



SOWK12009 Casework and Case Management

Term 1 - 2018

Profile information current as at 21/09/2024 11:08 am

All details in this unit profile for SOWK12009 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit presents the casework and case management methods as one of several choices for the delivery of social work services in Australia. Students should be able to examine the historical context of the development of casework and case management and analyse the impact of various social work theories on the application of different casework and case management methods to practice contexts. Students should be able to analyse and apply casework and case management methodologies to various scenarios and to critique those applications through the lens of cultural awareness. Students will be required to attend and participate in assessable tasks in the relevant residential school to complete the requirements of this unit

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

SOWK11012 Introduction to Social Work A and SOWK11013 Introduction to Social Work B or SOWK11015 Professional Communication in Human Services Co-requisite for CG79 Bachelor of Social Work is SOWK12008 Theories of change for Professional Practice 1

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Bundaberg
- Distance
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Practical Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Residential Evaluations

Feedback

Simulated learning activities at residential school were interesting and challenging

Recommendation

Continue to deliver simulated activities in the residential school

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

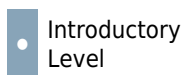
1. Describe and interpret the philosophical assumptions that underpin various approaches to casework and case management
2. Compare and contrast the application of influential social theories to simulated social work case scenarios
3. Select and justify an application of different social work methods to social work case scenarios
4. Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples
5. Analyse their performance from feedback drawn from their involvement in professional learning contexts

This unit addresses the AASW Practice Standards Objectives 1,2 and 5

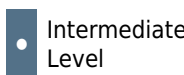
Alignment of Learning Outcomes, Assessment and Graduate Attributes



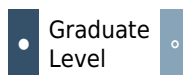
N/A
Level



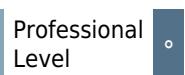
Introductory
Level



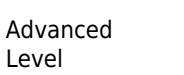
Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 30%	•	•		•	
2 - Practical Assessment - 30%	•	•	•	•	•
3 - Written Assessment - 40%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•

Textbooks and Resources

Textbooks

SOWK12009

Prescribed

Basic Personal Counselling

Edition: 7th edn (2012)

Authors: Geldard, D. & Geldard, K.

Cengage Learning Australia

South Melbourne , VIC , Australia

ISBN: 9780170364362

Binding: Paperback

SOWK12009

Supplementary

Case Management Inclusive Community Practice

2nd Edition (2016)

Authors: Elizabeth Moore

Oxford University Press

Melbourne , Victoria , Australia

ISBN: 9780190303198

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Windows Media Player or Quicktime

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Georgia Nichol Unit Coordinator

g.nichol@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Orientation to the course.

- Ensure that you have read the course profile thoroughly.
- Check every drop down box in the course profile.
- Check you have Windows Media Player or Quicktime loaded to your computer. Contact servicedesk@cqu.edu.au for assistance.
- View all audio-visual streams loaded to the Moodle site at the 'Streams' section.
- Open every link at Moodle as additional important information is sometimes linked behind.
- Review assessment Information **especially assessment criteria** below and post your first questions for clarification or learning.

Register your residential attendance via Moodle. ***The sooner this task is completed the sooner you can find others in your groups to begin Assessment task # 1.***

Those attending workshops on Rockhampton or Bundaberg campus can co-ordinate Assessment task # 1 during Week 1.

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Flexible learning This course is based on the philosophy of Community-Focussed Learning and therefore does not have a weekly study schedule as this is not the way professional social work analysis occurs. Tips about organising your study schedule are provided in the stream titled 'Community-Focused Learning'. This course is designed on the principles of flexible learning meaning you have choices about where you start and finish your reading. The course comprises several modules that can be explored in any order: -Philosophy -Preparation, planning, getting started; -Assessment; -Collaboration; -Change; and -Finishing By removing Weeks 1 & 12 from your study schedule, this means that while the amount of time you devote to each module may var. It is suggested that in each fortnight one week be devoted to readings provided and a second week be devoted to independent searches for readings to inform your assessment tasks. See the assessment criteria for each assessment task.		

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment task # 1—Plan for initial casework or case management session with individual client (duo or trio submission of 1500 words) Due: Week 5 Friday (6 Apr 2018) 11:45 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
		A compulsory residential is held at Noosa Campus or the Geraldton University Centre between the 13th and 15th of April. The weekly program will continue on Bundaberg and Rockhampton Campus after break week.

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment task 3—Written critique/analysis of case work or case management session (individual submission of 1500 words) Due: Week 10 Friday (18 May 2018) 11:45 pm AEST

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment task # 1—Plan for initial casework or case management session with individual client (duo or trio submission of 1500 words)

Assessment Type

Written Assessment

Task Description

Focus statement: The professional collation of ideas, notes, materials demonstrating your preparation and knowledge informing the first face-to-face contact with a client of a service.

Your role: Imagine that you are social work students sharing the same placement in a human service organisation.

Context: As students on placement it is your responsibility to co-ordinate your collaborative learning time together in order to be prepared for individual or group supervision sessions demonstrating that you wish to use the time as effectively as possible.

Your field educator has asked you to prepare a plan for an initial assessment session with a client who has been accepted onto your field educator's case load as they meet the criteria for intake. Your field educator wants to make a final assessment of your capacity to undertake independent contact with a service user under close supervision. This plan is to demonstrate your knowledge of case work or case management methods for service delivery.

Product/performance: You have 1500 words to show your preparedness and competency to meet with an individual client for the first time. You are not required to present any ideas beyond what needs to take place at your first-point-of-contact with your client which would usually occur over 1-1.5hrs of time. You decide on the written format and layout appropriate for a busy working relationship with your field educator.

Logistics: This submission is important preparation to residential programs and weekly workshops.

- As you arrive to Moodle you will be placed into small learning groups (approximately 8-10) forming the small group you will be working with during the compulsory residential or the weekly workshops.
- Within this group's discussion space at Moodle you are to negotiate working with one or two other people for this submission due Friday, Week 5 (a duo or trio submission).
- On the first day of Week 1 each learning group will be allocated the referral information for one (1) client. This referral forms the basis of this written submission.
- Each duo or trio will be required to upload one (1) submission.

Assessment Due Date

Week 5 Friday (6 Apr 2018) 11:45 pm AEST

Return Date to Students

Week 6 Friday (20 Apr 2018)

Weighting

30%

Assessment Criteria

Assessment criteria: Plan for first-point-of-contact contact with individual client (duo or trio submission)
Less emphasis

- Integration of prior knowledge/learning relevant to the key social issue(s) articulated in the referral (e.g. sociology, law, psychology, Indigenous studies, human services)
- Application of published social work and human services knowledge about the key social issue(s) articulated in the referral
- Application of published multi-disciplinary knowledge about the key social issue(s) articulated in the referral published in academic literature

Emphasis

- Application of published social work and human service knowledge about effective case work and case management practice published in academic literature
- Application and justification of priority social work and human service values for first-point-of-contact
- Explanation and justification of key skills required to execute competent case work or case management service delivery
- Adherence to instructions and teaching input provided through discussion at Moodle for the duration of the term
- Accuracy of spelling, grammar, proofing and professional presentation
- Adherence to author-date referencing system
- Breadth and quality of material evident in final reference list

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online Group

Submission Instructions

Create your own coversheet which must contain: the names of all contributors, student numbers, and word count excluding reference lists and appendices. If this is a duo, trio or group submission only one submission is required at Moodle. If you make an error during uploading contact me via email immediately at g.nichol@cqu.edu.au up until 5pm of the due date. In some instances I will be available beyond this time. Moodle will accept late submissions but penalties will apply. You must retain copies of your submission. All electronic submissions must be saved as the students name and assessment number.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Learning Outcomes Assessed

- Describe and interpret the philosophical assumptions that underpin various approaches to casework and case management
- Compare and contrast the application of influential social theories to simulated social work case scenarios
- Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples

2 Assessment task 2—Audio-visual recording of initial case work or case management session (individual submission - 20 minutes)

Assessment Type

Practical Assessment

Task Description

Focus statement: Initiating a case work or case management session

Your role: Imagine you are a social work or human service student undertaking a placement in a human service organisation.

Context: Your field educator is now proposing that in order for more in-depth supervision to occur, a client's consent will be sought to record a twenty minute excerpt of work undertaken for analysis and critique.

Products/performance: A twenty minute recording of a simulated learning activity involving your professional response to someone imagining themselves to be a client of a service is required for submission. Most of the learning required for the competent completion of this assessment task will occur over the three days of residential.

This assessment task invites you to begin creating *your* style of social work practice. In this submission you must introduce yourself as a social work student. Each submission/approach will be as unique as the peers accompanying you in this course. Therefore the emphasis of residential learning is not the demonstration or mimicking of staff skills but a focus on all participants receiving timely feedback from academic staff about the development of your own professional practice.

The complexity of the social issue you choose as the basis of your simulated learning activity is not being assessed; it is your response to a client's presentation at an agency that is being assessed. In other words, it is not necessary for you to work with an emotionally provocative issue or an overly complex social situation in order to demonstrate your competency and confidence with the casework/case management method.

In preparation for this submission you must undertake the following assessment with anyone offering to role play for you before proceeding to a recording:

- all people involved in this product are imagining and playing a part in a simulated learning activity
- all participants are at least 18 years of age
- the social issue negotiated should not be closely related to past, present or future events for the role player and you must establish this at the outset with the individual who agrees to assist you
- encourage your participants to draw on their experiences of/create composites of other people they know as opposed to themselves
- provide your participants with an opportunity to debrief or discuss the simulated experience after it has concluded including: what they thought and how they felt about the experience, breakthroughs in their own thinking about the character they played, unexpected emotions, what they would have said if they had more time, how the person who adopted the client role is different from the simulated learning part the played, what

- they might do to finish their connection with the person they played
- inform them of their right to contact the course coordinator immediately if any distress results from their participation in order for appropriate support and actions to be put into place
- inform them that the University requires them to sign a form consenting to their involvement (to be provided at Moodle) which must be scanned and attached as an Appendix to Assessment task # 3.

Key tips for successful completion:

- Approach your participants in the simulated learning experience early in the term even if there are others in your small learning group attending residential who may be happy to set aside time after hours to complete the assessment task while together.
- Always test run your recording equipment before attempting the full 20 minute product.
- The camera and audio must focus on you.
- If time permits, undertake several recordings so you have a choice about which to submit in the end.
- Even when working with people you know well provide your participant with only the essential information needed. The less information provided, the less anxious your volunteer is likely to be. Sometimes participants become anxious for you if they have too much information to recall. After providing them with the basic scenario give them permission to develop the role in any direction they wish. Give them permission to improvise and let them know that there are no right or wrong ways of creating the person. It's your task to fit in with their narrative not theirs to fit in with you.
- In preparation for the critique (Assessment task # 3) – find a critical friend in the class and swap recordings asking for their honest feedback.

Format

The audio visual recording is to be copied onto either a DVD or USB for submission, uploaded to a cloud drive or storage such as Google Drive, Dropbox, or Onedrive and the submission link shared with the course coordinator. Students can contact TASAC for support in accessing and using cloud drive. The audio visual recording must be saved in either Windows Media Player or VLC format. Media player and VLC software program are designed for viewing audio visual recordings and are available to download for free from the Internet. Before submitting your audio visual recording you must check that the file type extension is either mp4, mpeg, avi, wav or wmv. If submitting a hard copy to avoid damage use Australia Post recommended USB or DVD packaging.

Documentation

A consent form must be signed by all participants and uploaded to Moodle. An Assessment Cover Sheet must also be completed and attached to the audiovisual recording. Assessment Cover Sheets must include the submission link if uploaded to Moodle or included with USB or DVD if sent as a hard copy. Ensure the USB or DVD is clearly labelled with your name and student number.

Submission (Offline/Hardcopy)

The hard copy audio visual recording, clearly named, and the Assessment Cover Sheet can be posted to Ms Georgia Nichol, CQUniversity, PO Box 1128, Noosaville 4566. Only those students who provide a stamp self addressed envelope will have submissions returned. The hard copy must reach campus mail systems by the due date.

OR

Submission (Online)

Upload a link to your audio visual submission on cloud drive along with the Assessment Cover Sheet and Consent Form on Moodle

Please note: An additional copy of the audio visual recording must be retained by the student (on rare occasions recordings have been lost in transit). A student will receive zero marks for this assessment if their submission is lost in transit and they are unable to submit a copy of the audio visual recording when requested by the Course Coordinator.

Assessment Due Date

Week 10 Friday (18 May 2018) 11:45 pm AEST

Please ensure the recording is saved to the students name student number and assessment title.

Return Date to Students

Week 12 Friday (1 June 2018)

Weighting

30%

Assessment Criteria

Assessment criteria for audio visual record of casework or case management session

- Application of knowledge about appropriate use of space including venue, physical arrangement of furniture, choice of furniture, dress code, internal and environmental distractions
- Demonstrated competency beginning the working relationship including initiating the sharing of essential information and the negotiation of working roles and contracting
- Demonstrated ability to establish professional rapport
- Demonstrated practice of exploratory assessment skills
- Sensitive use of self in response to client discussion and behaviours
- Demonstrated ability to summarise and close session
- Visual and auditory clarity of submission

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Offline Online

Submission Instructions

Post USB to Georgia Nichol School of Human, Health and Social Sciences CQUniversity Australia, PO Box 1128 Noosaville QLD 4566. You must retain a postal receipt as proof of being sent in the event your recording is lost in the post. Submissions of poor visual or auditory quality will be returned and late penalties applied.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Learning Outcomes Assessed

- Describe and interpret the philosophical assumptions that underpin various approaches to casework and case management
- Compare and contrast the application of influential social theories to simulated social work case scenarios
- Select and justify an application of different social work methods to social work case scenarios
- Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples
- Analyse their performance from feedback drawn from their involvement in professional learning contexts

3 Assessment task 3—Written critique/analysis of case work or case management session (individual submission of 1500 words)

Assessment Type

Written Assessment

Task Description

Focus statement: A written critique showing evidence of your capacity to engage in both academic analysis and professional reflective practice and reflexivity.

Your role: Imagine you are a student on placement who has completed an initial individual casework or case management session and asked to undertake a formal written analysis of that experience for the purposes of supervision.

Context: It is important to remember that there is no 'perfect' session in case work or case management. Nor is there one single formula for demonstrating effective helping - it is a range of things including securing good physical space, time, presence, knowledge, values, and skills combining to create an atmosphere where clients make decisions about continuing to work alongside you. Therefore, after any client contact it is essential to 'walk through' the observations, thoughts, emotions, atmosphere, conversation, behaviors, and outcomes that transpired in order to plan what the next contact may look and sound like.

Product/performance: You are to provide a *critique*: a formal academic and professional analysis of the strengths and limitations of your work in Assessment task # 2 against the published literature of best practice in case work and case management. At least one part of this submission must include general examples of what might need to be done differently informed by your learning about cross-cultural competence. Part of this critique must also address your own

reflective practice or the strengths and limitations of your 'use of self' in the beginning phases of work such as but not limited to: your non-verbal communication, verbal communication, the impacts of the clients on your values, your values and their impact on the client, shortfalls in knowledge, and the skills utilised in the beginning phases of this working relationship. This submission also asks you to address *reflexive practice* which is the future action you will be taking on next contact with the client based on the work you have completed in reflective practice.

Assessment Due Date

Week 10 Friday (18 May 2018) 11:45 pm AEST

Please ensure the assessment is saved to the students name and assessment title

Return Date to Students

Week 12 Friday (1 June 2018)

Weighting

40%

Assessment Criteria**Assessment criteria for written critique/analysis**

- Application of knowledge about the casework or case management methods derived from the literature of social work and human services
- Application of knowledge about cultural sensitivity that contrasts with mainstream texts and publications
- Demonstration of social work values and ethics
- Detail and quality of reflective and reflexive practice
- Adherence to author-date referencing system
- Breadth and quality of material evident in final reference list

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Generate a personal coversheet containing your name, student number and word count excluding reference list.

Graduate Attributes

- Communication

Learning Outcomes Assessed

- Compare and contrast the application of influential social theories to simulated social work case scenarios
- Select and justify an application of different social work methods to social work case scenarios
- Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples
- Analyse their performance from feedback drawn from their involvement in professional learning contexts

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem