



1. General Course Information

1.1 Course Details

Course Code:	1007HSV
Course Name:	Human Services Processes
Trimester:	Trimester 3, 2019
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Kathryn Beard
Document modified:	13 August

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.

Assumed Knowledge

There is no assumed knowledge for this course

1.2 Teaching Team

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

Name	Email
Kathryn Beard	kathryn.beard@staff.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Use human services concepts in order to evaluate and analyse aspects of the welfare system including agencies, engagement, assessment and intervention processes.
2. Explain the structure and functions of human services organisations and analyse their impacts on service delivery.
3. 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. Construct arguments for particular theoretical or ideological approaches, and defend courses of action.
5. Implement a framework for practice and identity as an emerging practitioner.

6. Apply principles of collaboration relevant to the inter-professional context of human services practice.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

3. Learning Resources

3.1 Required Resources

Chenoweth, L. & McAuliffe, D. (2017). The road to social work and human services practice (5th ed.). South Melbourne, Australia: Cengage Learning.

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

3.2 Recommended Resources

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

O'Hara, A. & Pockett, R. (2011). Skills for human service practice: Working with individuals, groups and communities. South Melbourne, Australia: Oxford University Press.

Trevithick, P. (2012). Social work skills and knowledge: A practice handbook (3rd ed). Maidenhead, UK: McGraw Hill Education.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You 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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

Classes for Human Services Processes include the following:

- * Lectures: 2 hours per week
- * Tutorials: 1 hour per week
- * Workshops: 1 hour per week

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	The purpose and domain of human service work and assessment tasks	Lecture	Chenoweth & McAuliffe (2017) Chapter 1	1, 3, 4, 5
	Introductions and Expectations	Tutorial		1, 2, 4, 5
	Overview of 1007HSV course site & Course Outline.	Workshop		1, 2, 3, 4, 5
2	From Need to Service - A Macro and Micro Process	Lecture	Chenoweth & McAuliffe (2017) Chapter 2	2, 3, 4, 5
	Introducing social justice and human rights	Tutorial		1, 2, 3, 4, 5, 6
	Review of key concepts & the reflective process. Overview of assessment 1- Observation and Reflection Essay	Workshop		1, 2, 3, 4, 5
3	Values and ethical foundations of practice in the human services	Lecture	Chenoweth & McAuliffe (2017) Chapters 3 and 4	1, 3, 4, 5
	Introducing values and ethics	Tutorial		1, 3, 4, 5
	Progress with assessment 1 essay	Workshop		1, 2, 3, 4, 5
4	Using knowledge in practice: towards conscious competence		Reading: Chenoweth & McAuliffe (2017) Chapters 5 & 6 Assessment One - Agency Observation simulation and Reflection Essay due	1, 3, 4, 5, 6
	Types of knowledge			1, 3, 4, 5, 6
	Ways of knowing.			1, 2, 3, 4, 5, 6
5	Organisations, funding and governance - The human services industry	Lecture	Chenoweth & McAuliffe (2017) Chapter 7	3, 4, 5, 6
	Case Study Analysis	Tutorial		3, 4, 5, 6
	Discussion re assessment 2 essay	Workshop		
6	The helping process: Engagement, assessment and intervention	Lecture	Chenoweth & McAuliffe (2017) Chapter 8: pages 225 - 246	1, 2, 3
	Case study analysis skills Part 1	Tutorial		1, 2, 3, 4, 5, 6
	Progress with assessment 2 essay.	Workshop		1, 2, 3, 4, 5, 6
7	The helping process: Termination and review	Lecture	Chenoweth &	1, 3, 4, 5

	Case study analysis skills Part 2	Tutorial	McAuliffe (2017) Chapter 8 pages 247 - 256	2, 3, 4, 5, 6
	Review of key concepts & theories in the course so far.	Workshop		1, 2, 3, 4, 5
8	Different workers: Different ways	Lecture		1, 3, 4, 5
	Inter-professional roles	Tutorial		1, 2, 3, 4, 5, 6
	Exploring the roles of other health professionals	Workshop		1, 2, 3, 4, 5, 6
9	Engaging the field: Exploring agencies. E-professionalism	Lecture	Chenoweth & McAuliffe (2017) Chapter 9 Chenoweth & McAuliffe (2017) Chapter 4 pages 120 - 124 Assessment 2 - Case Study Report due	1, 3, 4
	Case conferences	Tutorial		1, 2, 3, 4, 5, 6
	Exploring needs and the tendering process	Workshop		1, 2, 3, 4, 5, 6
10	Working with difference and diversity	Lecture	Chenoweth & McAuliffe (2017) Chapter 9	1, 2, 3
	Working with difference and diversity	Tutorial		2, 4, 5, 6
	Case Study: Asylum seekers	Workshop		1, 2, 3, 4, 5, 6
11	Taking responsibility: Professional identity and self-care; towards a practice framework Part 1	Lecture	Reading: Chenoweth & McAuliffe (2017) Chapter 10	1, 4, 5, 6
	Becoming a professional	Tutorial		1, 4, 5, 6
	Exploring Self-care	Workshop		1, 2, 3, 4, 5
12	Review of core concepts, theories and processes covered in 1007HSV	Lecture		1, 2, 3
	Review of core concepts, theories and processes covered in 1007HSV	Tutorial		1, 2, 3
	Practise exam	Workshop		1, 2, 3, 4, 6

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Written Assignment - Agency Observation simulation and Reflection Essay	20%	1, 2, 4, 5	Week 4
2	Written Assignment – Case Study Report	40%	1, 2, 3, 4, 5	Week 9
3	End of Trimester Exam	40%	1, 2, 3, 4, 5	Examination Period

5.2 Assessment Detail

1. Written Assignment – Agency Observation Simulation and Reflection Essay (1000 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 watch a purpose made film, and write the assignment based on what they observe in the film. 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 - Case Study Report (2000 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 four 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.

3. End of Trimester Exam (Closed Book)

Assessment details: For this task you will be required to write a 2 hour exam. Questions will include multiple choice questions, case-based questions (ie., responses required based on case scenarios provided) and short answer questions.

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.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of

the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Assessment Information

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.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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