This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name | Processes and Strategies in Human Services
---|---
Unit Code | HS461
Award | Graduate Diploma in Social Science
Credit Points | 10
Core/Elective | Elective
Pre/co-requisites
Prerequisite
SO461 Basic Social Science Skills
Pre or co-requisite
HS460 Human Services Practice Frameworks
Incompatible
CO461 Advanced Processes and Strategies in Counselling
Modes | Internal
Intensive
Delivery/Contact hrs | Internal
Lectures and Tutorials | 39 hours
Reading, study and preparation for lectures | 39 hours
Assignment preparation | 52 hours
TOTAL | 130 hours
Intensive
Intensive contact hours | 35 hours
Reading, study and preparation for intensive | 43 hours
Assignment preparation | 52 hours
TOTAL | 130 hours
Teaching Staff | Diane Perrin
Unit Rationale
Effective interpersonal work in human services contexts requires the use of appropriate listening skills and the ability to implement a process that promotes greater autonomy and change agents in the life of the client. The human services worker is often required to facilitate client movement towards goals and outcomes jointly negotiated between client, practitioner and agency.
This subject will build on the understanding of the human services frameworks gained in HS460 Human Services Practice Frameworks, as well as basic interpersonal skills introduced in SO461 Basic Social Science Skills, and will present students with a process model of helping that can be used in diverse human services situations. Students will learn reflective processing that will enable them to deal more effectively with those who present for assistance at community services agencies with a diversity of issues within the overall context of a case management approach.
Learning Outcomes:

- On completion of this unit students will have provided evidence that they have:
  1. Applied and critically evaluated an appropriate helping philosophy that results in empowering and enabling client choice and change;
  2. Utilised and critically reflected on use of both generic skills and processes and specific techniques and interventions drawn from several human services frameworks within the context of a case management approach;
  3. Implemented and assessed the outcome of interventions within a range of presenting issues;
  4. Identified the contribution of Christian worldview and spiritual dimensions to the helping process;
  5. Developed and applied reflective skills allowing the practitioner to better conceptualise and guide the helping process;
  6. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process models of helping, in particular the Five Stage Generic Model</td>
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<tr>
<td>2</td>
<td>Micro-skills hierarchy with particular focus on the process of people-helping</td>
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<tr>
<td>3</td>
<td>The IPR (Interpersonal Process Recall model), interpersonal dynamics, feedback</td>
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<td>4</td>
<td>The case management context of human services – purpose and goals</td>
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<td>5</td>
<td>Christian worldview and spiritual dimensions of practice</td>
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<td>6</td>
<td>Case conceptualisation and reflective practice</td>
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<tr>
<td>7</td>
<td>Processes and strategies of developing a helping relationship</td>
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<tr>
<td>8</td>
<td>Identifying and clarifying problems, listening skills</td>
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<tr>
<td>9</td>
<td>Understanding and assessing problems</td>
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<tr>
<td>10</td>
<td>Stating working goals, planning interventions</td>
</tr>
<tr>
<td>11</td>
<td>Effective intervention skills from various frameworks</td>
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<tr>
<td>12</td>
<td>Effective intervention skills from various frameworks</td>
</tr>
<tr>
<td>13</td>
<td>Effective intervention skills from various frameworks</td>
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</tbody>
</table>

**Set Text Requirements:**


**Recommended Readings:**


80% attendance at scheduled classes and regular participation in the forum discussions on the unit’s Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Interview and Annotated Transcript</td>
<td>Interview: 20 minutes Annotated Transcript: 1400 words</td>
<td>Identify and reflect on use of interpersonal microskills and the generic five stage helping model in a twenty minute role-play of a case-management interview.</td>
<td>1, 5, 6</td>
<td>Internal: Week 7 Intensive: Two weeks after first session</td>
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<tr>
<td>Assessment Task #3 – Philosophy of Practice</td>
<td>1900 words</td>
<td>Apply and evaluate key themes from the unit as they relate to a theoretical case illustrating a particular context and a specific presenting issue within the human services.</td>
<td>1-6</td>
<td>Internal: Week 12 Intensive: Two weeks after second session</td>
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<tr>
<td>Assessment Task #3 – Interview and Evaluative Report</td>
<td>Interview: 30 minutes Annotated Transcript and Evaluative Report: 2200 words</td>
<td>Identify and reflect on key micro-skills, the application of the generic five stage model and use of interventions from a specific practice framework. Evaluate the interview from theoretical, Christian worldview and personal perspectives.</td>
<td>1-6</td>
<td>Week 14</td>
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