



SOCX863

Social Care and Human Services

S1 OUA 2018

Dept of Sociology

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General Information

Unit convenor and teaching staff

Unit Convenor

Tobia Fattore

tobia.fattore@mq.edu.au

Contact via By email

Australian Hearing Hub, Level 2 South Wing

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. Additionally, the unit develops skills in the management of human service organisations. 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

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

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 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.

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:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Human Service Innovation Brief</u>	30%	No	End Week 6
<u>Analysis Report</u>	40%	No	End Week 13

Name	Weighting	Hurdle	Due
<u>Human Service Presentation</u>	30%	No	Ongoing

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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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

Week	Seminar Topic	Human Service Sector Focus
1	Fundamental Debates in Human Services and the Changing context of Human Services Work	
2	The Organisation-Environment nexus of Human Services Practice	
3	The Structure of Human Service Organisations	Human Service Sector Study Focus I
4	Human Service Models – Steady ships and governed networks	Human Service Sector Study Focus II
5	Human Service Management, Leadership and Organisational Practice	Human Service Sector Study Focus III

6	The Human Services Workforce – From 'Kickers' to Professionals	Human Service Sector Study Focus IV
Human Service Innovation Brief due end of Week 6		
7	Human Service Clients – Institutionalisation and autonomy	Human Service Sector Study Focus V
8	Personal and Professional Values in Human Services Practice	Human Service Sector Study Focus VI
9	Street-level Bureaucrats: Human Service Practice in organisational context	Human Service Sector Study Focus VII
10	Organisational Technologies	Human Service Sector Study Focus VIII
11	Contesting Best Practice: Human Service Evaluation and Assessment	Human Service Area Study Focus IX
12	Managing Change	Human Service Sector Study Focus X
13	Wrapping-up: The Future of Human Services	
Analysis Report due end of Week 13		

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](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr>)

al). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

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 - 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 - 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 - 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 - 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.
- 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

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.