



# SOC 863

## Social Care and Human Services

S1 Evening 2019

*Dept of Sociology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor

Tobia Fattore

[tobia.fattore@mq.edu.au](mailto:tobia.fattore@mq.edu.au)

Contact via By email

Australian Hearing Hub, Level 2 South Wing

By appointment

Credit points

4

Prerequisites

Admission to MPASR or GradDipPASR or GradCertPASR or MAppAnth or MSocEntre or GradCertSocEntre or MPPP or GradDipPPP or MGlobalHlthDevStud or MDevStud or MPPPMDevStud or MPH

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.

## 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 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](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](http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Human Service Innovation Brief</u></a>	30%	No	End Week 6
<a href="#"><u>Analysis Report</u></a>	40%	No	End Week 14
<a href="#"><u>Program Design Presentation</u></a>	20%	No	Ongoing
<a href="#"><u>Seminar Participation</u></a>	10%	No	Throughout

### 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 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 14**

Weighting: **40%**

Length: 2500 words (Not including appendices, figures, tables or bibliography)

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, organizational 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 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.

## Program Design Presentation

Due: **Ongoing**

Weighting: **20%**

From Week 3 students will work together in small groups to design a human services program. This group work will culminate in an in-class presentation of the program in Weeks 12 and 13. The presentation should describe the key characteristics of the program and the program logic including the environmental factors the program is responding to; the aims of the program; program inputs; client-intake strategy; production processes/job design; human service technologies used; and governance structures.

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.
- 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.

## Seminar Participation

Due: **Throughout**

Weighting: **10%**

All students will be assigned a mark for participation in the seminars. Your mark will be based on evidence that you are completing the readings each week; and your contribution to and involvement in seminar discussions.

On successful completion you will be able to:

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

## Delivery and Resources

### Course Delivery

The teaching program consists of:

- Participating in a two to three hour seminar each week. These consist of a convenor-led discussion of key topics in the delivery of human services.
- Weekly readings and follow-up discussion at the seminars; and
- Related reading and research development tasks over the course of the unit
- Participation in practice-based activities in the seminars

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 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

There is no set text for this course. However, a number of set readings and texts are listed in the

weekly overview. You are also encouraged to seek out other resources through the electronic data bases available through the library and from other sources.

Additionally, students will also be required to utilise the Australian Institute of Health and Welfare publication *Australia's Welfare, 2017* (Australian Institute of Health and Welfare, 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	Seminar Topic
1	Fundamental Debates in Human Services and the Changing context of Human Services Work
2	The Organization - Environment nexus of Human Services Practice
3	The Structure of Human Service Organizations
4	Human Service Models – Steady ships and governed networks
5	Human Service Management, Leadership and Organisational Practice
6	The Human Services Workforce – From 'Kickers' to Professionals
	<b>Human Service Innovation Brief due end of Week 6</b>
7	Human Service Clients – Institutionalisation and autonomy
8	Personal and Professional Values in Human Services Practice / Street-level Bureaucrats: Human Service Practice in organizational context
9	Organizational Technologies
10	Contesting Best Practice: Human Service Evaluation and Assessment
11	Managing Change
12	Program Design Presentations (I)
13	Program Design Presentations (II) and Wrapping-up
	<b>Analysis Report due end of Week 14</b>

## 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 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### **Late Submission Penalty**

*“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.”*



## 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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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
- Seminar Participation

## **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
- Program Design Presentation
- Seminar Participation

## **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
- Program Design 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
- Program Design 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
- Program Design Presentation
- Seminar Participation

## 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
- Seminar Participation

## **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.

