Introduction

Welcome
Welcome to Human Service Provision (WELF 1014).

This course will introduce you to the human services and the organisational and professional arrangements through which they are delivered. The course will explore how human services have been shaped by society and politics, across time and place. Over the semester we will explore the values, particularly human rights and social justice underpinning human service provision.

Alongside this study of the human services you will be working to develop skills that are necessary for successful study at university and work in the human services, such as reading critically, essay writing, researching and identifying resources.

This Course Outline provides you with important information about the assessment, readings and weekly activities. This information is also available on the course website, where you will also find other useful links such as Gradebook (for submission of assignments) and the e-reader (which gives you access to the readings online). The PowerPoint slides for each lecture will be available on the site on Mondays prior to the lecture and the recordings will be available soon after the lecture. The course website will be updated throughout the study period, so please visit it regularly.

You will be supported in your learning by a very experienced and committed teaching team. We are looking forward to working with you. Please do not hesitate to ask your tutor or myself about any part of university life that you are unsure about. We have chosen to teach in this first year course because we want to support you as you start out on your university journey.

Shepard Masocha
Course Coordinator
Course Teaching Staff

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* Please refer to your Course homepage for the most up to date list of course teaching staff.

School Contact Details

School of Psychology, Social Work and Social Policy

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Magill
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Adelaide 5001

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Fax: +61 8 8302 4377

Course Overview

Prerequisite(s)
There are no prerequisite courses to be completed before this course can be undertaken.

Corequisite(s)
There are no corequisite courses to be completed in conjunction with this course.

Course Aim
To introduce students to foundation knowledge about the political context and development of the human services, their relationship to dominant values and the nature of professional intervention.

Course Objectives
On completion of this course, students should be able to:

CO1. explain primary historical influences in the development of human service provision in Australia and the duality of those developments for indigenous people and non indigenous people

CO2. describe government and non-government patterns of delivery including regional, rural and remote area developments

CO3. describe a range of perspectives on values, including social justice, human rights and the implications for services in a multicultural, non-racist and gender sensitive context

CO4. give an account of notions of disadvantage, inclusion, exclusion, marginalisation, normalisation and equity

CO5. identify the professions and describe the roles and functions of practitioners in the human services

CO6. articulate values supporting the practice of professional intervention and explain the application of ethical guidelines to particular social situations

Upon completion of this course, students will have achieved the following combination of Graduate Qualities and Course Objectives:

<table>
<thead>
<tr>
<th>Graduate Qualities being assessed through the course</th>
<th>GQ1</th>
<th>GQ2</th>
<th>GQ3</th>
<th>GQ4</th>
<th>GQ5</th>
<th>GQ6</th>
<th>GQ7</th>
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Graduate Qualities
A graduate of UniSA:

GQ1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice

GQ2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice

GQ3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems
GQ4. can work both autonomously and collaboratively as a professional
GQ5. is committed to ethical action and social responsibility as a professional and citizen
GQ6. communicates effectively in professional practice and as a member of the community
GQ7. demonstrates international perspectives as a professional and as a citizen

Course Content
The students will develop knowledge of the impact of European invasion on Indigenous Australians and will become familiar with historical themes in social policy and human service provision with an emphasis on human rights and social justice and the role of government and non-government organisations in delivering human services.
The students will develop the skills to analyse comparative approaches to human service provision and the values and ethical foundations of human service professions.

Teaching and Learning Arrangements
Tutorial 1.5 hours x 13 weeks
Lecture 1 hour x 13 weeks

Unit Value
4.5 units

Additional assessment requirements
There are no additional assessment requirements identified for this course.
Learning Resources

Textbook(s)
You will need continual access to the following text(s) to complete this course. The library does not hold multiple copies of the nominated text books. It is strongly recommended that you purchase the book(s). An eBook version may be available but please check with the library as availability is limited and dependent on licence arrangements, http://www.library.unisa.edu.au

Chenoweth, L & McAuliffe, D 2015, The road to social work and human service practice, 4th edn, Cengage Learning, South Melbourne.

Reference(s)
Essential readings:

Australian Association of Social Workers (AASW) 2010, Code of Ethics, Australian Association of Social Workers, Canberra.

Australian Institute of Health and Welfare 2013, Australia’s welfare 2013: in brief Cat. no. AUS 175, AIHW, Canberra.


Materials to be accessed online
learnonline course site

All other course related materials can be accessed through your learnonline course site which you will be able to access from the my Courses section in myUniSA.

myUniSA

All study related materials can be accessed through: https://my.unisa.edu.au
Assessment

Assessment Details
Details of assessment submission and return are listed under each assessment task. Assessment tasks will be returned to you within two to three weeks of submission.

If the Course Coordinator allows submissions in hard copy format, you will be required to attach an Assignment Cover Sheet which is available on the learnonline student help and in myUniSA.

Use of recorded material
This course will involve the production of audio and/or video recordings of UniSA students. To protect student privacy, you must not at any time disclose, reproduce or publish these recordings, or related material, in the public domain including online, unless the videoed students give consent for reproduction, disclosure or publication. This requirement is consistent with University statutes, by-laws, policies, rules and guidelines which you agreed to abide by when you signed the Student Enrolment Declaration.

Assessment Summary

<table>
<thead>
<tr>
<th>#</th>
<th>Form of assessment</th>
<th>Length</th>
<th>Duration</th>
<th>Weighting</th>
<th>Due date (Adelaide Time)</th>
<th>Submit via</th>
<th>Objectives being assessed</th>
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Feedback proformas
The feedback proforma is available on your learnonline course site. It can be accessed via the Feedback Form link in the Course Essentials block.

Assessments

Essay Plan and Annotated Bibliography (Graded)

Essay Plan and Annotated Bibliography

Essay Plan  (250 words)
Submit a plan for an essay on one of the following topics.

1. With reference to either the Charity Organization Societies or the Settlement Movement (Chenoweth & McAuliffe 2015, p.34) discuss the relevance of their underpinning ideas to the development of human services in Australia.

2. "Given the history of the European colonisation of Australia, many Aboriginal and Torres Strait Islander people are wary of white institutions and social welfare' (Chenoweth & McAuliffe 2015, p.268). Identify and discuss one or two policies or pieces of legislation that have impacted on Aboriginal and Torres Strait Islander people and how the effects can be seen today.

Your plan should include:

- An introduction, written in paragraph form, setting out the key argument of your essay.
- An outline of the essay structure. This must be written using the opening sentence of each of the paragraphs in the body of the essay.
A reference list, including the 5 resources used for the annotated bibliography.

The UniSA Harvard referencing system must be used.

Annotated Bibliography (250 words)
Identify 5 academic resources that are relevant to your topic. No more than 3 resources can be taken from the e-readings supplied in the Reference list or on the Course Homepage. For each resource provide a 50 word statement that indicates the contribution that this resource will make to your essay.

Please use the following conventions:

- Font size no smaller than 12 point
- 1.5 line spacing
- Pages numbered
- Name in header or footer
- Left hand margin of 3.5 cm and all other margins of at least 2.5 cm

Format for Annotated Bibliography
Resource Title: Full title using UniSA Harvard referencing style for bibliography
Summary statement referring to the resource using UniSA Harvard referencing in text citation style.

Extensions
One week extension will only be granted on reasonable medical or compassionate grounds. An application (see link in Course Essentials) should be supported, where appropriate, by documentary evidence including

- medical certificate – for self or significant other
- counsellor or psychologist certificate – for self or significant other
- compassionate grounds (see APPM 7.7) for guidelines on definition and documentation
- Disability Access Plan

Late submissions, without an approved extension, will be penalised 2% per day. Papers submitted more than one week late without an approved extension may not be accepted.

Essay (Graded)
Submit an essay on one of the following topics. The topic you select may be the same or different to the topic covered in Assessment 1.

Topics

1. With reference to either the Charity Organisation Societies or the Settlement Movement (Chenoweth & McAuliffe, 2015, p.34), discuss the relevance of their underpinning ideas to the development of human services in Australia

2. “Given the history of European colonisation of Australia, many Aboriginal and Torres Strait Islander people are wary of white institutions and social welfare” (Chenoweth & McAuliffe, 2015, p.268). Identify and discuss one or two policies or pieces of legislation that may have impacted on Aboriginal and Torres Strait Islander people and how the effects can be seen today.

Please use the following conventions:

- Font size no smaller than 12 point
- 1.5 line spacing
- Pages numbered
- Name in header or footer
- Left hand margin of 3.5 cm and all other margins of at least 2.5 cm
Extensions
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- medical certificate – for self or significant other
- counsellor or psychologist certificate – for self or significant other
- compassionate grounds (see APPM 7.7) for guidelines on definition and documentation
- Disability Access Plan

Late submissions, without an approved extension, will be penalised 2% per day.

Examination

Take Home Exam

- The exam is an open book online exam.
- During the exam may make use of all materials used in the course including lecture and tutorial notes, weekly readings, the textbook and any other research materials.
- The open book online exam will be available on the course homepage.
- More details of the exam format will be provided in class during the semester.

Exam arrangements

Students will receive advance notice of scheduled examination. All students are required to sit their examination at the scheduled date, time and location irrespective of any conflict with a planned holiday or special event.


Supplementary Assessment

Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) and is available to all students under the following conditions unless supplementary assessment or examination has not been approved for the course:

1. if the student has achieved a final grade between 45-49 per cent (F1) in a course
2. if a student who has successfully completed all of the courses within their program, with the exception of two courses in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2)

Important information about all assessment

All students must adhere to the University of South Australia's policies about assessment:

Students with disabilities or medical conditions

Student with disabilities or medical conditions or students who are carers may be entitled to a variation or modification to standard assessment arrangements. See Section 7 of the Assessment Policy and Procedures Manual (APPM) at:  http://w3.unisa.edu.au/policies/manual/default.asp

Students can register for an Access Plan with UniSA Disability Service. It is important to make contact early to ensure that appropriate support can be implemented or arranged in a timely manner. See the Disability Hub for more information: http://www.unisa.edu.au/Disability/Current-students

Students are advised there is a deadline to finalise Access Plan arrangements for examinations. Further information is available at: http://i.unisa.edu.au/campus-central/Exams_R/Before-the-Exam/Alternative-exam-arrangements/

Deferred Assessment or Examination

Deferred assessment or examination is available for the course

Special Consideration

Special consideration is available for this course. Note: Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination. APPM 7.7.6

Variations to assessment tasks

Variation to assessment methods, tasks and timelines may be provided in:

Unexpected or exceptional circumstances, for example bereavement, unexpected illness (details of unexpected or exceptional circumstances for which variation may be considered are discussed in clauses 7.8 - 7.10 of the Assessment Policy and Procedures Manual). Variation to assessment in unexpected or exceptional circumstances should be discussed with your course coordinator as soon as possible.

Special circumstances, for example religious observance grounds, or community services (details of special circumstances for which variation can be considered are discussed in clause 7.11 of the Assessment Policy and Procedures Manual). Variations to assessment in expected circumstances must be requested within the first two weeks of the course (or equivalent for accelerated or intensive teaching).

Extra time in exams (ENTEXT) and the use of a dictionary may be available to some students (for example, Indigenous Australian students and those of non-English speaking background) as follows:

• extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
• the use of an English language or bilingual print dictionary (without annotations). (APPM 7.2.2)

Marking process

All assessments will be marked by students' own tutors.

Moderation of marking for all assessments will be undertaken by tutors cross marking samples of work from each grade level. This will occur before assignments are returned to students and may result in alterations to grades on some papers.

Resubmission

Assignments 1 and 2 can be re-submitted if a student has failed the assignment and is able to convince the Course Coordinator that the work can be developed to a pass standard within 14 days. In all cases of resubmitted work the maximum grade awarded will be 50%. Please note that all requests to resubmit an assessed piece of work needs to be made within 5 working days of the return of the assessment task.

Remarking

Any student wishing to request a re-mark of a paper must first discuss the paper and any concerns about the grading with the marking tutor. Re-marking, that is the process where the assessment, without any further work by the student, is marked again by a second person who is not provided with details of the student’s original mark on the assessment, may then be requested from the Course Coordinator within two weeks of the return of the assessment. The second mark stands whether it is higher or lower, with no further re-marks permitted. The same range of marks used on the original assessment is available for re-marking.

Academic Integrity

Academic integrity is the foundation of university life and is fundamental to the reputation of UniSA and its staff and students. Academic integrity means a commitment by all staff and students to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work.

An important part of practising integrity in academic work is showing respect for other people's ideas, and being honest about how they have contributed to your work. This means taking care not to represent the work of others as your own. Using another person's work without proper acknowledgement is considered Academic Misconduct, and the University takes this very seriously.

The University of South Australia expects students to demonstrate the highest standards of academic integrity so that its degrees are earned honestly and are trusted and valued by its students and their employers. To ensure this happens, the University has policies and procedures in place to promote academic integrity and manage academic misconduct. For example, work submitted electronically by students for assessment will be examined for copied and un-referenced text using the text comparison software Turnitin [http://www.turnitin.com](http://www.turnitin.com).


Submission and return of assessment tasks

See above under Assessment details.

Action from previous evaluations

Student feedback has played an important part in the development of the teaching and learning strategies used in this course.

Students are welcome to provide feedback at any stage about their experience in the course. There will be several in-class opportunities for feedback as the study period progresses and a formal evaluation of the course and its teaching will be undertaken at the end of the course.
Unplanned learnonline outages
The information below show the suggested alterations/considerations for assessment items and exam dependent on the duration of the unplanned outage

less than 1 hour outage. No impact on either assessment or examination

1 to 4 hour outage. Assessment - Consider an extension. Examination - No impact.

4 to 24 hour outage. Assessment - 24 hour extension. Examination - Be mindful of outage when marking

Over 24 hour outage. Assessment - 48 hour extension. Examination - Be mindful of outage when marking
## Course Calendar

### Study Period 2 - 2017

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Assessment Details (Adelaide Time)</th>
<th>Essential Reading</th>
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<tr>
<td>13 - 19 February</td>
<td>Pre-teaching</td>
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<tr>
<td>20 - 26 February</td>
<td>Pre-teaching</td>
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| 1 27 February - 5 March | Introduction to the Human Services  
Outline of the course                      | (face to face lecture followed by face to face tutorial)                                            | Chenoweth & McAuliffe (2015), chapter 1, pp.1-30                                  |
| 2 06 - 12 March | History of the Human Services  
(Online lecture followed by face to face tutorial) |                                                                                                  | Chenoweth & McAuliffe (2015), chapter 2, pp. 31-55  
Jamrozik (2009), chapter 4                                                              |
| 3 13 - 19 March | Working in the human services  
(Online lecture followed by face to face tutorial) |                                                                                                  | Chenoweth & McAuliffe (2015), Chapter 7, pp.197-224                             |
| 4 20 - 26 March | Indigenous Australians and the human services  
(face to face lecture followed by face to face tutorial) |                                                                                                  | Green & Baldry (2008)  
Fejo-King & Briskman (2009)                                                         |
| 5 27 March - 2 April | Focusing on assessment 1 and 2  
(Online lecture followed by face to face tutorial) |                                                                                                  |                                                                                   |
| 6 03 - 9 April | E-human services  
(Online lecture followed by non-directed tutorial activities) |                                                                                                  | Chenoweth & McAuliffe (2015), pp.116-117                                          |
| 10 - 16 April | Mid-break  
Essay Plan and Annotated Bibliography due 10 Apr 2017, 5:00 PM |                                                                                                  |                                                                                   |
| 17 - 23 April | Mid-break                                                             |                                                                                                  |                                                                                   |
| 7 24 - 30 April | Values and Ethics  
(face to face lecture followed by non-directed online tutorial activities) |                                                                                                  | Chenoweth & McAuliffe (2015), chapter 3, pp.57-92  
Australian Association of Social Workers (2010)                                       |
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8</td>
<td>01 - 07 May</td>
<td>Human rights and social justice</td>
<td>Chenoweth &amp; McAuliffe (2015), chapter 2, pp. 41-55</td>
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<td>9</td>
<td>08 - 14 May</td>
<td>Listening to the voices of people we work with</td>
<td>Chenoweth &amp; McAuliffe (2015), pp. 297-299</td>
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<td>15 - 21 May</td>
<td>Working cross culturally</td>
<td>Chenoweth &amp; McAuliffe (2015), chapter 9, pp. 261-282</td>
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<td>Couch (2011)</td>
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<td>11</td>
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<td>Working with communities</td>
<td>Rose &amp; Thompson (2012)</td>
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<td><em>(Online lecture followed by non-directed tutorial activities)</em></td>
<td>Cameron (2011)</td>
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<td>REVISION <em>(NO LECTURE &amp; NO TUTORIAL)</em></td>
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<td>26 June - 2 July</td>
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