SPSW1001

INTRO TO HUMAN SERVICES AND COMMUNITY WELFARE
Online/Electronic Mode CALLAGHAN CAMPUS

Semester 1, 2007

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Date Issued: Week 1 Semester 1 2007

Signature: __________________________

*Cts information downloaded 30th January 2007
SPSW1001 – Intro to Human Services and Community Welfare
Course Outline

Course Coordinator
Dr Alex Beveridge

Semester
Semester 1 - 2007

Unit Weighting
10

Teaching Methods
Email Discussion Group
Lecture
Self Directed Learning
Tutorial

Brief Course Description
Provides an introduction to the main ideologies and theories that have shaped the welfare state in Australia. It also provides an introduction to policy and practice in social welfare provision in Australia. It aims to develop a critical understanding of the way in which social, political and economic forces have shaped the development of welfare provision in Australia. A recurring theme throughout the course is the critical analysis of inequality and structural disadvantage.

Contact Hours
On Campus Lecture for 1 Hour per Week for the Full Term
On Campus Tutorial for 2 Hours per Week for the Full Term
Email Discussion Group for 2 Hours per Week for the Full Term
Self Directed Learning for 1 Hour per Week for the Full Term

On campus students participate in lecture and tutorial.
Online Education/Online students participate in email discussion and self directed learning.

Learning Materials- for use only by campus-based students.

Set Text for seminars:
Sydney: Pearson (available from Campus Bookshop Lower level student union building).

Synopsis:
Jamrozik (2005) presents an up to date in-depth discussion of recent developments in social policy in Australia. This text continues the study of social policy from a theoretical perspective, building arrangements and discussion points using the latest census data and Australian welfare statistics.
Learning Materials for Online/Electronic Mode only

Synopsis:
Mendes (2002) considers the roles played by the key political parties, lobby groups and ideologies in determining Australia’s current welfare-related outcomes. With particular reference to recent ideas about globalisation, it considers:
* the influence of ideas such as economic rationalism (known outside Australia as neoliberalism), social democracy and the Blair government’s ‘the Third Way’
* the role of lobby groups including ACOSS, the ACTU, the business sector, the churches, welfare consumers, neoliberal think tanks, and the media
* the impacts of economic globalisation
Mendes uses contemporary case studies to explain current Australian welfare state policies and outcomes. From this basis it is able to consider potential/future policy directions. Australia’s Welfare Wars questions many of the values and assumptions that underpin contemporary social welfare policies. In particular, it critically examines the neoliberal or economic rationalist ideas currently dominating the welfare debates both in Australia and internationally, and demonstrates and reaffirms the ongoing relevance of social-democratic and welfare-state ideals.

Course Objectives
SPSW 1001 seeks to develop:

A critical understanding of the way in which social political and economic features have shaped the development of welfare provision in Australia;

An understanding of various models of the Welfare State, the ideologies which underpin them and the conceptions of welfare that the models support;

An understanding of the roles and responsibilities of different levels of government in Australia for welfare service provision;

An understanding of the ways in which the welfare of individuals, groups and communities may be affected by class, gender, ethnicity, sexuality, location and age.

An understanding of the role of beliefs, attitudes, and values in welfare service provision
**Course Content**

SPSW 1001 will consider four major themes:

1. Perspectives on Welfare: an introduction to the concept of welfare and welfare service delivery, and its central values: needs, rights, equity, access, justice and disadvantage;

2. History and Development of the Welfare State;

3. Specific Issues such as employment/unemployment, poverty, the gendered welfare state and racial inequality;

4. The Institutional Framework of Service Delivery.

**Assessment Items**

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Essay 1: 1500 words, due mid-semester, worth 30%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay 2: 2000 words, due week 14, worth 40%.</td>
</tr>
</tbody>
</table>

| Online Discussion and research directed toward Essay 2 | Online discussion and evidence of background research undertaken in preparation for essay 2: submission to hypothetical Senate Inquiry on Poverty: worth 30%. |

**Assumed Knowledge**
None.

**Callaghan Campus Timetable**

**SPSW1001: Intro to Human Services and Community Welfare**

Enquiries: School of Humanities and Social Science
Semester 1 - 2007

Lecture Thursday 14:00 - 15:00 [V107]
and Tutorial Thursday 15:00 - 17:00 [GP3-18]
or Thursday 17:00 - 19:00 [GP3-16]
or Thursday 10:00 - 12:00 [W219]

**Central Coast Timetable**

**SPSW1001**

**AUSTRALIAN WELFARE POLICY**

Enquiries: School of Humanities and Social Science
Semester 1 - 2007

Lecture Friday 12:00 - 13:00 [O_CN2:1.04]
and Tutorial Friday 10:00 - 12:00 [O_CN2:1.01]
or Friday 14:00 - 16:00 [O_CN2:1.11]
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in
the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007

For semester 2 courses: 31 August 2007

For Trimester 1 courses: 18 February 2007

For Trimester 2 courses: 10 June 2007


Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html
Contact Details
Student HUB details

* Level 3, Shortland Union, Callaghan
* Level 2, Student Services Centre, Callaghan
* Ground Floor, University House, City
* Ground Floor, Administrative Building, Ourimbah

The Dean of Students
Dr Michael Hannaford
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet**: All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
- **Assignments are to be deposited at one of the Hubs or posted to Education Online Education Office- Behavioural Science Building Callaghan.**
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or Online from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments**: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

**ASSESSMENT ITEMS INCLUDE:**

1. **ESSAY ONE: INTERVENING IN THE POLICY DEBATE**
   Students are to **prepare an article for a national weekend newspaper** that expands on a theme/themes raised by Mendes (2003). As noted earlier, students are encouraged to read widely and incorporate wider debates i.e., feminist concerns re: poverty, family policy, family law, reproductive rights, protection from violence in the domestic sphere, and so on.

2. **ESSAY 2: INTERVENING IN THE POLICY PROCESS**
   Students are required to prepare a **hypothetical written submission to the Senate Inquiry into Poverty**. Background material and examples drawn from contemporary materials will be examined in class.

**Penalties for Late Assignments**

Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Consideration/Extension of Time Applications**

Students wishing to apply for **Special Consideration or Extension of Time** should obtain the appropriate form from the **Student HUBS**.

**No Assignment Re-submission**

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.
An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

Lecture and Tutorial Overview- On Campus Mode

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic &amp; Tutorial Focus</th>
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</table>
| 1    | February 19   | Lecture: The Rhetoric of the Welfare Crisis  
|      |               | Tutorial: Introductory Overview   |
| 2    | February 26   | Lecture: Towards a New Theory of Welfare Obligations  
<p>|      |               | Tutorial: Social Policy and the Concept of Welfare   |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>March 5</td>
<td>Lecture: Conventional and Progressive Perspectives</td>
<td>Tutorial: Social Policy in the “Free-Market” Economy</td>
</tr>
<tr>
<td>5</td>
<td>March 19</td>
<td>Lecture: The Neo-Conservative Critique of the Welfare State</td>
<td>Tutorial: Social Policy in Australia</td>
</tr>
<tr>
<td>7</td>
<td>April 2</td>
<td>Lecture: The Liberal Paradigm</td>
<td>Tutorial: Income Security</td>
</tr>
<tr>
<td>8</td>
<td>April 23</td>
<td>*Recess 6th APRIL-20th APRIL</td>
<td>*Recess 6th APRIL-20th APRIL</td>
</tr>
<tr>
<td>9</td>
<td>April 30</td>
<td>Lecture: Social Democratic Perspectives</td>
<td>Tutorial: Employment: Work as the Right of Citizenship</td>
</tr>
<tr>
<td>12</td>
<td>May 21</td>
<td>Lecture: Mental Health and (Dis)order</td>
<td>Tutorial: The Law and Social Order</td>
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ASSESSMENTS-Online/Electronic Mode only

ASSESSMENT ITEMS INCLUDE:

1. ESSAY ONE: INTERVENCING IN THE POLICY DEBATE
Students are to prepare an article for a national weekend newspaper that expands on arguments raised by Mendes in the set text (note it is an expectation that students will research material wider than the set text-ample material is available via electronic journals, policy materials and discussion papers). Drawing on the themes raised by Mendes (2003) and additional research this polemic aims to raise a critical overview of the social, economic, and political forces which have shaped the development of welfare provision in Australia. A central theme to be addressed is a critical analysis of inequality and structural disadvantage. Students are encouraged to read widely and incorporate wider debates i.e., feminist concerns re: poverty, family policy, family law, reproductive rights, protection from violence in the domestic sphere, and so on.

Due Date: One week after presentation.
Word Count: 1500 words.
Worth: 30%

Marking Criteria:
This assignment will be assessed from within the following criteria that must be satisfactorily completed in order for the student to receive a pass mark or better for the course.
* Demonstrated reading, reflection and appropriate referencing,
* Critical thinking, synthesis and analysis of issues,
* Clarity and coherence of argument,
* Presentation and structure of paper.

2. ESSAY 2: INTERVENCING IN THE POLICY PROCESS
Students are required to prepare a hypothetical written submission to the Senate Inquiry into Poverty. Background material and examples drawn from contemporary submissions will be examined in discussion and a number of examples will be posted electronically.

Due date: Friday 8th June 2007 (Academic Week 14).
Word Count: 2000 Words
Worth: 40%

Marking Criteria:
This assignment will be assessed from within the following criteria that must be satisfactorily completed in order for the student to receive a pass mark or better for the course.
* Demonstrated reading, reflection and appropriate referencing,
* Critical thinking, synthesis and analysis of issues,
* Clarity and coherence of argument,
* Presentation and formal structure of submission paper.
### Grading guide

<table>
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<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>

3. Online Discussion and Background Research in Preparation for Essay 2: Hypothetical Submission to Senate Inquiry into Poverty.

Students are required to lead an online discussion focusing on research drawn from Mendes (2003) and wider reading. This task invites students to facilitate a group discussion and critical review of various historical and contemporary themes pivotal to the Australian Welfare State. As a strategy for stimulating discussion students are encouraged to discuss with teaching staff individual ideas, critical perspectives, and so on, before engaging the wider discussion/dialogue. The key expectation of the task is the generation of group discussion and critical reflection. A number of trigger questions will need to be prepared beforehand as a vehicle for prompting peer discussion.

Summary Background Notes (formulated to guide the discussion) must be submitted one week after engaging with peers in reflection and debate. In particular these brief notes must elaborate the questions generated from review (given these are brief prompts and guide notes there is no need to submit this material to Turnitin). Worth: 30% of total marks.

**Assessment Criteria**

- Engagement with audience
- Creativity and ability to devise novel and engaging materials
- Coherent Communication of Ideas and Debates to peers
- Capacity to generate critical inquiry and broad discussion
- Ability to foster positive interpersonal interactions
- Demonstrated Reading and personal reflection
- Capacity for Analysis and Critical Thinking
- Synthesis and integration of Wide Literature
- Clarity and Coherence of Summary Notes
- Organisation and Presentation of summary notes