



1. General Course Information

1.1 Course Details

Course Code:	1006HSV
Course Name:	Human Services Structures
Trimester:	Trimester 1 2021
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
Document modified:	16 th December 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 teacher 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 teacher 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 will be found on the Course Site.

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. the various impacts for individuals, families, groups and communities;
3. becoming an informed practitioner, critic and advocate in a changing welfare world;
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 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 and Capabilities

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 and Capabilities		Taught	Practised	Assessed
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 Learning Resources

Digitised readings available on the 1006HSV content section of course site

3.2 Recommended Learning Resources

Carson, E., & Kerr, L. (2017). *Australian social policy and the human services second edition*. Cambridge University Press.

Relevant readings may also be placed in the weekly content sections of the 1006HSV My Study on the Griffith College Portal throughout the trimester. You are also encouraged to find, and bring in for learning experience, your own readings relevant to the lecture topics that interest you.

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your teacher will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning experiences 	Learning activities 	Evidence of learning 	Learning outcome 
Week	MODULE 1: Social Policy - Underpinning Knowledge				
1	What is Social Policy? -Human Service Practice Fields -Social Justice -Social Policy -Critical Thinking – WPR & evaluating credibility -Inherent tensions	(Zoom class) -Course overview, group work and individual activities 'understanding key concepts'	-Weekly Quiz -Discussion Forum - Reflective questions 'Thinking about social issues and current policies'		1
2	Theory and Politics: -Australian Legislature & Judiciary -Australian Government Structure -Parliament -The Welfare and Post Welfare State	(Zoom class) -recap of weekly topic, group work and individual activities 'what underpins social policy'	-Weekly Quiz -Discussion Forum - Web resources Reflective questions 'Explore the Australian Government'		1
3	Media and Knowledge Position: -Discourse -Media Social construction of knowledge	(Zoom class) -recap of weekly topic, group work and individual activities 'dominant discourse and social construction of knowledge'	-Weekly Quiz -Discussion Forum - Read 'Undertake an audit of these two newspaper articles.' Submit draft introduction		1,2
	MODULE 2: Policy Issues and Populations				
4	Health -Biopsychosocial model Social Determinants of health -Australian health care system -NDIS	(Zoom class) -recap of weekly topic, group work and individual activities 'health system and NDIS' Module 1 quizlet	-Weekly Quiz -Discussion Forum - read 'Inherent Tensions in Health Policy'	Essay due: Critical reflection (20%)	1,2
5	First Nations -Discourse & European Arrival -Terra Nullius Racial Discrimination Act 1975 -The Stolen Generation -Intergenerational trauma -Closing the Gap refresh	(Zoom class) -recap of weekly topic, group work and individual activities 'intergenerational trauma'	-Weekly Quiz -Discussion Forum - Web resources 'Milestones in policy'		1,2,3
6	Children and Families -Childhood	(Zoom class)	-Weekly Quiz		1,2,3

	<ul style="list-style-type: none"> -Convention on the rights of the child -Hague Conventions Policies for Child and Family Wellbeing -Child Protection 	<ul style="list-style-type: none"> -recap of weekly topic, group work and individual activities 'child rights and family policy' Module 2 quizlet 	<ul style="list-style-type: none"> -Discussion Forum - Watch Video/podcast: 'Child Protection Reform Act Amendment' 		
MODULE 3: Social Policy in Action					
7	<ul style="list-style-type: none"> Lawmakers and Lawbreakers -Child protection reform -Law and human services -Mandatory reporting -Child Protection Reform -Family and domestic violence 	(Zoom class) -recap of weekly topic, group work and individual activities 'mandatory reporting and family and domestic violence'	<ul style="list-style-type: none"> -Weekly Quiz -Discussion Forum - Web resources 'When Can I' 	Quiz: Selected responses Modules 1 and 2 (10%)	1,2,3
8	<ul style="list-style-type: none"> Income and Employment -Employment -Measures and definitions Poverty -Wages & poverty -The Harvester Case 	(Zoom class) -recap of weekly topic, group work and individual activities 'historical contexts and impacts of poverty' Assessment 1 feedback	<ul style="list-style-type: none"> -Weekly Quiz -Discussion Forum - Reflective question 'Being poor and unemployed is your own fault' 		1,2,3
9	<ul style="list-style-type: none"> Housing and Homelessness -Definitions of homelessness -Cause of homelessness -Mental illness & homelessness -Housing stress -Impacts on children -Rent assistance 	(Zoom class) -recap of weekly topic, group work and individual activities 'human rights, homelessness, housing stress and children'	<ul style="list-style-type: none"> -Weekly Quiz -Discussion Forum - Watch Video/podcast: 'squatting in abandoned houses' 	Written Essay – Critical Analysis (30%)	1,2,3
10	<ul style="list-style-type: none"> Education -Purpose of education -Education system in Australia -School Age Care services -International comparisons -Disability and education 	(Zoom class) -recap of weekly topic, group work and individual activities 'human rights, education and disability'	<ul style="list-style-type: none"> -Weekly Quiz -Discussion Forum - Watch Video/podcast: 'emancipatory education' 		1,2,3
11	<ul style="list-style-type: none"> Immigration & refugees -History of immigration in Australia -Immigration policy Work visas Deportations Asylum seekers 	((Zoom class) -recap of weekly topic, group work and individual activities 'historical and current policy, refugee experiences'	<ul style="list-style-type: none"> -Weekly Quiz -Discussion Forum - Watch Web resource 'Working inside a detention centre' 		1,2,3
12	Topic Revision -Course wrap-up	(Zoom class)	Revision activities		1,2

	-Module 1- 3 revision activities	-recap of weekly topic, group work and individual activities Assessment 2 feedback, module 3 quizlet			
	Exam Block			Quiz selected and constructed responses Module 3 (40%)	1,2



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Critical Reflection Essay	20%	2,3	Week 4
2	Mid Trimester - Quiz	20%	1,2	Week 7
3	Critical Analysis Essay	30%	1,2	Week 9
4	Exam - Quiz	30%	1	Exam period

5.2 Evidence of Learning Task Detail

1. Written Assignment – Reflection (750 words).

Rationale: The purpose of this task is to demonstrate reflection, critical thinking, analysis, research, referencing and writing skills. In addition, you will demonstrate an emerging understanding of social services fields of practice.

Assessment details: You shall choose from one of the fields of practice listed below and associated social issue in this field of practice in Australia. You will utilise either news, media, government papers, or reports to show the existence of this social issue in Australia. You will propose an approach to addressing this social issue, with an explanation of why it would address the social issue, including evidence of the approach being applied in another context. By using a reflective process you will explain how your own beliefs and assumptions have lead you to this approach. You will write clearly and succinctly, referencing sources as appropriate.

Choose from one of the following fields of practice and social issue:

- addiction - narcotics
- child protection - child abuse
- housing - tertiary homelessness
- income support - unemployment

Marking criteria: The written reflection will be marked against established criteria which will be published on the 1006HSV 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. Quiz

Rationale: This quiz will assess your knowledge and understanding of modules 1 and 2 content. All course materials and readings as well as information provided in lectures and tutorials may be included in the exam.

Assessment details: This exam may include a combination of Multiple Choice, Short Answer and True/False questions. Further information will be provided in the assessment descriptor published on the course site.

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

Submission: Online Moodle quiz

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. Written Assignment – Essay (1200 words).

Rationale: The purpose of this essay is to demonstrate critical thinking, analysis, research, referencing and writing skills. You will demonstrate an understanding of social services fields of practice, and an emerging understanding of factors influencing social issues and the approaches to addressing them.

Assessment details: For this task you are required to write a 1200 word essay. You will critically analyse the document provided (see below) using elements of the WPR approach (see Bacchi, 2012). You will write clearly and succinctly, referencing sources as appropriate.

The document:

Queensland Government: Department of Youth Justice. (2019). *Working Together, Changing the Story: Youth Justice Strategy 2019-2023*. <https://www.youthjustice.qld.gov.au/reform/youth-justice-strategy-action-plan-2019-2021>

See also:

Bacchi, C. (2012). Introducing the 'What's the Problem Represented to be?' approach. In A. Bletsas & C. Beasley (Eds.), *Engaging with Carol Bacchi: strategic interventions and exchanges* (pp. 21-24). The University of Adelaide Press. <https://www.adelaide.edu.au/press/titles/engaging>

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 7 referencing.

Marking criteria: The written essay will be marked against established criteria which will be published on the 1006HSV course site. Referencing must be in APA 7 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 course site on the Griffith College portal.

4. Exam

Rationale: This exam will assess your knowledge and understanding of modules 1 to 3 content. All course materials and readings as well as information provided in lectures and tutorials may be included in the exam.

Assessment details: This exam may include a combination of Multiple Choice, Short Answer and True/False questions. Further information will be provided in the assessment descriptor published on the course site. All course content is examinable.

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

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

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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.

5. 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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