



Course Code:	1006HSV
Course Name:	Human Services Structures
Trimester:	Trimester 1, 2019
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
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Teaching Team

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

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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.

Prerequisites

No pre- or co-requisites

Brief Course Description

This course introduces human services within its broader historical, socio-cultural, political and economic contexts. It examines the Australian post - welfare state and the contested ideas, philosophies, theories, institutional forms and professional identities associated with it. The course provides a set of frameworks and concepts for analysing historical, present and future changes in the structures and content of human service provision.

The purpose is to familiarise students with the language, key concepts, tensions and trajectories of the diverse human services field, whilst assisting students to use such concepts in analysis of specific areas of human service pertinent to their professional interests.

Rationale

It is important for emerging human service practitioners to understand the broader context that influences how program and service delivery models are structured. This course introduces students to the efforts to implement a welfare state in Australia, the history of welfare service delivery and the current challenges for practice in a contemporary environment. The course considers the different philosophies behind political differences that influence different government approaches to human services. It encourages students to form their own views about how they make sense of the inherent tensions that influence the allocation of resources. Tensions about who has access to services, what is equitable, why some groups are excluded or targeted by policy-makers.

Aims

The principal aim of 1006HSV is for students to become familiar with the various political, economic, institutional and technical forces that shape human services and to consider the various impacts of human services for the individuals, families, groups and communities served by them. The course aims to prepare students as practitioners who are conversant with the plurality of values, discourses and institutional arrangements which constitute the Australian post-welfare state, so that they become informed practitioners, critics and advocates in a changing welfare context.

The course also aims to establish a basis for reflective practice by supporting students to identify how the various attitudes, values, beliefs and constructions that they bring with them into the program, are part of the force shaping the practice of emerging practitioners.

The course aims to develop skills in analysis, reflection, written and verbal communication, problem solving, and developing professional orientation and responsibility.

Learning Outcomes

After successfully completing this course you should be able to:

1. Discuss the history, philosophies, politics, institutional structures and technologies of the Australian post-welfare state.
2. Use human services literature to develop a framework for analysis of welfare and human services.
3. Participate in debates, decision making and problem solving pertinent to human service contexts.
4. Reflect on the outcomes of your own actions, your own values and commitments, and the human service contexts you operate within.
5. Read and analyse a published article.
6. Demonstrate the writing conventions required in academic communication i.e. written assignments / paper.

Texts and Supporting Materials

Required Text:

Digitised readings available on the 1006HSV MyStudy course site

Recommended Readings:

Carson, E., & Kerr, L. (2014). *Australian social policy and the human services*. Melbourne, Australia: Cambridge University Press.

Marston, G., McDonald, C., & Bryson, L. (2014). *The Australian Welfare State: who benefits now?* South Yarra, Australia: Palgrave Macmillan.

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. Students are also encouraged to utilise web materials including designated multi-media resources, self-directed activities and worksheets. The teaching strategies are designed to enable the 1st year student to engage in a variety of learning platforms.

Students are invited to consider new ideas that may challenge their world views. The diversity of students at Griffith College provides rich opportunities for learning in this course as many students already have a range of experiences including migration, parenting, caring for family members and have lived experiences of services and systems and the social policies that shape them.

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 - 12).

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. Reading and review of draft assessment items for feedback will be in person only and at the discretion of the Course Coordinator. Feedback will not be provided by email.

Course Materials

Lecture notes will be made available to you on the 1006HSV 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].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	What is social policy? Key concepts	Lecture	See 1006HSV MyStudy course site.
	Introductions and assessment feedback	Tutorial	
	Planning for and understanding assessment	Workshop	
2	Issues and dimensions: Theory and politics	Lecture	
	Levels of Government	Tutorial	
	Writing styles and formatting	Workshop	
3	Media and knowledge position	Lecture	
	The influence of the media	Tutorial	
	Introduction, body and conclusion	Workshop	
4	Indigenous Australia	Lecture	
	Indigenous Australia: a closer look	Tutorial	
	Researching	Workshop	
5	Income and employment	Lecture	
	Work and wages	Tutorial	
	Referencing in APA 6 and academic integrity	Workshop	
6	Lawbreakers and lawmakers	Lecture	
	Law and costs	Tutorial	

	Assessment 1 feedback	Workshop	
7	Housing and homelessness	Lecture	
	The impact of homelessness	Tutorial	
	Peer support	Workshop	
8	Health	Lecture	
	Social determinants of health	Tutorial	
	Preparing for exams	Workshop	
9	Children and families	Lecture	
	Rights of the child	Tutorial	
	Writing short answer responses	Workshop	
10	Education	Lecture	
	Education through the lifecycle	Tutorial	
	Assessment 2 feedback	Workshop	
11	Immigration	Lecture	
	Immigration services	Tutorial	
	Answering multiple choice questions	Workshop	
12	Mental health social policy	Lecture	
	Conclusion and review	Tutorial	

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 - Reflection	25%	2, 4, 6	Week 5
2	Written Assignment – Essay	35%	1, 2, 3, 5, 6	Week 9
3	Exam – selected and constructed responses	40%	1, 3	Final exam weeks

Assessment Details

Details of assessment items will be posted on the 1006HSV MyStudy course website on the Griffith College Student Portal by Week 1 of the trimester.

1. Written Assignment – Reflection (750 words).

Rationale: The purpose of this task is to explore and critically reflect upon your own beliefs regarding certain societal groups and what has influenced these.

Assessment details: Using a reflective style of writing, in 750 words identify, describe and reflect on your beliefs in relation to your chosen group.

Marking criteria: The written reflection will be marked against established criteria which will be published on the 1006HSV MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar and punctuation.

Submission: Online submission to Turnitin

2. Written Assignment – Essay (1500 words).

Rationale: This essay will familiarise you with social policy, how it is developed and contested issues for policy makers. Knowledge and skills derived from this task will not only assist with development of critical analysis skills but will also provide you with the consideration that, as a future human services practitioner, it is possible to influence policy.

Assessment details: For this task you are required to write a 1500 word essay that compares and contrasts the content and style of two articles. You will learn how to identify the key points of an article and how to succinctly determine an author's argument and overall message. You will learn how to critically compare and contrast two author's views on the same topic despite being expressed in different ways and in different forums. The essay must be written in appropriate academic style, include an introduction, main part developing the arguments, a conclusion, and use correct spelling, grammar, punctuation and APA 6 referencing.

Marking criteria: The written essay will be marked against established criteria which will be published on the 1006HSV MyStudy course site. Referencing must be in APA 6 style.

Submission: Online submission to Turnitin

3. Exam – Selected and constructed responses

Rationale: This two hour examination exam will assess your knowledge and understanding of the course content. All course materials and readings as well as information provided in lectures and tutorials may be included in the exam.

Assessment details: Towards the end of trimester you will be provided with information that will assist with exam preparation. The exam will comprise of multiple choice questions and some short questions.

Marking Criteria: The final examination will be marked following a strict marking guide and will undergo a full moderation process.

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.

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
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
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

Additional Course Information

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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