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|---------------------|---|
| Course Code:        | 1007HSV                                     |
| Course Name:        | Human Services Processes                    |
| Trimester:          | Trimester 2, 2017                           |
| Program:            | Diploma of Social and Psychological Science |
| Credit Points:      | 10  |
| Course Coordinator: | Heidi Gerton                                |
| Document modified:  | 03 May 2017 16:49:15                        |

### Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Heidi Gerton   [Heidi.gerton@staff.griffithcollege.edu.au](mailto:Heidi.gerton@staff.griffithcollege.edu.au)

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### Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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### Prerequisites

Nil

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### Brief Course Description

This course sets out the foundations for human services processes and practices, establishing students as 'emerging practitioners' and providing the knowledge, skills and values framework for development of professional identity. In particular, it tracks the identification of need, service delivery models and systems, and the organisational context in which assessment and intervention processes take place across the domains of practice. The course also explores the influences of knowledge and theory, and uses case analysis to identify the perspectives of service users, as well as the challenges for practice.

This course is structured around the idea that human service practitioners are decision makers and that their decisions can affect the lives of many people.

Students are encouraged to develop a critical awareness of the characteristics of different human service systems and processes. The 'helping process' is introduced and discussed including stages of engagement, assessment, intervention, termination, and review.

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### Rationale

This course provides an introduction to key human service processes and establishes students as 'emerging practitioners'. It is important for human service practitioners and social workers to understand the historical development of programs, funding mechanisms and service delivery models and the factors that influence these on a macro level. These influences have practice implications that ultimately impact on service users at a micro level.

Through bringing knowledge of a range of service concepts, theories and practices to an analysis of case studies, students can identify how norms, assumptions, values, theories, and institutional forces impact on decisions and on human service outcomes.

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### Aims

The aim of 1007HSV is to position students as 'emerging practitioners' and give students an overview of human services processes. This includes how the identification of need informs the making of policy, how the design of programs, decisions about funding mechanisms, delivery systems and service delivery models are influenced by a range of factors including the views of service users. The course addresses these issues at the macro level where decisions are made within the context of a complex and changing Australian society. The main focus however is the micro level, where practitioners engage processes of engagement, needs assessment, intervention/planning, delivery and evaluation in specific work settings, and make decisions that have consequences for those they work with. At every level of

human services planning and delivery, decisions must be made which will influence the nature of the service and its impact on service users. An understanding of the historical, theoretical, ethical, organisational and professional contexts of human services processes are critical to the development of frameworks for practice.

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## Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand and apply human service concepts in order to analyse aspects of the welfare system including agencies, engagement, assessment and intervention processes.
  - 2 Understand the structure and functions of human service organisations and analyse their impacts on service delivery
  - 3 Understand and analyse the knowledge and research base, and the values and ethical foundations, that inform practice in different contexts of social work and human services
  - 4 Frame arguments for particular theoretical or ideological approaches, defend courses of action, and begin to understand a framework for practice and identity as an emerging practitioner
  - 5 Understand and apply principles of collaboration relevant for the inter-professional context of human service practice, including the development of group presentation and reflection skills.
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## Texts and Supporting Materials

### Required Texts / Resources

- Chenoweth, L. & McAuliffe, D. (2014). *The road to social work and human services practice (4th ed.)*. South Melbourne: Cengage Learning.

A list of required and recommended readings will be available on the 1007HSV MyStudy course site on the Griffith College student portal.

### Recommended texts / Resources

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- Maidment, J. & Egan, R. (2009). *Practice skills in social work and welfare: More than just common sense*. Crows Nest, N.S.W: Allen & Unwin.

- O'Hara, A. & Pockett, R. (2011). *Skills for human service practice: Working with individuals, groups and communities*. South Melbourne, Victoria: Oxford University Press.
  - Trevithick, P. (2012). *Social work skills and knowledge: A practice handbook* (3rd ed). Maidenhead: McGraw-Hill Education.
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## Organisation and Teaching Strategies

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, tutorials and workshops. Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture.

Case studies are used to encourage students to identify aspects of human rights, social justice, power dynamics, values and ethics, knowledge and theories, assessments and interventions. Students will learn how to analyse case studies, critically think through the implications of the position taken and use the literature (knowledge) to inform their views.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site. Lecture Captured sessions are not intended as a substitute for a Lecture. Elements of the lecture may be edited from the Lecture Capture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

### *Class Contact Summary*

Lectures: 2 hours per week (weeks 1 - 12).

Tutorials: 1 hour per week (weeks 1 -12).

Workshops: 1 hour per week (weeks 1 - 11).

## **Attendance**

100% attendance is expected for all classes and to actively involve themselves in discussions. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

You are expected to bring work completed at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

## **Preparation and Participation in Class**

You are expected to complete your readings and review the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

## **Consultation Times**

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

### **Course Materials**

Lecture notes will be made available to you on the 1007HSV MyStudy course website on the Griffith College portal and you are advised to download or print these out and bring them to each class so that extra notes can be added.

### **Independent Study**

Independent study requires that you spend time outside classes engaged in reviewing course materials available on the course site, completing readings, and undertaking research necessary to complete your assignments. Research includes reading the digitized readings, using library and internet facilities. For this 10 CP course, in addition to attending 4 hours of classes each week, you will need to spend at least 6 hours per week in your own time engaged in activities that will help your learning and fulfil the course objectives (Total of 10 hours study every week).

### **Program Progression**

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

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### **Content Schedule**

#### *Weekly Teaching Schedule*

| <b>Week</b> | <b>Topic</b>  | <b>Activity</b> | <b>Readings</b>                        |
|-------------|---|-----------------|--|
| 1           | The purpose and domain of human service work and assessment tasks | Lecture         | Chenoweth & McAuliffe (2014) Chapter 1 |
|             | Introductions and Expectations                                    | Tutorial        |  |
|             | Overview of 1007HSV course site & Course Outline.                 | Workshop        |  |
| 2           | From Need to Service - A Macro and Micro Process                  | Lecture         | Chenoweth & McAuliffe (2014) Chapter 2 |

|   |   |          |   |
|---|---|----------|---|
|   | Introducing social justice and human rights   | Tutorial |   |
|   | Review of key concepts & the reflective process. Overview of assessment 1- Observation and Reflection Essay | Workshop |   |
| 3 | Values and ethical foundations of practice in the human services  | Lecture  | Chenoweth & McAuliffe (2014) Chapters 3 and 4                           |
|   | Introducing values and ethics   | Tutorial |   |
|   | Progress with assessment 1 Essay  | Workshop |   |
| 4 | Using knowledge in practice: towards conscious competence   | Lecture  | Reading: Chenoweth & McAuliffe (2014) Chapters 5 & 6                    |
|   | Introducing systems theory, concept maps and genograms  | Tutorial | Assessment One - Agency Observation simulation and Reflection Essay due |
|   | Creating a genogram   | Workshop |   |
| 5 | Organisations, funding and governance - The human services industry   | Lecture  | Chenoweth & McAuliffe (2014) Chapter 7                                  |
|   | Types of knowledge  | Tutorial |   |
|   | Ways of knowing. Discussion re assessment 2 essay - Analysis of Human Service Agency website                | Workshop |   |
| 6 | The helping process: Engagement, assessment and intervention  | Lecture  | Chenoweth & McAuliffe (2014) Chapter 8: pages 225 - 246                 |
|   | Case study analysis skills Part 1   | Tutorial |   |
|   | Progress with assessment 2 essay.   | Workshop |   |
| 7 | The helping process: Termination and review   | Lecture  | Chenoweth & McAuliffe (2014) Chapter 8 pages 247 - 256                  |
|   | Case study analysis skills Part 2   | Tutorial | Essay – Analysis of Human Service Agency website due                    |
|   | Review of key concepts & theories in the course so far.   | Workshop |   |

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| 8  | Different workers: Different ways   | Lecture  | Chenoweth & McAuliffe (2014)<br>Chapter 9           |
|    | Inter-professional roles  | Tutorial |   |
|    | Exploring the roles of other health professionals   | Workshop |   |
| 9  | Engaging the field: Exploring agencies  | Lecture  | Chenoweth & McAuliffe (2014)<br>Chapter TBA         |
|    | Case conferences  | Tutorial |   |
|    | Discussion re assessment 3 - Case Study Report  | Workshop |   |
| 10 | Working with difference and diversity   | Lecture  | Chenoweth & McAuliffe (2014)<br>Chapter 9           |
|    | Working with difference and diversity   | Tutorial |   |
|    | Exploring cultural safety   | Workshop |   |
| 11 | Taking responsibility: Professional identity and self-care; towards a practice framework Part 1 | Lecture  | Reading: Chenoweth & McAuliffe (2014)<br>Chapter 10 |
|    | Becoming a professional   | Tutorial |   |
|    | Progress with assessment 3 Case study report  | Workshop |   |
| 12 | Taking responsibility: Professional identity and self-care; towards a practice framework Part 1 | Lecture  | Reading: Chenoweth & McAuliffe (2014)<br>Chapter 10 |
|    | Review of core concepts, theories and processes covered in 1007HSV                              | Tutorial | Assessment 3 - Case Study Report due                |

## Assessment

This section sets out the assessment requirements for this course.

### *Summary of Assessment*

| Item | Assessment Task      | Weighting | Relevant Learning Outcomes | Due Date |
|------|----------------------|-----------|----------------------------|----------|
| 1    | Written Assignment - | 20%       | 1, 2, 4                    | Week     |

|   |   |     |               |         |
|---|---|-----|---------------|---------|
|   | Agency Observation simulation and Reflection Essay                    |     |               | 4       |
| 2 | Written Assignment – Essay – Analysis of Human Service Agency website | 35% | 1, 2, 3, 4    | Week 8  |
| 3 | Written Assignment – Case Study Report                                | 45% | 1, 2, 3, 4, 5 | Week 12 |

#### *Assessment Details*

### **1. Written Assignment – Agency Observation Simulation and Reflection Essay (750 words)**

**Rationale:** The agency observation simulation and reflection essay provides students with the opportunity to observe, reflect on and evaluate aspects of a public waiting area of a simulated community agency.

**Assessment details:** Students will be asked to either watch a purpose made film, write the assignment based on what they observe in the film or draw on their own recent experience (if they have one) of a visit to Centrelink, a community health centre or a neighbourhood centre and undertake the assessment task. Please note that students are not to make an intentional visit to a human services agency (e.g Centrelink, a community health centre or a neighborhood centre) for the purpose of the essay. They should only choose this option if they are currently (or recently) engaged with such a service. Further information is provided on the 1007HSV MyStudy course site on the Griffith College portal. The essay includes a brief 1-2 sentence introduction and conclusion and is written in first person. No references are required for this essay.

**Marking criteria:** The written agency observation and reflection essay will be marked against established criteria which will be published on the 1007HSV MyStudy course site.

**Submission:** Online submission to Turnitin

### **2. Written Assignment – Essay – Analysis of Human Service Agency website (2,000 words)**

**Rationale:** The purpose of the Essay Analysis of Human Service Agency website is to enable students to demonstrate skills in identifying, evaluating and discussing a range of information relevant to a human service agency and the services it provides to particular client group. In doing this, you will develop an understanding of peer-reviewed evidence-based literature relevant to the needs of clients serviced by particular agencies.

**Assessment details:** Students are required to write an essay analysing an on-line website of a human services agency (e.g Relationships Australia, Richmond Fellowship, Headspace). The essay is identify and evaluate information about how the agency is set up and the services it delivers. The essay will be based on information sourced from a human service agency website (agency websites will be specified by your Course Coordinator), as well as a minimum of THREE peer-reviewed journal articles (evidence-based literature) relevant to the needs of clients of the agency. The essay is written in formal academic language (NOT first person). Further details can be found on the 1007HSV MyStudy course site on the Griffith College portal.



Marking criteria: The written essay will be marked against established criteria which will be published on the 1007HSV MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure and punctuation.  
Submission: Online submission to Turnitin.

### **3. Written Assignment - Case Study Report (1,500 words)**

Rationale: The aim of the Case Study Report is to enable students to develop and apply knowledge of human service processes by analysing a case study in relation to human rights and social justice issues.

Assessment details: Students are required to choose one of six case studies and write a formal report addressing the human rights and social justice issues of the case, theories and knowledge, ethical issues and possible interventions. The report is to be written in formal academic language i.e. in the third person. Further details can be found on the 1007HSV MyStudy course site on the Griffith College portal.

Marking criteria: The Case study report will be marked against established criteria which will be published on the 1007HSV MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure and punctuation.

Submission: Online submission to Turnitin.

Further details of assessment item expectations will be provided during class and in each assessment descriptor available on the 1007HSV MyStudy course site on the Griffith College portal.

### **Requirements to pass the course:**

In order to pass this course, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. achieve a minimum cumulative total of 50% from all graded assessments.**

*Submission and Return of Assessment Items*

## **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

*Extensions*

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

*Assessment Feedback*

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills                   | Taught | Practised | Assessed |
|----------------------------------|--------|-----------|----------|
| Written Communication            | Yes    | Yes       | Yes      |
| Oral Communication               |        | Yes       | Yes      |
| Information Literacy             | Yes    | Yes       | Yes      |
| Secondary Research               | Yes    | Yes       | Yes      |
| Critical and Innovative Thinking | Yes    | Yes       | Yes      |
| Academic Integrity               | Yes    | Yes       | Yes      |
| Self Directed Learning           |        | Yes       | Yes      |
| Team Work                        |        | Yes       | Yes      |
| Cultural Intelligence            | Yes    | Yes       | Yes      |
| English Language Proficiency     |        | Yes       | Yes      |

*Additional Course Generic Skills*

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## Additional Course Information

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### Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards

without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

#### *Risk Assessment Statement*

There are no out of the ordinary risks associated with this course.

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