



SOCX322

Human Services in the 21st Century: Care, Gender and Institutions

S1 OUA 2017

Dept of Sociology

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General Information

Unit convenor and teaching staff

Teaching Assistant

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides an opportunity to examine the personal, sociological and policy issues associated with a range of different human service areas, including community care, child care, child protection, disability services, aged care and mental health. A starting point for these discussions is an examination of the ideas of care. Drawing on these ideals, the unit will guide you through the exciting world of research and theory on the operation of human services, and will give you firsthand experience reviewing research, evaluation, policy materials and other information on services. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

A critical understanding of the different meanings attached to the concept of care and of changing patterns in the need for care across the life course.

A capacity to analyse the characteristics of care in intimate interpersonal relationships, as well as in contexts in which professional relationships require the provision of care to strangers.

Recognition of the contribution of a range of sociological, economic, demographic and other perspectives to developments in care and human services.

An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.

Experience in considering the application of a number of research perspectives to the study of human services.

Capability in working as part of a social research or policy development team in the human services field.

A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

General Assessment Information

Assignment Submission

All written assignments will be submitted using the turnitin link for each assignment. These can be accessed via the iLearn page for the assignment.

Academic Honesty

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement (<http://www.mq.edu.au/ethics/ethic-statement-final.html>). Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty policy.

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Special consideration

If, due to illness or unavoidable disruption, you are unable to complete all assessment requirements satisfactorily; if you miss the final assessment item or your assessment performance is seriously prejudiced in some way, you must report the circumstances in writing to the Registrar through the Student Centre for your case to receive special consideration. Include a medical certificate or other documentary evidence. The Registrar's Office will advise the unit convenor you are enrolled in. You do not need to advise the unit convener directly, although it is a good idea to let us know if you are having problems. The link for application for Special consideration can be found at http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Human Services Briefing Paper</u>	30%	No	End Week 6
<u>Innovation review</u>	40%	No	End Week 12
<u>Participation</u>	20%	No	Weekly
<u>Short Answer Test</u>	10%	No	Week 13

Human Services Briefing Paper

Due: **End Week 6**

Weighting: **30%**

Prepare a short briefing paper on the services (or programs), facilities, budget and numbers of clients in one human service sector in Australia. Focus on one of the following areas of service provision: aged care; disability support services; child care; child protection services; mental health care; or supported accommodation services. In your briefing paper, provide a critical overview of services across Australia and include as far as possible, a comparison of interstate variations. Use tables to present comparative data where applicable.

Word count: 1,000 words.

On successful completion you will be able to:

- A critical understanding of the different meanings attached to the concept of care and of changing patterns in the need for care across the life course.
- A capacity to analyse the characteristics of care in intimate interpersonal relationships, as well as in contexts in which professional relationships require the provision of care to strangers.
- An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
- Experience in considering the application of a number of research perspectives to the study of human services.

Innovation review

Due: **End Week 12**

Weighting: **40%**

Students will be required to identify **one** recent innovation in human service delivery in Australia or one overseas country and critically examine its characteristics, the logic for its introduction, and its current or potential contribution to policy. The review should also discuss links between

the service development and broader processes of social, demographic and political change. The review should be with reference to one (and only one) of the following fields of human services: aged care; disability services; mental health; child protection; child care; health care; or supported accommodation. Some of the innovations that could be considered include case management; consumer-directed care; service contracting arrangements; improvements in the coordination of services; or the development of innovative servicing arrangements for a particular client group.

Word count: 2,000 words.

On successful completion you will be able to:

- Recognition of the contribution of a range of sociological, economic, demographic and other perspectives to developments in care and human services.
- An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
- Experience in considering the application of a number of research perspectives to the study of human services.
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Participation

Due: **Weekly**

Weighting: **20%**

Students will be assessed by their active engagement in the discussion forums each week. Each week students will be required to engage in a discussion task and demonstrate their knowledge of the lectures and the readings. Additionally, students will be assessed on their active engagement with other student postings.

On successful completion you will be able to:

- Recognition of the contribution of a range of sociological, economic, demographic and other perspectives to developments in care and human services.
- Experience in considering the application of a number of research perspectives to the study of human services.
- Capability in working as part of a social research or policy development team in the human services field.

Short Answer Test

Due: **Week 13**

Weighting: **10%**

Students will undertake a short, ten question multiple choice test undertaken in Week 13. The examination will be undertaken on-line and cover topics in the lectures.

On successful completion you will be able to:

- Recognition of the contribution of a range of sociological, economic, demographic and other perspectives to developments in care and human services.
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Delivery and Resources

Unit Requirements and Expectations

The teaching program consists of:

- A two hour lecture each week. These will take the form of recorded lectures made available to you through the Echo lecture system, with accompanying lecture notes available online. The lecture slides and recorded lectures are available through the SOCX322 iLearn site.
- Weekly readings;
- Discussion forum participation; and
- Related reading and research development tasks over the course of the unit.

As this is an advanced course in the uses and development of sociological analysis, it is vital for students to participate in all components of the unit. The lectures provide the conceptual basis for the course, examining the theory and much of the relevant evidence for each topic. The online discussions are designed to complement this by providing the opportunity to exchange ideas, discuss research, and develop a critical and collaborative approach.

Readings for each week's topics are listed in the course outline and you are expected to have read them before contributing to the online discussion. Active participation is a requirement of the course.

Course Texts

While there is no required texts for the unit, we will be extensively using the following resources:

- Fine, M.D. (2007) *A Caring Society? Care and the Dilemmas of Human Service in the 21st Century*, Palgrave MacMillan, Houndmills and New York.
- *Australia's Welfare, 2015*, Australian Institute of Health and Welfare, Canberra

(This can be downloaded free from: <http://www.aihw.gov.au/publication-detail/?id=60129552015>)

Other recommended texts for this unit include:

Palmer, G and S. Short (2010) *Health Care and Public Policy. An Australian Analysis* (4th Ed), Palgrave MacMillan, South Yarra

A number of other recommended readings and texts are listed in the weekly overview. You are also encouraged to seek out others through the electronic databases available through the library and from other sources.

Unit Schedule

Week	Lecture
Week 1	Introduction: Care and Human Services
Week 2	Understanding care: Contested definitions and perspectives
Week 3	Families or organisations? The substitutability of care
Week 4	Care and organisations: Bureaucracies and alternative models
Week 5	Total Institutions
Week 6	Reinventing Human Services: The social market for care
Week 7	The Human Services Workforce
Week 8	New organisational logics and the political economy of globalised service provision
Week 9	Human services site visit. No lecture.
Week 10	Care around the world: Care and welfare state regimes
Week 11	New perspectives on human services: Individualisation, the body and risk

Week 12	Conclusion- The Future of Human Services
Week 13	No classes – Quiz week

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details

3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment tasks

- Innovation review
- Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- A capacity to analyse the characteristics of care in intimate interpersonal relationships, as well as in contexts in which professional relationships require the provision of care to strangers.
- Experience in considering the application of a number of research perspectives to the study of human services.
- Capability in working as part of a social research or policy development team in the human services field.
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Assessment tasks

- Innovation review
- Participation
- Short Answer Test

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Recognition of the contribution of a range of sociological, economic, demographic and other perspectives to developments in care and human services.

- An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- A capacity to analyse the characteristics of care in intimate interpersonal relationships, as well as in contexts in which professional relationships require the provision of care to strangers.
- Recognition of the contribution of a range of sociological, economic, demographic and other perspectives to developments in care and human services.
- Experience in considering the application of a number of research perspectives to the study of human services.
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Assessment tasks

- Human Services Briefing Paper
- Innovation review
- Short Answer Test

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- A critical understanding of the different meanings attached to the concept of care and of changing patterns in the need for care across the life course.

- A capacity to analyse the characteristics of care in intimate interpersonal relationships, as well as in contexts in which professional relationships require the provision of care to strangers.

Assessment tasks

- Human Services Briefing Paper
- Innovation review

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Experience in considering the application of a number of research perspectives to the study of human services.
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Assessment tasks

- Human Services Briefing Paper
- Innovation review

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Assessment tasks

- Innovation review
- Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's

historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- A critical understanding of the different meanings attached to the concept of care and of changing patterns in the need for care across the life course.
- An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
- Capability in working as part of a social research or policy development team in the human services field.

Assessment tasks

- Innovation review
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.

Assessment task

- Innovation review