



SOC 322

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

S2 Day 2018

Dept of Sociology

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General Information

Unit convenor and teaching staff Tobia Fattore tobia.fattore@mq.edu.au
Credit points 3
Prerequisites 39cp at 100 level or above
Corequisites
Co-badged status
Unit description This unit is based on an exploration of the concept of care and its meaning in a range of different human service developments such as mental health, childcare, child protection, disability services and aged care. A starting point for these discussions is an examination of the ideas of care. We explore the links between informal supports, typically, although not exclusively, provided by women within families and households; and formal supports as provided by professional, trained and untrained staff, through organisations and other, often newly emergent, systems of support. Drawing together the fields of social theory and applied research, this unit provides an opportunity to examine responses to changing concepts of human need for interpersonal support. You will be able to learn from policy makers and practitioners working in this field, and analyse current research on care and human services in Australia and other comparable countries.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-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 and 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 a number of research perspectives to the study of human services;

Capability of working as part of a social research or policy development team in the field; and

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Human Services Concept Paper</u>	30%	No	September 9 (End of Week 6)
<u>Innovation Review</u>	40%	No	November 11 (End of Week 13)
<u>Tutorial Participation</u>	20%	No	Weekly
<u>Reading Summaries</u>	10%	No	Weeks 2-12

Human Services Concept Paper

Due: **September 9 (End of Week 6)**

Weighting: **30%**

Length: 1,500 words maximum (Not including references)

You must select a theoretical concept that is used to understand the manner in which care is organised in society.

Your task is to describe what the concept is and its relevance to understanding care and or human services, using academic literature on the concept. You will be required to:

- Define and describe the concept as accurately as possible, using the academic literature to do this. This should include describing 2-3 theoretical approaches to this concept
- Discuss the value of the concept for understanding how care and or human services is understood or organised in society.

This assessment aims to develop your understanding of how care is socially organised and the value of social theory for understanding practical issues associated with the provision of human services and care.

More details are provided on the iLearn page.

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- 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 a number of research perspectives to the study of human services;
- Capability of working as part of a social research or policy development team in the field; and
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Innovation Review

Due: **November 11 (End of Week 13)**

Weighting: **40%**

Length: 2,500 words maximum (Not including appendices, figures, tables or references)

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 development of the innovation and broader processes of social, demographic and political change.

The review should be with reference to an innovation that relates to one or several of the following fields of human services:

- aged care;
- disability services;
- mental health;
- child protection;
- child care;
- health care; or
- supported accommodation.

Some examples of the innovations that could be considered include:

- case management innovations;

- consumer-directed care;
- service contracting arrangements;
- improvements in service coordination; or
- innovative servicing arrangements for a particular client group.

More detailed guidelines for undertaking this assignment are provided on the iLearn page.

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- Recognition of the contribution of a range of sociological, economic and 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 a number of research perspectives to the study of human services;
- Capability of working as part of a social research or policy development team in the field; and
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Tutorial Participation

Due: **Weekly**

Weighting: **20%**

MQ Internal Student Presentation Requirements

Attendance at the tutorial each week is required. All students will be assigned a mark for participation in the workshop based on:

- Leading the tutorial for one week. This includes providing a presentation based on the weekly readings and facilitating discussion and participation for the other students (for instance through a small group exercise) on the weekly topic.
- Your contribution to discussions and involvement in tutorial activities throughout the semester.
- Your attendance at tutorials, which will be recorded each week

MQ External and OUA Student Presentation Requirements

MQ External Students

You will be required to undertake a small group presentation on one of the weekly tutorial topics, similar to the requirement for on-campus students. This will require you to form small groups of 3-4 external students and develop a presentation based on the weekly readings for one of the weeks. The presentation, which should be approximately 20 minutes in length, can be submitted either as a video link or presented on-campus.

OUA Students

You will be required to develop an individual presentation on one of the weekly tutorial topics. The presentation, which should be approximately 10 minutes in length, can be submitted as a video link or presented by organising a zoom or skype meeting with the unit convenor. This will be presented individually.

MQ External and OUA Students

Additionally, your participation will be assessed on the basis of your responses to the weekly course readings through the Discussion Forums set up for you each week. As a guide, each response should be approximately 100 words in length and should focus on the issues you see as important in regard to the week's topic. Please read other contributions and engage with them in your postings to the forum.

There will also be guided discussion points that will be posted for your use in the course of the unit.

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

Reading Summaries

Due: **Weeks 2-12**

Weighting: **10%**

From Week 2 – 12 all students (MQ internal, MQ external and OUA students) will be required to submit on a weekly basis a summary of one of the set readings for the week.

In your own words briefly express the main idea, arguments and other relevant details of your selected reading. Your purpose in writing the summary is to give the basic ideas of the reading and relate it to the weekly topic. What was it about and what did the author(s) want to communicate?

The reading summary should be no longer than 150 words. A summary could include the following:

- State the overall topic of the reading.
- Outline what the author is attempting to argue or demonstrate in the reading.
- Summarise the key points and examples and how they support the argument.
- Provide a brief conclusion that provides an overview of the main points and how these relate to the weekly topic.

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;
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- 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

The teaching program consists of:

- A two hour lecture each week, Weeks 1-12. For external and OUA students, these will take the form of recorded lectures made available to you through the iLecture/Echo system. Attendance at the lectures is strongly encouraged. The lecture slides and recorded lectures are available on the SOC322/SOCX322 iLearn site.
- For internal students, for Weeks 2-12 a one-hour tutorial. Internal students are required to attend each week and participate in the tutorial activities each week. External and OUA students are required to make a comparable contribution to the online discussion

forums.

- In Week 9, the lecture and tutorial will be replaced by a Historical Site visit, organised as part of the teaching program.

Readings are set each week and are available through the MQ Library Unit Readings function.

While there are no required textbooks for this unit, the following are useful texts for students undertaking this unit:

- Fine, M.D. (2007) *A Caring Society? Care and the Dilemmas of Human Service in the 21st Century*, Palgrave MacMillan, Houndmills and New York.
- Palmer, G and S. Short (2014) *Health Care and Public Policy. An Australian Analysis (5th Ed)*, Palgrave MacMillan, South Yarra
- Australian Institute of Health and Welfare (2017) *Australia's Welfare, 2017*, Canberra
(This can be downloaded free from: <https://www.aihw.gov.au/reports/australias-welfare/australias-welfare-2017/contents/table-of-contents>)

Unit Schedule

Week	Topic
1	Introduction: Human Services in the 21 st Century
2	Understanding care: Contested definitions and perspectives
3	Formal and Informal Care: The substitutability of care
4	Human services as Organisations: The value of organisational theory for understanding care
5	Total Institutions and the Critique of Institutional Models of Care
6	Reinventing Human Services: Alternatives to Institutional Models of Care
7	The Political Economy of Human Service Provision
8	Working in the Human Services
9	Historical Site Visit – Details to be advised
10	Care around the World

11	The Future of Human Services: Biotechnology and the Bioethics of Care
12	Conclusion: Multiple perspectives on Human Services in the 21 st Century
13	Study week – No classes

Policies and Procedures

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

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:

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;
- Recognition of the contribution of a range of sociological, economic and 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 a number of research perspectives to the study of human services;
- Capability of working as part of a social research or policy development team in the field; and

Assessment tasks

- Human Services Concept Paper
- Tutorial Participation
- Reading Summaries

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 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;
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Assessment tasks

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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

- 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;
- Recognition of the contribution of a range of sociological, economic and 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;
- Capability of working as part of a social research or policy development team in the field; and
- A demonstrated understanding of the key issues involved in undertaking social analyses of policies and programs for the development of human services.

Assessment tasks

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- Tutorial Participation
- Reading Summaries

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 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 and demographic and other perspectives to developments in care and human services;
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- 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 Concept Paper
- Innovation Review
- Reading Summaries

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

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Assessment tasks

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- Tutorial Participation

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:

Learning outcomes

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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;
- 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 and demographic and other perspectives to developments in care and human services;
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Assessment tasks

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- Innovation Review
- Tutorial 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 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;
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Assessment tasks

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- Reading Summaries