

## UNIT INFORMATION

<b>UNIT CODE</b>	SO116	
<b>UNIT NAME</b>	Introduction to Human Services	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Human Services	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Introductory	
<b>UNIT COORDINATOR</b>	Dr Stephen Beaumont	
<b>TEACHING STAFF</b>	Wendy Nelson	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face on site	
	External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Nil	

## RATIONALE

It is important for students at an entry level of an undergraduate social sciences award to be exposed to a broad range of professional contexts in which they may one day be employed or with whom they may network. In addition to this, students need to begin to develop an understanding of ethical issues within their field and work from a values basis.

This unit is designed to provide students with a brief overview of a number of human services fields of practice in order to help them make more informed decisions concerning their future study and career options, and the roles of the professional in different settings. This role of the professional will be used as a driving influence to help students think about their own values. The unit also provides an opportunity for students to begin to identify similarities and differences that exist in and between various areas of human services, to understand overarching ethical issues and to reflect on the diverse professions that comprise the applied social sciences from a Christian

worldview. This will allow students to develop their ability to engage in specific human services contexts in ethical value-based ways.

## LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internal, External or Intensive).

### INTERNAL

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

#### Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

### EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

## Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## INTENSIVE

There will be two intensives, one of three consecutive days and one of two consecutive days. Please check the CHC timetable available on the CHC website.

## Some guidelines for lectures:

- 80% attendance, however, students must attend every day of the intensives – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- The Moodle page for this unit will be updated with resources and the lecturer will be posting on-line discussions throughout the semester. You are encouraged to communicate through the on-line forum with your lecturer and your fellow students.
- Check your Moodle page regularly.
- Please don't be late for your intensives as this is disruptive for other students and shows a lack of respect for your peers and the staff.

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

1. An introduction into the discipline of social science; Christian worldview perspectives and investigating contexts.
2. Youth work and community mental health.
3. Chaplaincy and community development.
4. Disability services and aged care.

5. Working with diverse groups (including Indigenous and Torres Strait Islander communities).
6. Counselling and alcohol and drug rehabilitation.
7. Family support and child protection.
8. Emerging issues and multidisciplinary approaches to practice.
9. Relation to the world of concern.
10. Values within reason and reason beyond rationality.
11. Being for whom things matter and understanding the ethical dimension of life.
12. Dignity.
13. Critical social sciences and values; ethical implications for human services.

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Discussed a range of human services fields of practice and values and ethical matters.
2. Identified specific human services contexts and professional attributes that represent potential pathways for further study and/or future vocation.
3. Applied a Christian worldview and values-based perspective to a range of applied social sciences areas.
4. Observed and evaluated a number of human services contexts and professional attributes.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: FORMATIVE FORUM POST

Students will identify two fields of human services practice of interest to them. Students will discuss their personal interest in these two fields, giving consideration to why these two areas of community work represent an option for future vocation.

Word Length/Duration: 300 words (150 words each per field)  
 Weighting: Pass or Fail  
 Learning Outcomes: 1, 2, 5  
 Assessed: Week 3  
 Method of Submission: Moodle

### TASK 2: REFLECTIVE ESSAY

Students will select and investigate one field of human services practice of personal and professional interest. Students will discuss current definitions, theories, values and ethical issues, challenges and emerging trends related to this practice field. Additionally, students are to include an integrated Christian worldview and personal values reflection on why this area of community work represents a possible option for further study and future vocation.

Word Length/Duration: 2,000 words  
 Weighting: 60%  
 Learning Outcomes: 1, 2, 3, 5  
 Assessed: Week 7  
 Method of Submission: Turnitin

## TASK 3: FIELD OBSERVATIONAL VISITS AND REPORT

Students will visit two agencies or services representing two different fields of human services practice in order to answer a series of prepared questions focussing on the philosophy, purpose, clientele, ethical dilemmas and activities of each organisation.

Word Length/Duration: 1,500 words  
 Weighting: 40%  
 Learning Outcomes: 1, 4, 5  
 Assessed: Week 14  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes	ACWA Guidelines
Task 1	1, 2, 5	1	n.a.	7, 8	6
Task 2	1, 2, 3, 5	1-7	n.a.	1-8	1-8
Task 3	1, 4, 5	1-13	n.a.	1-8	1-8

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

No set text.

## RECOMMENDED READINGS

### BOOKS

- Briggs, F. (2013). *Child protection: The essential guide for teachers and other professionals whose work involves children*. JoJo.
- Briskman, L. (2014). *Social work with Indigenous communities: A human rights approach* (2nd ed.). Federation Press.
- Furlong, A. (2012). *Youth studies: An introduction*. Routledge.
- Goodley, D. (2017). *Disability studies: An interdisciplinary introduction* (2<sup>nd</sup> ed.). Sage.
- Scales, T. L., Kelly, M. S. (Eds.). (2020). *Christianity and social work: Readings on the integration of Christian faith and social work practice* (6th ed.). NAACSW.
- Lawson, D. (2013). *Family violence: Explanations and evidence-based clinical practice*. American Counseling Association.
- Martin, M. (2017). *Introduction to human services: Through the eyes of practice settings* (4<sup>th</sup> ed.). Pearson.
- Pearce, J.K. (2012). *Aged care with altruism: A practical guide for aged care workers*. (2<sup>nd</sup> ed.). Vivid.

### JOURNALS

*Journal of Social Work Practice*

### OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

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