SO CX863
Social Care and Human Services
S1 OUA 2017
Dept of Sociology

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Disclaimer
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General Information

Unit convenor and teaching staff
Unit Convenor
Tobia Fattore
tobia.fattore@mq.edu.au
Contact via By email
W6A Room 837
By email

Prerequisites

Corequisites

Co-badged status

Unit description
This unit examines responses to changing concepts of human need for support. Drawing on applied research and a range of theoretical frameworks it examines studies of care and the delivery of human services in Australia and comparable countries. Students will be introduced to a range of human service types and models and review developments in policy, organisation and funding through the application of a number of different theories and methods. It seeks to develop research skills relevant to researchers, administrators, service professionals or policy makers in the human services field. 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

1. A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.
2. Experience in considering the application a number of research perspectives to the study of human services.
3. An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
4. Recognition of the contribution of a range of sociological, economic and demographic and other perspectives to developments in care and human services.
5. 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.

6. 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.

**General Assessment Information**

**Assignment Submission**

All written assignments are to be submitted via the turnitin links set up for each assignment on the unit iLearn page.

**Extensions and 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 if your assessment performance is seriously prejudiced in some other way, please tell us. You must also report the circumstances in writing to the Faculty of Arts, as set out below, for your case to receive special consideration under the university’s regulations. Include a medical certificate, a letter from the University Counselling Service, or other documentary evidence as appropriate. The Registrar's Office will advise the conveners of the units in which you are enrolled. You are not required to advise the unit tutor directly, but it is a good idea to let her know if you are having problems.

**Special Consideration Policy**

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

**Applying for Special Consideration**

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The on-line Special Consideration application is found at:


**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Human Service Innovation Brief</td>
<td>30%</td>
<td>End Week 6</td>
</tr>
<tr>
<td>Analysis Report</td>
<td>40%</td>
<td>End Week 13</td>
</tr>
<tr>
<td>Human Service Presentation</td>
<td>30%</td>
<td>Ongoing</td>
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</tbody>
</table>
Human Service Innovation Brief
Due: End Week 6  
Weighting: 30%
Length: 1500 words (Not including appendices, figures, tables or bibliography)

For this assessment, students will be required to identify one recent innovation in human service delivery in Australia or overseas and critically examine its characteristics, the logic for its introduction, and its current or potential contribution to policy. The briefing paper should discuss links between the service development and broader processes of social, demographic and political change. 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.

This Assessment Task relates to the following Learning Outcomes:
• A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.
• An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
• Recognition of the contribution of a range of sociological, economic and demographic and other perspectives to developments in care and human services.
• 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.

Analysis Report
Due: End Week 13  
Weighting: 40%
Length: 2500 words (Not including appendices, figures, tables or bibliography)

Building on the ‘Human Sector Services’ presentation, students are required to provide a critical analysis of a Human Service ‘field of practice’. Fields of practice comprise program and service models; target population; legislative, organisational and administrative environments and issue/problem definition. These elements need to be critically evaluated within the broader social and political environment in which the field of practice has developed and takes its current form.

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

Human Service Presentation
Due: Ongoing
Weighting: 30%

Human Services Sector Discussion and Presentation (20 percent)
From Week 3 students will be required to lead discussion on a Human Service Area through the weekly discussion forum. The discussion should provide an overview of the key characteristics of that area, including key policy reform in the area, the services (or programs), facilities, budget and numbers of clients in the human service sector in Australia. Additionally, the task will be assessed on the capacity of the facilitator to engage other students in the learning process. Students are encouraged to identify a Human Service area of interest to them and allocations will be made in the first two weeks of the unit. However this could be selected from one of the following areas of service provision: aged care; disability support services; disability employment services; child care; child welfare/child protection services; mental health care; housing/homelessness; services for Indigenous Australians; Juvenile Justice; services for Migrants/Refugees; Drug and Alcohol services; and Human services and the criminal justice system – adult offenders. Additionally, students will be required to submit a 2-3-page paper that includes the presentation notes, including features of the human services sector.

Seminar Participation (10 percent)
Engagement in the Discussions each week is required. All students will be assigned a mark for participation in the weekly discussions. Your mark will be based on evidence that you are completing the readings each week and your contribution to and involvement in the discussion forums.

This Assessment Task relates to the following Learning Outcomes:
• An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
• 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.
Delivery and Resources

Course Delivery

The teaching program consists of:

· Participating in discussion forums each week. These consist of a convenor-led discussion of key topics in the delivery of human services and, from Week 3, student led discussions of human service areas.

· Weekly lectures and lecture notes. There are no audio recordings for this unit.

· Weekly readings and follow-up discussion; and

· Related reading and research development tasks over the course of the unit.

As this is an advanced course in the use of applied social science, it is vital for students to participate in all components of the unit. The lecture material and convenor-led discussions provide the conceptual basis of the course, examining the theory and much of the relevant evidence for each topic. The student-led discussions are designed to complement this by providing the opportunity to exchange ideas, discuss research, and develop a critical and collaborative approach.

Required Reading and Recommended Texts

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

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar Topic</th>
<th>Human Service Sector Focus</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Fundamental Debates in Human Services and the Changing context of Human Services Work</td>
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<tr>
<td>2</td>
<td>The Organisation-Environment nexus of Human Services Practice</td>
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<tr>
<td>3</td>
<td>The Structure of Human Service Organisations</td>
<td>Human Service Sector Study Focus I</td>
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<tr>
<td>4</td>
<td>Human Service Models – Steady ships and governed networks</td>
<td>Human Service Sector Study Focus II</td>
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<tr>
<td>No.</td>
<td>Study Focus</td>
<td>Human Service Sector</td>
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<tr>
<td>5</td>
<td>Human Service Management, Leadership and Organisational Practice</td>
<td>Study Focus III</td>
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<tr>
<td>6</td>
<td>The Human Services Workforce – From ‘Kickers’ to Professionals</td>
<td>Study Focus IV</td>
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<tr>
<td></td>
<td><strong>Human Service Innovation Brief due end of Week 6</strong></td>
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<tr>
<td>7</td>
<td>Human Service Clients – Institutionalisation and autonomy</td>
<td>Study Focus V</td>
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<tr>
<td>8</td>
<td>Personal and Professional Values in Human Services Practice</td>
<td>Study Focus VI</td>
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<tr>
<td>9</td>
<td>Street-level Bureaucrats: Human Service Practice in organisational context</td>
<td>Study Focus VII</td>
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<tr>
<td>10</td>
<td>Organisational Technologies</td>
<td>Study Focus VIII</td>
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<tr>
<td>11</td>
<td>Contesting Best Practice: Human Service Evaluation and Assessment</td>
<td>Study Focus IX</td>
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<tr>
<td>12</td>
<td>Managing Change</td>
<td>Study Focus X</td>
</tr>
<tr>
<td>13</td>
<td>Wrapping-up: The Future of Human Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Analysis Report due end of Week 13</strong></td>
<td></td>
</tr>
</tbody>
</table>
Policies and Procedures

Late Submission

Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extension Request


The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption

The University classifies a disruption as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of a final examination.

If you feel that you've been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and 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

**Review**

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

**OUA Specific Policies and Procedures**

**OUA Special Circumstances Process**

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly:*


Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://mq.edu.au/policy/docs/) 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/](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](http://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 Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.
- Experience in considering the application a number of research perspectives to the study of human services.
• Recognition of the contribution of a range of sociological, economic and demographic and other perspectives to developments in care and human services.
• 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.
• 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.

Assessment tasks
• Human Service Innovation Brief
• Analysis Report
• Human Service Presentation

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes
• A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.
• An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
• 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 Service Innovation Brief
• Analysis Report
• Human Service Presentation

PG - Capable of Professional and Personal Judgment and Initiative
Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.
This graduate capability is supported by:

**Learning outcomes**

- Experience in considering the application a number of research perspectives to the study of human services.
- An ability to work with a range of policy documents concerned with the planning, provision, regulation, and funding of human services.
- 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.

**Assessment tasks**

- Human Service Innovation Brief
- Analysis Report
- Human Service Presentation

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

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

**Assessment tasks**

- Human Service Innovation Brief
- Analysis Report
- Human Service Presentation
PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Human Service Innovation Brief
- Analysis Report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

- Experience in considering the application a number of research perspectives to the study of human services.
- Recognition of the contribution of a range of sociological, economic and demographic and other perspectives to developments in care and human services.
- 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.
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Assessment tasks

- Human Service Innovation Brief
About this Unit

This unit draws together the fields of social theory and applied research to explore the concept of care and its expression in a range of different human service developments. Through the lens of care we review changes in the modes of organisation and provision of human services including the development of residential institutions and facilities, the deinstitutionalisation process, the emergence of community care and case management, and moves to improve the coordination and integration of services. We will also critically examine many other recent developments, including the increasing penetration of the market and of market mechanisms, and consider the contribution of research and policy to these developments.

Social Care and Human Services is designed to introduce you to a range of human service types and models, reviewing developments in policy, organisation and funding through the application of a number of different theories and methods. It adopts an approach intended to develop applied policy analysis perspectives and skills through consideration of the application of a range of sociological approaches to human services. It is also intended to develop research skills relevant to researchers, administrators, service professionals or policy makers in the human service field, and provide students with the opportunity to consider the capacity of research and criticism to contribute to the improvement of service provision.

Of crucial importance are the changing approaches to the system of care at the micro or interpersonal level, the meso or intermediate level (the level of organisations and the local community), and the macro or society-wide levels, as these affect the planning, financing and operation of services and facilities.

Drawing on a number of the most influential research studies as well as relevant official reports, the unit provides an opportunity to explore the link between different theoretical and disciplinary perspectives, as well as giving first hand experience in reviewing research and in evaluation and policy analysis activities in relation to the development and operation of human services.

Policy development and leadership in the field of human services requires a capacity for teamwork and strong communication skills. Successful applied research also requires a systematic understanding of the logic of research problem formulation, the processes of evidence gathering, and the rules and procedures required for analysis and drawing conclusions. This unit is designed to help you develop your capabilities in each of these areas. In collecting and analysing data, reviewing research, and in presenting results through written reports and personal presentation, you will be required to undertake a range of complex information processing tasks. These skills are highly valued for employment in research positions. They are also important for students wishing to make a difference in other walks of life, and for personal development.