



1. General Course Information

1.1 Course Details

Course Code:	1007HSV
Course Name:	Human Services Processes
Trimester:	Trimester 2, 2024
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Kathryn Beard
Document modified:	30/05/2024

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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

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

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills/capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		✓
	Creativity and Future Thinking		



3. Learning Resources

3.1 Required Learning Resources

McAuliffe, D., Boddy, J. & Chenoweth, L. (2024). *The road to social work and human services practice* (7th 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning 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%, students are engaged in their learning 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	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.	(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities	-Selected activities -Discussion forum -Reflective questions -Guided video viewing		1, 2, 3
2	Topic 2: From Need to Service - A Macro and Micro Process Reading – Chenoweth & McAuliffe (2021) Chapter 2.	(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
3	Topic 3: Values and ethical foundations of practice in the human services. Reading – Chenoweth & McAuliffe (2021) Chapters 3 & 4, pages 93-113.	(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	Topic 4: Using knowledge in practice: towards conscious competence. Reading – Chenoweth & McAuliffe (2021) Chapter 5.	(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	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.	(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	Short answer question practice exam Weekly blog	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>	-Weekly trivia quiz -Selected activities -Discussion Forum -Reflective questions -Guided video viewing	Weekly blog	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>	-Weekly trivia quiz -Selected activities -Discussion Forum -Reflective questions -Guided video viewing	Weekly blog	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>	-Weekly trivia quiz -Selected activities -Discussion Forum -Reflective questions -Guided video viewing	Weekly blog	1, 2, 3
9	Topic 4: Engaging the field: Exploring agencies. E-professionalism. Reading – Chenoweth & McAuliffe (2021) Chapter 9 & Reading – Chenoweth & McAuliffe (2021) Chapter 4, pages 113-120.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	-Weekly trivia quiz -Selected activities -Discussion Forum -Reflective questions -Guided video viewing	Case Study Report due (40%)	1, 3, 5
10	Topic 5: Working with difference and diversity. Reading – Chenoweth & McAuliffe (2021) Chapter 9.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	-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.	<i>(Zoom) -Recap of weekly topic, recalling core concepts, group work and individual activities</i>	-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.	<i>(Zoom) - Recap of weekly topic, recalling core concepts, group work and individual activities</i>	-Weekly trivia quiz -Selected activities -Discussion Forum -Reflective questions -Guided video viewing		1, 2, 3, 4
Exam Period				End of trimester exam (40%)	1, 2, 3, 4, 5



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	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

Please note that generative artificial intelligence (generative AI) applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the appropriate use of generative AI tools in terms of formative assessment tasks, citing the use of generative AI applications in summative assessment tasks and any other course specific preferences.

It should be noted that Turnitin now provides teaching staff with a generative AI percentage indicator similar to plagiarism detection capabilities accessible to teachers.

1. Evidence of Learning Task 1: Agency Observation Simulation and Reflection Essay (20%)

Task Type: Assignment – Written Assignment

Due Date: Wednesday 24 July 2024, 8.55am

Weight: 20%, Marked out of: 20

Length: 750 words

Task Description: 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. 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.

Criteria and Marking: 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: Turnitin via the course site.

2. Evidence of Learning Task 2: Case Study Report (40%)

Task Type: Assignment – Written Assignment

Due Date: Wednesday 4 September 2024, 8.55am

Weight: 40%, Marked out of: 40

Length: 1500 words

Task Description: 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 intersectionality and social justice issues.

Students are required to choose one of three case studies and write a formal report addressing the intersectionality 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.

There will be a weekly blog linked to this evidence of learning task. For the blog, students will be required to identify key aspects of the marking criteria on a weekly basis. Marks for engaging with the blog will be incorporated into the final marks for the case study report.

Criteria and Marking: 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: Turnitin via the course site.

3. Evidence of Learning Task 3: End of Trimester Exam (40%)

Task Type: Examination – Closed Book.

Due Date: Exam week

Weight: 40%, Marked out of: 40

Duration: 2 hours

Task Description: The aim of this end of trimester exam is to assess student's mastering and analysis of the key concepts from this course. 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 1007HSV course site on the Griffith College portal.

Criteria and Marking: 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.

Submission: Details will be provided closer to the examination period.

In order to pass this Course, students must:

A. Achieve a course total of at least 50% combined for all assessment items.

5.3 Late Submission

An Evidence of Learning 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

- Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site 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).

- Students will be advised of their final grade through the Digital Campus. 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.
- Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the 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 Evidence of Learning Tasks-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 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 not out of the ordinary risks associated with this course.