SPSW3001
POLICY AND PRACTICE IN THE HUMAN SERVICES
Semester 1, 2007

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Brief Course Description
This course challenges students to apply theory to a critique of contemporary social policy and interventions targeting individuals, families, groups, communities and organisations. Through examining case studies and policy debates students engage with assessing policy and practice issues, devise strategies and practical tools to enter into policy debates, and participate in policy development. Emphasis is placed on influencing policy and programs.

This course provides an exploration and critique of social policy and social interventions. It contributes to the development of core skills including critical thinking and analysis, problem solving and communication skills. This course may be selected as an elective by students enrolled in the Bachelor of Arts or Bachelor of Social Sciences Degrees. It is of particular relevance to students pursuing studies in the Community welfare/Human services stream.

Course Objectives
Through this course students will develop
1. A critical understanding of the theoretical frameworks and dominant discourses underpinning the contemporary human services.
2. A comprehension of the differing levels of social intervention and targets of change.
3. An understanding of the interconnection of structural inequalities as well as the interconnection between levels of practice.
4. An ability to evaluate the efficacy of different social policies and programs
5. A commitment to ethical practice and the promotion of social justice
6. An ability to engage in social change both at community and organisational level.

Course Content
1. Issues and trends in contemporary policy and practice approaches
2. Debate about social goals
3. Professional challenges and ethical considerations relating to policy and practice dilemmas
4. Micro level intervention or programs targeting individuals
5. Mezzo Level intervention or programs targeting families and groups
6. Macro level-Social policy, organisational or community-based interventions
7. Organisations as the medium of service delivery and the effects of organisational policy on broader policy implementation
8. Understanding and participating in social policy making processes
9. Approaches to policy and program development including an understanding of power issues, transformative strategies to deal with resistance to promote social change, and anti-discriminatory practice and emancipatory political action
Learning Materials/Texts

Core Text


The coursework program is underpinned by a series of thematic readings drawn largely from Dalton et al. (1996) and other critical readings emerging from both journal articles and government policy documents.

Assessment Items

- Seminar presentation supported by discussion paper 2,000 words, 40% due mid semester
- Essay 2,500 work length, 60% due end of semester – Week 14, Friday 8th June 2007.

Note: Assessment tasks are elaborated at length in the proceeding course document
### Human Services Policy and Practices Program

<table>
<thead>
<tr>
<th>Academic Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1.</td>
<td>Tuesday 19th February</td>
<td>Introductory Overview</td>
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<tr>
<td>2.</td>
<td>Tuesday 26th February</td>
<td>Frameworks for understanding and participation in social policy making</td>
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<td>3.</td>
<td>Tuesday 5th March</td>
<td>Historical and contemporary contextual issues</td>
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<td>4.</td>
<td>Tuesday 12th March</td>
<td>Debates about social goals.</td>
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<td>5.</td>
<td>Tuesday 19th March</td>
<td>Organisation maps and policy making</td>
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<td>6.</td>
<td>Tuesday 26th March</td>
<td>Working in organisations</td>
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<td>7.</td>
<td>Tuesday 2nd April</td>
<td>Disputes about policy process: governments, citizens and markets.</td>
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<td><strong>Semester Recess</strong> Monday 6th April to Friday 20th April</td>
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<td>8.</td>
<td>Tuesday 23rd April</td>
<td>Policy process as power and contest</td>
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<td>9.</td>
<td>Tuesday 3rd April</td>
<td><strong>Self-Directed Research and Individual Consultation</strong></td>
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<td>10.</td>
<td>Tuesday 7th May</td>
<td><strong>Self-Directed Research and Individual Consultation</strong></td>
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<td>11.</td>
<td>Tuesday 14th May</td>
<td><strong>Self-Directed Research and Individual Consultation</strong></td>
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<td>12.</td>
<td>Tuesday 21st May</td>
<td>Policy Forums: presentation of policy research findings</td>
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<td>13.</td>
<td>Tuesday 28th May</td>
<td>Policy Forums: presentation of policy research findings</td>
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<tr>
<td>14.</td>
<td>Tuesday 4th June</td>
<td>Policy Forums: presentation of policy research findings.</td>
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*School of Humanities and Social Science*
Core Text


Seminar Reading

<table>
<thead>
<tr>
<th>Reading 1</th>
<th>Week 2</th>
<th>Dalton et al. (1996). “Toward a framework for understanding and participation in social policy making” chapter 1, pages 3-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2</td>
<td>Week 3</td>
<td>Dalton et al. (1996). “Why the historical and current context matters”, chapter 2 pages 23-39</td>
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<tr>
<td>Reading 4</td>
<td>Week 5</td>
<td>Dalton et al. (1996). “Organisational maps and policy making” chapter 4, pages 57-77</td>
</tr>
<tr>
<td>Reading 5</td>
<td>Week 6</td>
<td>Dalton et al. (1996). “Working In Organisations”, chapter 5, pages 78-90</td>
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<tr>
<td>Reading 7</td>
<td>Week 8</td>
<td>Dalton et al. (1996). “The policy process as power and contest”, chapter 7, pages 105-120</td>
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Additional Core Resource Material

(Note: this material is integral to the Second Assessment Task. *Note however, there exists an enormous body of literature which can be applied to this analytic task-this is merely a starting point)


In chapter 3, pages 15-27 Levin interrogates the terms policy and social policy stating that they are employed in different ways by different people. In particular, they mean different things to people in government – politicians and officials, the central participants in the making of policy – on the one hand, and to academic writers, people outside government, on the other.

In chapter 4, pages 28-65 Levin contrasts “thematic” approaches that are found in existing policy literature with a more trenchant critical analytic approach to deconstructing policy formulation, implementation and evaluation. The quest here is to move beyond generalisation to rigorous in depth inquiry. Levin exhorts the social scientist to examine differing discursive practices and the layers of discourse which both produce and (re) produce, particular policies and practices.
Assessment Tasks

1. Seminar Presentation and submission of summary discussion paper (minor essay 2000 word length) 40% total due mid semester

Assessment Criteria:

- Structure
- Relevance and content
- Evidence of wide reading and synthesis of the literature
- Terms and supporting evidence
- Critical analysis and original thought
- Overall presentation
- Correct and consistent in text referencing and reference list


Students are required to critically analyse a contemporary or proposed social policy initiative. This task provides the opportunity to explore various methods and approaches to policy analysis. Students are asked to delve beyond the surface-level supposed value-neutral, objective, rhetoric and substance of social policy, to examine the contests, power processes, contradictions, and dilemmas, underpinning policy implementation in a practice setting.

Background information to this second task will be provided through seminars and direct consultation with Human Service Practitioners and Researchers. Students are encouraged to identify early in the semester topics and areas of contemporary debate which resonate with personal interests and connect with current research concerns.

Examples include:

- Education and Training
- Indigenous Australians
- Immigration Policy
- Health Policy
- Women’s Reproductive Rights/Abortion debates
- Children and Youth Issues
- Child Welfare and Protection
- Families-services for families
- Housing, urban environment and community services
- Gender – heterosexual, gay, lesbian and transgender
- Employment/Unemployment/Underemployment
• Social Inclusion/Exclusion
• Housing, homelessness and social dislocation
• Human Rights, Social Justice and Inequality
• Older Persons: Needs and Rights
• Euthanasia
• Neo liberal economic rationalism and managerialist imperatives
• Community Care
• Mental Health
• Disabilities
• Law and Social Order
• Policing communities and corrective services
• Citizenship: Feminist perspectives and debates
• Violence
• Mixed Economy of Welfare
• Environment and Welfare
• Animal Rights

Overview of Assessment Grading Guide: Policy & Practice in the Human Services
SPSW3001

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tr>
<td>49% or less</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>
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<td>50% to 64%</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>
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<td>65% to 74%</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>
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<td>75% to 84%</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>
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<td>85% upwards</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>
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Policy Statements

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/](http://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 in the relevant discipline assignment box:**
  - Callaghan students: School of Humanities and Social Science Office, Level 1, McMullin Building, MC127
  - Ourimbah students: Room H01.43
- **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 distance 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.

*The following written assessment items are to be submitted to “Turnitin”*

- a) Assessment Task 1. Seminar Presentation and submission of [summary discussion paper](#) (minor essay 2000 word length) 40% total due mid semester
- b) Assessment Task 2. [Major Essay](#) 2500 words due Academic week 14 – Friday 8th June 2007.
**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 their 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

**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.

**Return of Assignments**

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)
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.

Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under the Procedures for Appeal against a Final Result (see: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

Further detail on this University policy can be found at:

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.
By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah

Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

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:


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

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.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

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: 17 February 2007
For Trimester 2 courses: 9 June 2007

University Dates
Semester Dates - 2007
**Semester 1 commences Monday 19 February 2007**
**Semester 1 Recess** (includes Easter) Friday 6 April to Friday 20 April 2007
Semester 1 resumes Monday 23 April 2007
Anzac Day Public Holiday Wednesday 25 April 2007
**Semester 1 conclude Friday 8 June 2007**
Queen's Birthday Public Holiday Monday 11 June 2007
**Mid Year Examinations** Tuesday 12 June to Friday 29 June 2007
Mid Year Recess Monday 2 July to Friday 13 July 2007
Semester 2 commences Monday 16 July 2007
Labour Day Public Holiday Monday 1 October 2007
**Semester 2 Recess** Tuesday 2 October to Friday 12 October 2007
Semester 2 resumes Monday 15 October 2007
Semester 2 concludes Friday 2 November 2007
**End of Year Examinations** Monday 5 November to Friday 23 November 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

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

Callaghan campus
• Shortland Hub: Level 3, Shortland Union Building
• Hunter Hub: Student Services Centre, Hunter side of campus

City Precinct
• City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

Ourimbah campus
• Ourimbah Hub: Administration Building

Faculty websites

Faculty of Business and Law

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Faculty of Engineering and Built Environment
http://www.newcastle.edu.au/faculty/engineering/

Faculty of Health
http://www.newcastle.edu.au/faculty/health/

Faculty of Science and Information Technology
http://www.newcastle.edu.au/faculty/science-it/
Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: 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 at:

www.newcastle.edu.au/services/disability