



SOC 322

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

S2 Day 2019

Dept of Sociology

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General Information

Unit convenor and teaching staff

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Tutor

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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
Program Design Presentation	25%	No	Weeks 13 and 14
Program Design Paper	20%	No	November 17 (End of Week 14)
Reflection Papers	45%	No	Week 5; Week 13
Participation	10%	No	Ongoing

Program Design Presentation

Due: **Weeks 13 and 14**

Weighting: **25%**

For MQ Internal Students

From Week 3 students will work together *in small groups* to design a human services program. This group work will culminate in a presentation of the program in **Weeks 13 and 14** (times to be allocated) during the times usually devoted to the lecture and tutorials. In addition, students will

be required to submit a short paper, based on their presentation, which outlines the key features of their program design (see below).

This will be a guided activity with the weekly tutorials devoted to tasks designed to assist in the cumulative process of developing a human services program. However, additional research will be required by students to obtain the resources they require to inform their program design.

For MQ External and OUA Students

From Week 3 students will work either *individually or in small groups* to design a human services program. This work will culminate in a presentation of the program to be provided in Weeks 13 and 14. This can be undertaken on-campus, via a live digital presentation or submission of a digital recording of the presentation. This will be arranged during the semester. The presentation should be approximately 20 minutes in length.

This will be a guided activity with each week's discussion forums designed to assist in the cumulative process of developing a human services program. However, additional research will be required by students to obtain the resources they require to inform their program design.

In addition, students will be required to submit a short paper, based on their presentation, which outlines the key features of their program design (see below).

For All Students - MQ Internal, External and OUA

To undertake this exercise effectively, you/your group will initially need to identify a human services field within which you can develop a program (or human services innovation). Related to this is identifying a need that your program intends to address. These could be for example, a program for 'at-risk youth', an early-intervention and prevention program for children, a programs to address isolation among older people, or a service program to meet the needs of recently active military personnel. The choice is up to you.

The presentation should address the following components/questions (that will be used as a guide during the tutorials):

1. Program Overview
2. Statement of Outcomes
3. Environmental Context your program is working within
4. Potential demand for your program
5. Client group of the program
6. Detailed Program Description
7. Concrete resources for your program, including a budget

On successful completion you will be able to:

- 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.

Program Design Paper

Due: **November 17 (End of Week 14)**

Weighting: **20%**

Length: 1,500 words maximum (Not including appendices, figures, tables or references)

For All Students - MQ Internal, External and OUA

In addition to the Program Design presentation, students must *individually submit a paper describing **one** aspect of the program* that has been designed as part of the Program Design activity.

If students have designed the **program as a group**, group members must submit the *individual paper on different elements of the program*. For example group member A will submit a paper on potential demand for the program group member B will submit an overview of the program and group member C will submit a budget with justification etc.

If students have designed the **program individually**, you will be required to submit a paper on one aspect of the program only.

On successful completion you will be able to:

- 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.

Reflection Papers

Due: **Week 5; Week 13**

Weighting: **45%**

Weight: Paper 1 (15%); Paper 2 (30%)

Due: Paper 1 End of Week 5 (September 1); Paper 2 End of Week 13 (November 10)

Length: Paper 1 - 1000 words (not including references, tables and appendices); Paper 2 - 2000 words (not including references, tables and appendices);

For All Students MQ Internal, External and OUA Students

The other major assessment component for SOC322/SOCX322 will be two reflection papers, one due at the end of Week 5 the other due at the end of Week 13.

As the tutorials / discussion forums will be devoted to the program design, the two reflection papers will assess student engagement with the core concepts and themes presented in the lectures and readings. Students will therefore be required to submit two reflection papers that *must utilise a range of the readings set for the course* supplemented by other academic scholarship relevant to the topic.

- Reflection Paper 1: This paper must address the question - *In what ways do theories of care reflect contested understandings of human need?* This paper should discuss some of the theories and concepts of care addressed in the course.
- Reflection Paper 2: Paper 2 comprises two parts, each part being approximately 1000 words in length.
 - Part 1 must address the topic - *Critically evaluate the different modes in which human services can be provided.* This paper should discuss alternative forms of human services provision – for example in terms of different welfare states, the political economy of human services or the way human services are provided in different parts of the world.
 - Part 2 must address the question - *What are the future challenges for the provision of human services?* This could address any challenge for the provision of care in the future, whether related to Australia or elsewhere – such as the uses and misuses of technology, demographic changes, trends in marketisation

etc.

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

Participation

Due: **Ongoing**

Weighting: **10%**

MQ Internal Students

Attendance at the tutorial each week is required. All students will be assigned a mark for participation in the workshop based on your contribution and involvement in tutorial activities throughout the semester.

Your attendance at tutorials will be recorded each week.

MQ External and OUA Students

Your participation will be assessed on the basis of your involvement in the weekly Discussion Forums set up for you each week. These will also be guided by discussion points related to the program design activity

On successful completion you will be able to:

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- 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.

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
13-14	Program Design Presentations

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](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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Program Design Presentation
- Program Design Paper
- Reflection Papers
- 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 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

- Program Design Presentation
- Program Design Paper
- Participation

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

- Program Design Presentation
- Program Design Paper
- Reflection Papers

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

Assessment task

- Reflection Papers

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;
- 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 task

- Reflection Papers

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

- 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;

Assessment tasks

- Program Design Presentation
- Program Design Paper
- Reflection Papers
- 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

- 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;

Assessment tasks

- Program Design Presentation
- Program Design Paper
- 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;
- 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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- 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

- Program Design Presentation
- Program Design Paper
- Reflection Papers
- 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;
- 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

- Reflection Papers
- Participation