



SOWK12009 Casework and Case Management

Term 1 - 2021

Profile information current as at 24/04/2024 12:34 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 provides students with an introduction to case management, how case work integrates within the framework of case management, and the structured steps in the case management process across a range of practice fields. The history, the policy and political framework and the implementation of case management across a range of practice fields will be critiqued. Students will explore the lived experience of service users and the co-design of care plans using the case management process. It is an individualised service delivery model in which students will develop knowledge and skills in undertaking holistic social assessment, developing care plans, coordinating services for service users, monitoring and evaluating care plans, and transitioning service users to independent and interdependent living.

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

pre-requisite SOWK11015 Professional Communication in Human Services Co-requisite 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 - 2021

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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: 20%

2. **Case Study**

Weighting: 40%

3. **Report**

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 Staff and students

Feedback

This course resume as a mixed mode unit in 2021 with a 3 day residential

Recommendation

That the residential be run in 2021 with a high focus on skills development

Unit Learning Outcomes

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

1. Conceptually map the major features, principles, structures, processes and roles of case management practice and systems relevant to diverse contexts
2. Critically analyse the functions of case management in service delivery and its relevance for social work and human services policy and practice
3. Demonstrate case management processes and skills in assessment, developing care plans and coordinating multiple service organisations for complex and high need service users
4. Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples
5. Generate an evidence-informed intervention plan for complex and high need service users.

This unit addresses the AASW Practice Standards Objectives 3, 4, 5, 6 & 7.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 20%	•	•			
2 - Case Study - 40%	•		•	•	
3 - Report - 40%			•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
2 - Problem Solving			•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•			
5 - Team Work			•	•	
6 - Information Technology Competence	•	•			
7 - Cross Cultural Competence	•	•	•	•	
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•	•		•	•	•		
2 - Case Study - 40%	•	•	•				•	•		
3 - Report - 40%	•	•	•		•			•		

Textbooks and Resources

Textbooks

SOWK12009

Prescribed

Generalist Case Management: A Method of Human Service Delivery

Edition: 5th (2017)

Authors: Woodside, M. R. and McClam, T.

Cengage Learning US.

ISBN: 9781305947214

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)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Peter Camilleri Unit Coordinator
p.camilleri@cqu.edu.au

Jan Pascal Unit Coordinator
j.pascal@cqu.edu.au

Schedule

Module 1 Case Work and Case Management: Same or Different? - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case Work and Case Management: Same or Different? <ul style="list-style-type: none">· What is Case Work? Origins and history of case work in social work practice.· Process of Case Work and integration with individual practice models· Critique of Case Work and development of Case Management· Essentials of Case Management 1. Intake & Engagement 2. Assessment 3. Planning 4. Implementation 5. Monitoring 6. Review 7. Transitions out of Case Management <ul style="list-style-type: none">· What are the differences between Case Work and Case Management? Where is case management implemented?· Case management - who wants to be a case to be managed? What's in a name - case coordination/ care coordination? Are they better terms? Self-Managed? In this module there are 4 lectures: Lecture 1 : Social Casework Lecture 2: Casework and integration with practice models Lecture 3: Development of Case Management Lecture 4: Development of Case Management (part 2)	Textbook Woodside & McClam Generalist Case Management 5th edition Chapters 1 - 4	

Module 2 Beginning the Case Management Process - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Beginning the Case Management Process

- Intake & Engagement: Policy framework for case management
- 1. What agencies provide case management?
- 2. Who needs case management?
- 3. Who are case managers?
- 4. Skills for case managers – effective interviewing and engagement skills
- 5. Ethical and legal considerations of intake and engagement – confidentiality, ethics and conflict
- Assessment: Holistic – Developing an assessment framework for case management
- 1. Why assess?
- 2. What to Assess? Needs versus wants
- 3. When to Assess?
- 4. How to Assess? Tools for assessment – eco-maps, genograms, culturagram, personal swot analysis, risk assessment
- 5. Bio-Psychological-Social-Spiritual (BPSS) Assessment

Textbook Woodside & McClam
Generalist Case Management 5th
edition
Chapters 5 - 8

Essay: Does every service user need a case manager? Due: Week 5
Friday (9 Apr 2021) 11:59 am AEST

Module 3 : Residential Day 1 - Engaging service users & carers in developing case/care plans - goal setting - 16 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Residential Day 1 - Engaging service users & carers in developing case/care plans - goal setting Residential program will be available on Moodle Please note residential school is compulsory and a requirement of accreditation of the BSW	Textbook Woodside & McClam Generalist Case Management 5th edition Chapters 7 - 9	

Module 4: : Residential Day 2 - Who owns care/case plans? - 17 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Residential Day 2 - Who owns care/case plans? Residential program will be available on Moodle Please note residential school is compulsory and a requirement of accreditation of the BSW	Textbook Woodside & McClam Generalist Case Management 5th edition Chapters 7 - 10	

Module 5: Residential Day 3 - Implementation of care/case plans. - 18 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Residential Day 3 - Implementation of care/case plans. Collaboration/Coordination: service users, caregivers, agencies and communities. Hot & Cold referrals. Case conferences - skills in working collaboratively Residential program will be available on Moodle Please note residential school is compulsory and a requirement of accreditation of the BSW	Textbook Woodside & McClam Generalist Case Management 5th edition Chapters 9 - 11	

Module 6: Monitoring & Review/Transitions in case management process - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Monitoring & Review/ Transitions in case management process
There are 2 Lectures in this Module.
Lecture 1: Monitoring and review on case management practice
Lecture 2: Transitions in case management practice

Textbook Woodside & McClam
Generalist Case Management 5th edition
Chapters 9 - 11

Case Study Due: Week 8 Friday (7 May 2021) 11:59 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Students must complete 24 hours of compulsory attendance at a 3 day residential school. It is part of the Australian Association of Social Workers accreditation of social work programs that students must attend a minimum of 140 hours face-to-face skill development over the period of their studies. This unit contributes to that requirement. The residential school is planned for 16 - 18 April. Further information on the residential school will be provided on Moodle.

Assessment Tasks

1 Essay: Does every service user need a case manager?

Assessment Type

Written Assessment

Task Description

Type: Written Assessment

Due date: 11.59 pm Sunday 11 April 2021 (Week 5)

Weighting: 20%

Length: 1000 words +/- 10% (excluding references)

Unit Coordinator: Professor Peter Camilleri

Learning Outcomes Assessed

1. Conceptually map the major features, principles, structures, processes and roles of case management practice and system relevant to diverse contexts
2. Critically analyse the functions of case management in service delivery and its relevance for social work and human services policy and practice

Aim: The aim of this assessment is to allow you to explore the role and functions of a case manager

Instructions

You are writing an essay on the topic: Does every service user need a case manager? If not, why not? And if so why?

Please follow the steps below to complete your assessment task:

Explore the following questions in your essay:

1. Who are the service users who need case management and what are their needs?
2. What are the roles of case managers?
3. What are the stages and processes of case management?
4. What are the defining aspects of case management?

Literature and references

In this assessment use 6 - 10 academic contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. You may use the prescribed and recommended text. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university or peak national bodies.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide: Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Assessment Due Date

Week 5 Friday (9 Apr 2021) 11:59 am AEST

Return Date to Students

Week 6 Friday (23 Apr 2021)

Weighting

20%

Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail Absent content 0%
Criteria 1: Demonstrate understanding of the stages, roles and functions of case management (40%)	Excellent multi-faceted understanding of relevant key concepts and characteristics of case management (33.8-40)	Well-developed understanding of relevant key concepts and characteristics of case management (29.8-33.7)	Generally good understanding of relevant key concepts and characteristics of case management (25.8-29.8)	Sound understanding of relevant key concepts and characteristics but fairly superficial or partial explanations at times of case management roles, and functions and stages (20-25.7)	Understanding extremely limited or not evident. Confusing explanation or limited understanding of key aspects of case management (<20)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 2: Critical reflection of role of service users and case manager in developing care plans in complex systems (40%)	Distinctive, insightful and well-founded understandings about service users and their relationship with case managers. An excellent level of appreciation for the interrelationship of the care system. (33.8-40)	Well founded and complex understandings about service users and their relationship with case managers. A well-developed level of appreciation for the interrelationship of the care system. (29.8-33.7)	Generally good and supported understandings about service users and their relationship with case managers. A good level of appreciation for the interrelationship of the care system. (25.8-29.8)	Sound understandings about service users and their relationship with case managers. Some understanding of the interrelationship of the care system. (20-25.7)	Not able to demonstrate well founded understandings about service users and their relationship with case managers. This may be due to not identifying relevant concepts etc., not appreciating the nature of these, or not applying these in a relevant or professionally appropriate way. (<20)	Did not undertake this aspect (0)
Criteria 3: Research and Referencing (10%)	An extensive range of relevant literature from scholarly sources has been evaluated and synthesised, substantially supporting the arguments. Harvard referencing conventions in both in-text referencing and reference list have been used accurately and consistently applied. (8.45-10)	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments. Harvard referencing conventions in both in-text referencing and the reference list have been used almost always accurately and consistently applied. (7.5-8.4)	Literature from scholarly sources has been summarised and incorporated, supporting key points. Harvard referencing conventions in both in-text referencing and the reference list are in evidence but there are inconsistencies. (6.5-7.4)	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay. Attempt made to adhere to Harvard referencing conventions in both in-text referencing and the reference list, but with some errors and inconsistencies. (5-6.4)	Literature from sources, most of which are not credible or relevant, and are tenuously related to your topic. Adherence to Harvard referencing conventions in both in-text referencing and the reference list is minimal or non-existent. (<5)	Little to no meaningful writing. (0)

<p>Criteria 4: Demonstrated high quality written Communication. (10%)</p>	<p>High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. (8.45-10) Used formal academic language with clarity, purpose and logic evident. Information is presented in an organised format, easy to read, with structure and integration. (8.45-10)</p>	<p>Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. (7.5-8.4) Used formal academic language but sometimes lacked logic. Information is organised and easy to read, but not always integrated. (7.5-8.4)</p>	<p>Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (6.5-7.4)</p>	<p>Adequate written communication skills evident in presentation occasionally using the English conventions of grammar, paragraphing, punctuation, spelling and academic language. Information is presented in a format which is not easy to read and interpretation is difficult to comprehend at times. (5-6.4)</p>	<p>Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Attempt at academic language not evident. Information is incomplete or does not make sense or is illogical. Format is not organised making it difficult to read and interpret. (<5)</p>	<p>Extremely poorly written. No evidence use of any referencing. (0)</p>
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Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle in Microsoft Word format only

Learning Outcomes Assessed

- Conceptually map the major features, principles, structures, processes and roles of case management practice and systems relevant to diverse contexts
- Critically analyse the functions of case management in service delivery and its relevance for social work and human services policy and practice

Graduate Attributes

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

2 Case Study

Assessment Type

Case Study

Task Description

Assessment 2: Case Study

Type: Written Assessment

Due date: 11.59 pm Friday 7 May 2021 (Week 8)

Weighting: 40%

Length: 1500 words +/- 10% (excluding references)

Unit Coordinator: Professor Peter Camilleri

Learning Outcomes Assessed

1: Conceptually map the major features, principles, structures, processes and roles of case management practice and system relevant to diverse contexts

3: Demonstrate case management processes and skills in assessment, developing care plans and coordinating multiple service organisations for complex and high need service users

4: Apply appropriate cross-cultural awareness and skills to case work and case management contexts with indigenous peoples

The Task

Case Study: Focus on assessment process including ethical issues and confidentiality

In the following case study, you will be undertaking an initial assessment, using knowledge and skills developed in other units to provide an understanding of the needs, resources and relationships that will assist in working with the service user. This is the first phase of the case management process. The task is to outline the key steps in the process, building the relationship, managing tension in the relationship with service users who may involuntary (or reluctant 'voluntary),

exploring the service user's world, theories of assessment, roles, risk, and ethical and legal considerations. The case study provides a description of the service user's social environment. This will involve working with an assessment framework, outlining the case management process and what stage you are working in the case management process, the skills you will be using in the early phase of the process, being aware of the service user's current reality, using appropriate theories, describing the role of the case manager, and awareness of the ethical and legal issues involved in this particular case study.

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

Assessment Due Date

Week 8 Friday (7 May 2021) 11:59 pm AEST

Return Date to Students

Week 10 Friday (21 May 2021)

Weighting

40%

Assessment Criteria

Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail absent no content 0%
Criteria 1: Apply appropriate assessment framework to case study (20%)	Excellent application of assessment framework (16.90-20)	Well-developed understanding of assessment framework (15-16.8)	Generally good understanding of assessment framework (13-14.8)	Sound understanding of relevant key concepts and characteristics but fairly superficial or partial explanations at times of assessment framework (10-12.8)	Understanding extremely limited or not evident. Confusing explanation or limited understanding or no application of assessment framework (<10)	Did not undertake this aspect (0)
Criteria 2: Outline of case management process and skills to case study (20%)	Distinctive, insightful and well-founded understandings of case management process. An exceptionally good level of understanding of knowledge, skills and processes evidenced. (16.90-20)	Well founded and complex understandings of knowledge, skills and processes and applied to case study (15-16.8)	Generally good and supported understandings about knowledge, skills and processes and applied to case study (13-14.8)	Sound understandings about knowledge, skills and processes and applied to case study (10-12.8)	Not able to demonstrate well founded understandings knowledge, skills and processes. This may be due to not identifying relevant concepts etc., not appreciating the nature of these, or not applying these in a relevant or professionally appropriate way. (<10)	Did not undertake this aspect (0)
Criteria 3: Demonstrated understanding of the service user's experience, appropriate use of theories, and role of case manager (20%)	Distinctive, insightful and well-founded knowledge and understandings of service user's experience, appropriate use of theories, and role of case manager (16.90-20)	Well-developed and complex understandings of service user's experience, appropriate use of theories, and role of case manager (15-16.8)	Overall a solid understanding of service user's experience, appropriate use of theories, and role of case manager (13-14.8)	Sound understanding of service user's experience, appropriate use of theories, and role of case manager (10-12.8)	Insufficient understanding of service user's experience, appropriate use of theories, and role of case manager (<10)	Did not undertake this aspect (0)
Criteria 4: Outline of ethical and legal considerations (20%)	Excellent articulation of ethical and legal issues in the case study (16.90-20)	Well-developed and complex understandings of ethical and legal issues in the case study (15-16.8)	Generally good and supported understandings of ethical and legal issues in the case study (13-14.8)	Sound understanding of ethical and legal issues in the case study (10-12.8)	Understanding extremely limited or not evident. (<10)	Did not undertake this aspect (0)
Criteria 5: Research and Referencing (10%)	An extensive range of relevant literature from scholarly sources has been evaluated and synthesised, substantially supporting the arguments. Harvard referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments. Harvard referencing conventions in both in-text referencing and the reference list have been used accurately and consistently applied. (7.5-8.4)	Literature from scholarly sources has been summarised and incorporated, supporting key points. Harvard referencing conventions in both in-text referencing and the reference list are in evidence but there are inconsistencies. (6.5-7.4)	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay. Attempt made to adhere to Harvard referencing conventions in both in-text referencing and the reference list, but with some errors and inconsistencies (5-6.4)	Literature from sources, most of which are not credible or relevant, and are tenuously related to your topic. Adherence to Harvard referencing conventions in both in-text referencing and the reference list is minimal. (<5)	Little to no meaningful writing. (0)

<p>Criteria 6: Demonstrated high quality written Communication. (10%)</p>	<p>High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language with clarity, purpose and logic evident. Information is presented in an organised format, easy to read, with structure and integration. (8.45-10)</p>	<p>Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language but sometimes lacked logic. (7.5-8.4)</p>	<p>Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. Used some academic language. Information is clear and easy to read, with interpretation mostly possible, albeit sometimes with uncertainty. (6.5-7.4)</p>	<p>Adequate written communication skills evident in presentation occasionally using the English conventions of grammar, paragraphing, punctuation, spelling and academic language. Information is presented in a format which is not easy to read and interpretation is difficult to comprehend at times. (5-6.4)</p>	<p>Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Attempt at academic language not evident. Information is incomplete or does not make sense or is illogical (<5)</p>	<p>Extremely poorly written. No evidence of any referencing. (0)</p>
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Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle in Microsoft Word format only

Learning Outcomes Assessed

- Conceptually map the major features, principles, structures, processes and roles of case management practice and systems relevant to diverse contexts
- Demonstrate case management processes and skills in assessment, developing care plans and coordinating multiple service organisations for complex and high need service users
- Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

3 Care Plan

Assessment Type

Report

Task Description

Assessment 3: Care Plan

Type: Written Assessment

Due date: 11.59 pm Friday 4 June 2021 (Week 12)

Weighting: 40%

Length: 1500 words +/- 10% (excluding references)

Unit Coordinator: Professor Peter Camilleri

Learning Outcomes Assessed

3: Demonstrate case management processes and skills in assessment, developing care plans and coordinating multiple service organisations for complex and high need service users

4: Apply appropriate cross-cultural awareness and skills to case work and case management contexts with indigenous peoples

5: Generate an evidence-informed intervention plan for complex and high need service users.

The Task

To develop a care plan

In undertaking this task you need to work through the following:

- With the service user set out clear goals and objectives and the process of achieving those
- In the care plan outline how you will engage with the service user and their networks
- The process for collaborating with other service providers

- Outline the process of implementation
- As an addendum to the plan briefly outline the cognitive, behavioural and societal factors that inform and justify your rationale

Resources

- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- You are strongly encouraged to submit a draft before the due date to review your Turnitin report before making a final submission.

Assessment Due Date

Week 12 Friday (4 June 2021) 11:59 pm AEST

Return Date to Students

Exam Week Friday (18 June 2021)

Weighting

40%

Assessment Criteria

Marking Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail absent no content 0%
Demonstrated understanding of the relevant issues and concepts 40%	Excellent multi-faceted understanding of relevant key issues and concepts (33.8-40)	Well-developed understanding of relevant key issues and concepts (29.8-33.7)	Generally good understanding of relevant key issues and concepts (25.8-29.8)	Sound understanding of relevant key issues and concepts but fairly superficial or partial explanation (20-25.7)	Submission is missing aspects of relevant key issues and concepts or task requirements have been misunderstood. (<20)	Little evidence of task requirements. (0)
Criteria 2: Provide a care and intervention plan for service user with high and complex needs (40%)	Excellent care and intervention plan that is conceptualised, structured and evidenced. Exceptional well developed goals and outline of process to achieve these. (33.8-40)	Well-developed care and intervention plan. Well developed goals and outline of process to achieve these (29.8-33.7)	Generally good care and intervention plan. Appropriate goals and objectives developed. (25.8-29.8)	Care and intervention plan developed but it is not clear on each of the goals and the pathway to achieve them. (20-25.7)	Care and intervention plan is not based on evidence informed knowledge, goals are not clear and plan for intervention is not developed. Insufficient evidence to inform a well-conceived and constructed intervention plan. (<20)	Care and intervention plan not presented (0%)
Criteria 3: Demonstrated high quality written Communication. (20%)	High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. Used formal academic language with clarity, purpose, and logic evident. (16.90-20)	Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. (15-16.8)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. (13-14.8)	Adequate written communication skills evident in presentation occasionally using the English conventions of grammar, paragraphing, punctuation, spelling and academic language. (10-12.8)	Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. (<10)	Extremely poorly written. No evidence of any referencing. (0)

Referencing Style

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

Submission

Online

Submission Instructions

Please submit your assessment via Moodle in Microsoft Word format only

Learning Outcomes Assessed

- Demonstrate case management processes and skills in assessment, developing care plans and coordinating multiple service organisations for complex and high need service users
- Apply appropriate cross cultural awareness skills and knowledge to case work and case management contexts with indigenous peoples
- Generate an evidence-informed intervention plan for complex and high need service users.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Ethical practice

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