Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	INTRODUCTION TO COMMUNITY AND HUMAN SERVICES
Course ID:	CHSUG1001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(ATSGC1362 and WELRO1001)
ASCED:	090515

Description of the Course:

This course introduces students to social work and community and human services through examining the purpose of the sector and its role in society. Students will explore the historical and political context of social work/community services and how this impacts upon contemporary human service practice. This course analyses various areas and fields of practice and the range of professional roles which exist. Students will then go on to consider key principles of human service practice which will lay the foundation for their future studies, including ethical and professional responsibilities. In this course, students will also begin to reflect upon themselves and their own values and how this may impact upon their professional practice.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this course?   No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	✔	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Identify the defining features of social work and community and human services.

K2. Explore the historical and political development of the community and human service sector and how this impacts upon current practice.

K3. Examine the current social and political context of the community and human service sector.

K4. Consider the different fields/areas of practice and the diversity of roles undertaken by practitioners.

K5. Reflect on the role of personal and professional values on community and human service practice.

K6. Consider the ethical responsibilities of professionals working in the community and human services.

Skills:

S1. Locate and use academic materials as evidence to develop your essay writing skills.

S2. Develop effective written communication skills.

S3. Demonstrate the capacity for self-reflection.

S4. Describe key ethical and professional responsibilities of human service practitioners.

Application of knowledge and skills:

A1. Engage with key debates in the community and human services.

A2. Describe the impact of historical, cultural and political influences on the community and human services sector.

A3. Reflect upon the impact of the self on professional practice.

Course Content:

Topics may include:

- The context of the community and human services:
  - The purpose of the sector and its role in society
  - Key aspects of the historical and political development of the sector (such as: charity; the welfare state; and neo-liberalism)
  - Current social, political, and economic factors impacting upon the community and human services
  - Poverty, inequality, and justice.
- Areas and fields of practice:
  - Overview of common fields of practice such as family violence, child protection, youth, drugs and alcohol, justice, housing, employment, disability, mental health, aged care etc.
  - Overview of different client groups such as individuals, couples, families, groups, and communities
  - Overview of areas of practice such as case work, counselling, group work, community work, policy, research and advocacy.
- Values, ethics and reflection:
  - Personal values: what are they and where they come from
  - Overview of the value and ethical base of the community and human services

- Exploration and reflection on power.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S3, A3	AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4, K6, S4, A2	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S2	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K5, S4	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1	Research a key issue or debate pertaining to the historical, social and political influences on the community and human service sector and the impacts of these in current fields of practice. Search for and locate relevant academic sources and structure an essay plan to address this issue or debate.	Library Research and Essay Plan	20 - 35%
K1, K2, K3, S1, S2, A1, A2	Describe and analyse the historical, social and political influences on the community and human service sector and the impacts of these in current fields of practice	Major essay	30 - 45%
K4, K5, K6, S2, S3, S4, A3	Reflect on key learning from weekly course materials and readings at regular intervals.	Online reflective journal	20 - 35%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven

criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)