



1. General Course Information

1.1 Course Details

Course Code:	1007HSV
Course Name:	Human Services Processes
Trimester:	Trimester 3, 2021
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Kathryn Beard
Document modified:	6 August 2021

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 assessments 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

Nil

1.2 Teaching Team

Your teacher 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 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 learning experience. 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. Analyse the knowledge and research base, and the values and ethical foundations, that inform practice in different contexts of social work and human services.
2. Explain the structure and functions of human services organisations and analyse their impacts on service delivery.
3. Critically evaluate aspects of the welfare system, including agencies, engagement, assessment and intervention, using human services concepts
4. Implement a framework for practice and identity as an emerging practitioner
5. Communicate clearly, by applying correct written grammar and APA 7 referencing and formatting



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

Chenoweth, L. & McAuliffe, D. (2021). *The road to social work and human services practice* (6th ed.). 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 Learning Resources

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

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

Trevithick, P. (2012). *Social work skills and knowledge: A practice handbook* (3rd ed). 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 - 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 Epigeum to Academic Integrity online 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 task (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 teachers. 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 Experiences and Learning Activities

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

Week	 Learning Content	 Learning Experiences	 Learning Activities	 Evidence of learning	 Learning outcome
Module 1: Human Services Knowledge and Values					
1	Topic 1: The purpose and domain of human service work and assessment. Reading – Chenoweth & McAuliffe (2021) Chapter 1.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>		1, 2, 3
2	Topic 2: From Need to Service - A Macro and Micro Process Reading – Chenoweth & McAuliffe (2021) Chapter 2.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>		1, 2, 3
3	Topic 3: Values and ethical foundations of practice in the human services.	<i>(Zoom) - Recap of weekly topic, recalling core concepts, group work and</i>	<i>-Weekly trivia quiz -Selected activities -Discussion Forum</i>		1, 2, 3

	Reading – Chenoweth & McAuliffe (2021) Chapters 3 & 4, pages 93-113.	<i>individual activities</i>	<i>-Reflective questions -Guided video viewing</i>		
4	Topic 4: Using knowledge in practice: towards conscious competence. Reading – Chenoweth & McAuliffe (2021) Chapter 5.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>	Agency Observation simulation and Reflection Essay (20%)	1, 2, 3, 5
Module 2: Human Services Agencies					
5	Topic 1: Organisations, funding and governance - The human services industry. Reading – Chenoweth & McAuliffe (2021) Chapter 7.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>		1, 2, 3
Module 3: Working in the Human Services Field					
6	Topic 1: The helping process: Engagement and assessment. Reading – Chenoweth & McAuliffe (2021) Chapter 6 & Chapter 8, pages 231-249.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>		1, 2, 3
7	Topic 2: The helping process: Intervention, termination and review. Reading – Chenoweth & McAuliffe (2021) Chapter 8, pages 250-267.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>		1, 2, 3
8	Topic 3: Different workers: Different ways.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing</i>		1, 2, 3
9	Topic 4: Engaging the field: Exploring agencies. E-professionalism. Reading – Chenoweth & McAuliffe (2021) Chapter 9 & Reading – Chenoweth & McAuliffe	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	<i>-Weekly trivia quiz -Selected activities -Discussion forum</i>	Case Study Report due (40%)	1, 3, 5

	(2021) Chapter 4, pages 113-120.		-Reflective questions -Guided video viewing		
10	Topic 5: Working with difference and diversity. Reading – Chenoweth & McAuliffe (2021) Chapter 9.	(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities	-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing		1, 2, 3
Module 4: Developing a Professional Identity					
11	Topic 1: Taking responsibility: Professional identity and self-care. Reading – Chenoweth & McAuliffe (2021) Chapter 10.	(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities	-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing		1, 2, 3, 4
12	Topic 2: Creating a professional framework. Reading – Chenoweth & McAuliffe (2021) Chapter 10.	(Zoom) - Recap of weekly topic, recalling core concepts, group work and individual activities	-Weekly trivia quiz -Selected activities -Discussion forum -Reflective questions -Guided video viewing		1, 2, 3, 4
End of trimester exam period				End of trimester exam (40)%	1, 2, 3, 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	Agency Observation simulation and Reflection Essay	20%	1, 2, 3, 5	Week 4
2	Case Study Report	40%	1, 3, 5	Week 9
3	End of trimester exam	40%	1, 2, 3, 4, 5	End of trimester exam period

5.2 Evidence of Learning Task Detail

Task 1 - Agency Observation Simulation and Reflection Essay (1000 words) – 20%

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.

Task details: Students will be asked to watch a purpose made film, and write the essay based on what they observe in the film. Further information is provided on the 1007HSV 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 course site. This task assesses learning outcome 1, 2, 3 & 5.

Submission: Online submission to Turnitin

Task 2 - Case Study Report (2000 words) – 40%

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.

Task 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 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. This task assesses learning outcome 1, 3 & 5.

Submission: Online submission to Turnitin.

Task 3 – End of Trimester Exam (Closed Book) - 40%

Rationale: The aim of this end of trimester exam is to assess student's mastering and analysis of the key concepts from this course..

Task details: For this task students will be required to write an end of trimester exam. Questions will include multiple choice questions, case-based questions (ie., responses required based on case scenarios provided) and short answer questions. The end of trimester exam will draw upon content from weeks 1-12.

Further details of evidence of learning expectations will be provided during class and in each evidence of learning descriptor available on the 1007HSVcourse site on the Griffith College portal.

Marking criteria: The end of trimester exam will be marked against established criteria that your teacher will share with you during the trimester. This task assesses learning outcome 1, 2, 3,4 & 5.

Requirements to pass the course:

In order to pass this course, students must:

Achieve a minimum cumulative total of 50% from all graded evidence of learning tasks.

5.3 Late Submission

An evidence of learning (assessment) task submitted after the due date, without an approved extension from the teacher, 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 task is late. Evidence of learning task 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 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 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.

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 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 using the Document Search' feature with 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.

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