

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	REFLECTING ON WORK IN HUMAN SERVICES ORGANISATIONS
<b>Course ID:</b>	CHSUG2101
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(BSWUG1001 or CHSUG1001 or CHSUG1002 or WELRO1001 or WELSI1003)
<b>Co-requisite(s):</b>	(CHSUG2102)
<b>Exclusion(s):</b>	(CHSUG2002 and WELSI2104)
<b>ASCED:</b>	090515

## Description of the Course:

This course supports students to integrate and contextualise theoretical knowledge to real life experiences. Students are encouraged to attend on-campus integrated seminars during the course. Students can examine the influence of practice methods, clients, staff, organisational, cultural and community factors on program and intervention processes and outcomes.

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this course?** Yes

**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	■	■	✓	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

### Learning Outcomes:

On successful completion of the course the students are expected to be able to:

#### Knowledge:

- K1.** Analyse the context of social work and human service practice, including the role and function of the organisation, and the position and function of human service professionals within the organisation.
- K2.** Integrate theory and practice in an organisational context.
- K3.** Examine the impact of social and political issues in a practice setting.
- K4.** Identify and describe human service ethics and practice standards and how these apply in a particular setting.

#### Skills:

- S1.** Apply professional communications skills, such as report writing and case summaries.
- S2.** Research and analyse information from a variety of sources and use this to inform practice.
- S3.** Demonstrate reflective practice skills.

#### Application of knowledge and skills:

- A1.** Demonstrate knowledge of the nature of working as a human services professional in a human service organisation.
- A2.** Ability to utilise reflective practice on human service experiences, policies and organisational context and their impacts on the human services field.
- A3.** Demonstrate knowledge of the human services ethical dimensions of practice and identify appropriate ethical decision making frameworks.
- A4.** Model and critically appraise different styles and modes of professional practice, including the role(s) and responsibilities of human services professionals, and the specific knowledge and skills required for this setting.

#### Course Content:

Topics may include:

- Introducing Human Service Organisations (HSO):
  - The Organisational environment
  - Organisational Culture and Structure
  - Models of Practice, Theories and Program Logic of Human Service Organisations.
- Understanding HSO Processes, Administration and Delivery:
  - Decision-making in HSOs
  - Program Design and Grant Proposals: Consult, Monitor and Evaluate
  - Management and Leadership
  - Strategic Management for Practice
  - Small Town Service Delivery: Ethics and Responsibility.
- Professional Practice in HSOs:
  - Teamwork
  - Networking
  - Supervision and reflective practice.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	S3,A1,A2,K2	AT1,AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	A1,A4	AT2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	S3,A2,A3,A4,K1,K2	AT1,AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	S1,S2,K1	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	A1,A3,K2,K3,K4	AT1,AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	Collect, discuss and critically reflect on human service organisations, including, ethical dimensions of human service practice, human service organisation operations and management practices, supervision and teamwork	Folio of exercises and critical reflections on course learnings	50-60%
K1, K2, K3, K4, S1, S3, A1, A2, A3	Demonstrate knowledge human service field, cultural and community factors on program and intervention processes and outcomes	Quizzes	40-50%

### 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](#)