



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1006HSV</b>
<b>Course Name:</b>	<b>Human Services Structures</b>
<b>Trimester:</b>	<b>Trimester 1 2020</b>
<b>Program:</b>	Diploma of Social and Psychological Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Cindy Dawson
<b>Document modified:</b>	13 February 2020

### 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.

### Assumed Knowledge

Nil

## 1.2 Teaching Team

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

Name	Email
Cindy Dawson	cindy.dawson@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

This course encourages students to develop an understanding of:

1. the various political, economic, institutional and technical forces that shape human services;
2. and the various impacts for individuals, families, groups and communities;
3. becoming an informed practitioner, critic and advocate in a changing welfare context;
4. their own attitudes, values, beliefs and constructions in relation to human service practice, social policy and development as an emerging practitioner.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate knowledge of the history, philosophies, politics, institutional structures and technologies of the Australian post-welfare state.
2. Identify knowledge related to practitioner skills for working with people in human service contexts.
3. Critically reflect on the outcomes of your own actions, your own values and commitments, and the human service contexts you operate within.

### 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:

<b>Generic Skills and Capabilities</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Acquisition of discipline knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration	✓	✓	✓
Self-directed and active learning	✓	✓	
Creative and future thinking			
Social responsibility and ethical awareness	✓	✓	✓
Cultural competence and awareness in a culturally diverse environment	✓	✓	✓

### 3. Learning Resources

#### 3.1 Required Resources

Digitised readings available on the 1006HSV MyStudy course site

#### 3.2 Recommended Resources

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.

#### 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 Structures 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	What is social policy? Key concepts	Lecture Tutorial Workshop	See 1006HSV for weekly readings	1,2
2	Issues and dimensions: Theory and politics	Lecture Tutorial Workshop		1,2
3	Media and knowledge position	Lecture Tutorial Workshop		1-3
4	Indigenous Australia	Lecture Tutorial Workshop		1-3
5	Income and employment	Lecture Tutorial Workshop		1-3
6	Lawbreakers and lawmakers	Lecture Tutorial Workshop		1-3
7	Housing and homelessness	Lecture Tutorial Workshop		1-3
8	Health	Lecture Tutorial Workshop		1-3
9	Children and families	Lecture Tutorial Workshop		1-3
10	Education	Lecture Tutorial Workshop		1-3
11	Immigration	Lecture		1-3

		Tutorial Workshop		
12	Topic review Practice Exam	Lecture Tutorial Workshop	No required	1-3

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Written Assessment - reflection	25%	1,2,3	Week 5
2	Written Assessment - Essay	35%	1,2,3	Week 9
3	Exam – selected and constructed responses	40%	1,3	Final exam weeks

### 5.2 Assessment Detail

#### 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

Further details of assessment item expectations will be provided during class and the assessment descriptor available on the 1006HSV MyStudy course site on the Griffith College portal.

#### 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 identify the key points of an article and succinctly determine an author's argument and overall message. 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

Further details of assessment item expectations will be provided during class and the assessment descriptor available on the 1006HSV MyStudy course site on the Griffith College portal.

#### 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.

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

## 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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