



1. General Course Information

1.1 Course Details

Course Code:	1006HSV
Course Name:	Human Services Structures
Trimester:	Trimester 2 2021
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
Document modified:	17 May 2021

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.

Students will be familiarised with the language, key concepts, tensions and trajectories of the diverse human services field. Students will 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 teacher will be available for consultation will be given in the first week of your learning experiences. 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 critical thinking of the various political, economic, institutional and technical forces that shape human services. At the end of this course, students will be able to evaluate the various impacts for individuals, families, teams and communities shaped by human services. Students will be on their way to becoming informed practitioners, able to critic and advocate in a changing welfare world. Students will be capable of reflecting on 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. Apply their knowledge of the history, philosophies, politics, institutional structures of the Australian post-welfare state in a practitioner context.
2. Critically evaluate social policy documents, including journal articles and commentary.
3. Engage in debate around social policies, the underlying values the policies represent, and who benefits from their form.
4. Critically reflect on the outcomes of your own actions, your own values and commitments, and the human service contexts you operate within.
5. Use appropriate APA 7th in referencing text and presentation.



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 learning experience 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

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 teachers 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 Learning Content, Learning Experiences and Learning Activities. Learning Content will be engaged with prior to the scheduled Learning Experience (your weekly class). This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. Learning Activities are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, Anytime Anywhere learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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	<i>What is Social Policy?</i> <i>-Human Service Practice Fields</i> <i>-Social Justice</i> <i>-Social Policy</i> <i>-Critical Thinking – WPR & evaluating credibility</i> <i>-Inherent tensions</i>	<i>-Course overview, team work and individual activities</i> <i>'understanding key concepts'</i>	<i>Weekly Quiz</i> <i>Discussion Forum</i> <i>Reflective questions</i> <i>'Thinking about social issues and current policies'</i>		1
2	<i>Theory and Politics:</i> <i>-Australian Legislature & Judiciary</i> <i>-Australian Government Structure</i> <i>-Parliament</i> <i>-The Welfare and Post Welfare State</i>	<i>-recap of weekly topic, team work and individual activities</i> <i>'what underpins social policy'</i>	<i>Weekly Quiz</i> <i>Discussion Forum</i> <i>Web resources</i> <i>Reflective questions</i> <i>'Explore the Australian Government'</i>		1,3
3	<i>Media and Knowledge Position:</i> <i>-Discourse</i> <i>-Media</i> <i>Social construction of knowledge</i>	<i>-recap of weekly topic, team work and individual activities</i> <i>'dominant discourse and social construction of knowledge'</i>	<i>Weekly Quiz</i> <i>Discussion Forum</i> <i>Read 'Undertake an audit of these two newspaper articles.'</i> <i>Submit draft introduction for A1</i>	<i>Guided discussion with peers post due for Module 1</i>	1,2,3





MODULE 2: Policy Issues and Populations					
4	Health -Biopsychosocial model Social Determinants of health -Australian health care system -NDIS	-recap of weekly topic, team work and individual activities 'health system and NDIS' Module 1 quizlet	Weekly Quiz Discussion Forum read 'Inherent Tensions in Health Policy'	A1 Due: Written Essay - Critical reflection (20%)	1,2,3,4,5
5	First Nations -Discourse & European Arrival -Terra Nullius Racial Discrimination Act 1975 -The Stolen Generation -Intergenerational trauma -Closing the Gap refresh	-recap of weekly topic, team work and individual activities 'intergenerational trauma'	Weekly Quiz Discussion Forum Web resources 'Milestones in policy'		1,2,3
6	Children and Families -Childhood -Convention on the rights of the child -Hague Conventions Policies for Child and Family Wellbeing -Child Protection	-recap of weekly topic, team work and individual activities 'child rights and family policy' Module 2 quizlet	Weekly Quiz Discussion Forum Watch Video/podcast: 'Child Protection Reform Act Amendment'	Guided discussion with peers post due for Module 2	1,2,3
MODULE 3: Social Policy in Action					
7	Lawmakers and Lawbreakers -Child protection reform -Law and human services -Mandatory reporting -Child Protection Reform -Family and domestic violence	-recap of weekly topic, team work and individual activities 'mandatory reporting and family and domestic violence'	Weekly Quiz Discussion Forum Web resources 'When Can I'		1,2,3
8	Income and Employment -Employment -Measures and definitions Poverty -Wages & poverty -The Harvester Case	-recap of weekly topic, team work and individual activities 'historical contexts and impacts of poverty' Evidence of Learning Task 1 feedback	Weekly Quiz Discussion Forum Reflective question 'Being poor and unemployed is your own fault'		1,2,3
9	Housing and Homelessness -Definitions of homelessness -Cause of homelessness -Mental illness & homelessness -Housing stress -Impacts on children -Rent assistance	-recap of weekly topic, team work and individual activities 'human rights, homelessness, housing stress and children'	Weekly Quiz Discussion Forum Watch Video/podcast: 'squatting in abandoned houses'		1,2,3
10	Education -Purpose of education	-recap of weekly topic, team work and	Weekly Quiz Discussion Forum	A2 Due: Written Essay –	1,2,5

	-Education system in Australia -School Age Care services -International comparisons -Disability and education	individual activities 'human rights, education and disability'	Watch Video/podcast: 'emancipatory education'	Critical Analysis (30%)	
11	Immigration & refugees -History of immigration in Australia -Immigration policy Work visas Deportations Asylum seekers	-recap of weekly topic, team work and individual activities 'historical and current policy, refugee experiences'	Weekly Quiz Discussion Forum Watch Web resource 'Working inside a detention centre'	Guided discussion with peers post due for Module 3	1,2,3
12	Topic Revision -Course wrap-up -Module 1- 3 revision activities	-recap of weekly topic, team work and individual activities module 3 quizlet	Revision activities	A3 Due: Collation of Discussion Posts (20%)	1,2,3,4,5
	Exam Block			A4 Due: Quiz selected and constructed responses (30%)	1,2,4,5



5. Evidence of Learning (Evidence of Learning Task Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Critical Reflection Essay	20%	1,2,4,5	Week 4
2	Critical Analysis Essay	30%	1,2,5	Week 10
3	Collation of Discussion Posts	20%	1,2,3,4,5	Week 12
4	Exam - Quiz	30%	1,2,4,5	Exam period

5.2 Evidence of Learning Task Detail

1. Written Assignment – Critical Reflection Essay (750 words) – 20%

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.

Evidence of Learning Task 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

This evidence of learning task is weighted at 20% of your overall course mark and assess learning outcomes 1, 2, 4 & 5 and 6.

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 the evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1006HSV MyStudy course site on the Griffith College portal.

2. Written Assignment – Critical Analysis Essay (1200 words) – 30%

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.

Evidence of Learning Task 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.

This evidence of learning task is weighted at 30% of your overall course mark and assess learning outcomes 1, 2, 5

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 the evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1006HSV course site on the Griffith College portal.

3. Guided Discussion with Peers 20%

Rationale: This evidence of learning task will allow students to develop deeper knowledge and apply course learnings in a peer to peer scholarship environment.

Evidence of Learning Task details: You will be placed into small peer discussion teams for the trimester in week 1. Each week a topic question will be posted for peer discussion. You will be required to make at least one original post in each module and also respond at least once per module to a fellow student post. The main submission document will comprise three selected original posts and three student responses.

This evidence of learning task is weighted at 20% of your overall course mark and assess learning outcomes 1,2,3,4& 5.

Marking Criteria: Criteria will include quality of posts, topic comprehension, integration of relevant and quality research, analytic capability and application of APA 7 style. The evidence of learning task will be marked following a strict marking guide and will undergo a full moderation process.

Submission: Submission is via the course site, online discussion forum and Turnitin.

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

4. Exam – 30%

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 learning experiences may be included in the exam.

Evidence of Learning Task details: This exam may include a combination of Multiple Choice and Short Answer questions. Further information will be provided in the evidence of learning task 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.

This evidence of learning task is weighted at 30% of your overall course mark and assess learning outcomes 1,2,4 & 5

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

5.3 Late Submission

An evidence of learning task 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 evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the evidence of learning task is late. Evidence of learning tasks 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 task, 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 Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task in this course (marks for this task 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 tasks 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 tasks 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.

1. 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 Sittings](#), [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 teachers 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 Evidence of Learning Tasks – 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 evidence of learning tasks 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.

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.