training in parenting skills or participation in a parenting programme. It is recommended that while the Sampson children are in foster care, regular scheduled visits, supervised or unsupervised, are kept with their mother in order to develop and maintain family bonds. A placement where the children can be kept together is also recommended so that sibling bonds can also develop and be maintained.

Do you think Chloe's alcohol addiction & depression should be addressed first so that she is in a better condition to focus on parenting skills training?

Whilst much research has been focussed on mother-infant bonding, there is belief that children can form attachments to many caregivers at the same time (NSW Department of Community Services 2006). It is recommended that a referral be made for the Sampson children to Peirson Services Bundaberg. Whilst they offer child and youth counselling, they also offer caregiver support, and could have a variety of interventions available for the Sampson children, Chloe and any current and future foster carers. If supervised visits are required, this can be facilitated by Peirson Services. Further, Peirson Services offers the Waarvah programme, an early intervention programme aimed at young indigenous males, with focus on restoring cultural identity (Bundaberg Community Development 2003). As it has been indicated in the previous assessment, it is unclear of the link the family currently has to their indigenous heritage, this could be a useful programme for Tom and James to both understand and make links with their culture.

Support for Tom and James

Research shows that children entering out of home placements exhibit behavioural problems (Newton, Litrownik & Landsverk 2000). *not in References list.* Both boys are starting to challenge household rules and don't like to be told what to do. Intervention is recommended here as research shows that children who display behavioural issues tend to face multiple placements, which further results in more challenging behaviour – a neverending circle (Leathers 2006).

Chamberlain et al. (2008) conducted a study of an intervention provided to the carers of children displaying challenging behaviour. This intervention was culturally sensitive, offered to a diverse group of both foster carers and kinship carers and involved intensive parenting support and training. Results showed an increase in effective parenting and a decrease in child behavioural issues (Chamberlain et al. 2008). The children are currently in foster care, and it is important that this situation remains supportive for the well-being of the children. 'Foster parents and families play a pivotal role in the social and emotional adjustment of the children placed in their care' (Orme & Buehler 2001, p. 12).

Based on the above, intervention will be in the form of support and training for the foster carers. As a referral has already been recommended to Peirson Services, they can cover this intervention also as they will be familiar with the family. Once again, this intervention is drawn from systems theory, where intervention is being directed towards one of the systems the boys interact with – their foster carers. Ecological theory suggests that influences between parents and children are transactional, that is, they affect and are affected by each other (Schweiger & O'Brien 2005). If the behaviour of the children is distressing the foster

carers, this can result in stress and tension back on the children from the carers, resulting in further disruptive behaviour.

It is to be understood that the above does not constitute an extensive review of all the theories that underpin the Sampson case, but rather a snapshot of two of the perspectives that can be useful in this case. Furthermore, the above interventions are not the exhaustive list of interventions that can be offered in this case. Further interventions can be offered as the case continues, and those agencies that have received referrals from this case may also offer their own interventions once the children are on board with them. Appendix A offers an overview of the two agencies to which referrals have been made (Bundaberg Community Development 2003). It is suggested that the Department of Child Safety maintain strong links with these agencies in order to gauge the effectiveness of the referrals.

Jennie

A very well written essay. It's very well researched & this has helped you to articulate a good answer to the question.

HD

B.W.V.

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Appendix A

Peirson Services Bundaberg

Child & Youth Counselling: Counselling, support, advocacy and mediation for children and young people up to 17 years of age who are at risk or in crisis and subject to statutory involvement by the Dept of Child Safety. Parent/Caregiver Support: Parent Education in all aspects of parenting including drug education, general parenting skills, general and marriage counselling designed to equip parents and caregivers to effectively and appropriately care for their children. This function is also funded by the Dept of Child Safety and priority is given to Dept of Child Safety clients. Waarvah Programme - Waarvah is essentially a crime prevention, early intervention programme for indigenous male youth from 10-17 years of age. This programme focuses on restoring cultural values, practices and standards as part of rebuilding the young persons identity as a proud indigenous person. This programme is funded by the Dept of Communities.

Operating Times: 9.00 am - 4.30 pm (Monday to Friday)

Street Address 7/10 Heidke Street

Postal Address P.O. Box 5466 Bundaberg West Qld 4670

Email: peirsonservices@bigpond.com

Phone: (07) 4151 2299

Fax: (07) 4151 2247

Notes: Wheelchair accessible: Yes

Phoenix House Association Inc

Phoenix House offers a comprehensive, integrated service which: Provides a safe, supportive, women-centered programme for adult women who have been sexually assaulted, either recently or in the past; Provides a child centered and family focused programme for children and young people who have been sexually and/or physically abused, and support for non-offending family members and carers. Phoenix House provides an outreach Programme for adult males who have been sexually abused, or who want to address abusive behaviours; Provides a comprehensive primary, secondary and tertiary sexual violence prevention programme; Is the site for the first 'Stop It Now' project in Australia.

Operating Times: 8.30am to 4.30pm (Monday to Friday) (24 hour crisis on call)

Street Address 8 Barolin Street

Postal Address P.O. Box 1206 Bundaberg QLD 4670

Email: admin@basas.org.au

Phone: (07) 4153 4299/Crisis Line 1800 010 120

Fax: (07) 4153 4117

Email: admin@basas.org.au

Website: <http://www.phoenixhouse.org.au/>

Notes: Wheelchair Accessible: Yes