



SOWK12009 Casework and Case Management

Term 1 - 2022

Profile information current as at 24/02/2026 05:58 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.

Corrections

Unit Profile Correction added on 19-04-22

Assessment One - 12008- Theories of Change for Professional Practice I						
Assessment Criteria	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%	Fail Content Absent
Demonstrated understanding of the relevant issues and concepts (40%)	Excellent multifaceted understanding of relevant key issues and concepts	Very good understanding of relevant key issues and concepts	Good understanding of relevant key issues and concepts	Sound understanding of relevant key issues and concepts but superficial or partial explanation	Poor understanding of relevant key issues and concepts Submission is missing aspects of relevant key issues and concepts.	Submission is missing most aspects of task. Little evidence of task requirements.
	33.8 - 40	29.8 - 33.7	25.8 - 29.8	20 - 25.7	<14.85	0
Critical reflective analysis and ability to demonstrate link between theory and practice; development of argument (40%)	Distinctive and insightful critical reflective analysis that demonstrates the link between theory and practice (33.8-40)	Well-developed criteria analysis and linking with theory and practice (29.8-33.7)	Generally good analysis and linking with theory and practice (25.8-29.8)	Sound developed of argument and some linking of theory and practice. (20-25.7)	Not able to link theory with practice	Did not attempt to link theory with practice (0)
	33.8 - 40	29.8 - 33.7	25.8 - 29.8	20 - 25.7	<14.85	0
Use of literature, including coverage of relevant information, and interpretation and synthesis of information (10%)	A comprehensive range of relevant literature from scholarly sources has been evaluated and synthesised, substantially supporting the arguments. (8.45-10)	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments. (7.45-8.44)	Literature from scholarly sources has been summarised and incorporated, supporting key points (6.45-7.44)	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay. (4.95-6.44)	Literature from sources, most of which are not credible or relevant, and are tenuously related to the topic. (<4.95)	Little to no meaningful analysis. (0)
	8.45 - 10	7.45 - 8.44	6.45 - 7.44	4.95 - 6.44	<4.95	0
Presentation, including clarity of written communication, organization of the material, and accuracy of APA 7th Referencing Style (10%)	High-level written communication skills evident in presentation consistently adhered to the English conventions of grammar, paragraphing, punctuation, spelling. APA 7 th referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	Superior written communication skills evident in presentation mainly adhering to the English conventions of grammar, paragraphing, punctuation, spelling. APA 7 th referencing conventions in both in-text referencing and the reference list have been used almost always accurately and consistently applied. (7.45-8.44)	Clear written communication skills evident in presentation mostly following the English conventions of grammar, paragraphing, punctuation, spelling. APA 7 th referencing conventions in both in-text referencing and the reference list are in evidence but there are inconsistencies. (6.45-7.44)	Adequate written communication skills evident in presentation occasionally using the English conventions of grammar, paragraphing, punctuation, spelling and academic language. Attempt made to adhere to APA 7 th referencing conventions in both in-text referencing and the reference list, but with some errors and inconsistencies. (4.95-6.44)	Poor standard of written communication skills evident in presentation. Rarely used the English conventions of grammar, tense, paragraphing, punctuation, spelling. Adherence to APA 7 th referencing conventions in both in-text referencing and the reference list is minimal. (<4.95)	Extremely poorly written. No use of any referencing system. (0)
	8.45 - 10	7.45 - 8.44	6.45 - 7.44	4.95 - 6.44	<4.95	0

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 - 2022

- 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).

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 SUTE data

Feedback

The residential was very valuable in assisting in learning the content, meeting fellow social work students and engaging with practitioners.

Recommendation

Participation in residential schools is a core requirement in this unit. Due to COVID-19 restrictions, the delivery was temporarily moved online but then it was reinstated to face-to-face program.

Feedback from SUTE data

Feedback

The assessment marking criteria and task descriptions weren't overly clear and the requirements were not covered in Moodle.

Recommendation

Provide ZOOM sessions that focus on assessment requirements and that have a Q&A component where students' queries are answered.

Feedback from SUTE data

Feedback

The unit coordinator needs to have a stronger presence on the Question and Answer forum.

Recommendation

Ensure that the Q&A forum is well monitored and that student queries are responded to in a timely manner.

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	•	•	•	•	•
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 - First Nations Knowledges					
11 - 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	11
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

Additional Textbook Information

Both the paper and eBook text can be purchased at the CQUni Bookshop. Click on the Check for eBook link to be directed to Vitalsource. Search on the unit code here: <http://bookshop.cqu.edu.au>

[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: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Agnieszka Sobolewska Unit Coordinator

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Shirley Ledger Unit Coordinator

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Schedule

Module 1 Case Work and Case Management: Same or Different? - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Case Work and Case Management: Same or Different?

- 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
- 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?

Textbook: Woodside & McClam (2018) Generalist Case Management: A Method of Human Service Delivery. 5th edition. Cengage Learning. Chapters 1 - 3

Discussion Forum Question: Does every service user need a case manager? You can post your forum post from week 1.

Module 2 Beginning the Case Management Process - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<p>Beginning the Case Management Process</p> <p>Intake & Engagement: Policy framework for case management</p> <ol style="list-style-type: none"> 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 <p>Assessment: Developing an assessment framework for case management</p> <ol style="list-style-type: none"> 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 	<p>Textbook: Woodside & McClam (2018) Generalist Case Management: A Method of Human Service Delivery. 5th edition. Cengage Learning. Chapters 4-6</p>	<p>Discussion Forum : Does every service user need a case manager? Due: Week 4 Friday (1 Apr 2022) 11:59 pm AEST</p>

Module 3 : Engaging service users & carers in developing case/care plans - goal setting - 08 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Residential Day 1: Engaging service users & carers in developing case/care plans

· The residential program will be available on Moodle
· Please note attendance at the residential school is compulsory. This is a requirement of accreditation of the BSW.

Textbook: Woodside & McClam (2018) Generalist Case Management: A Method of Human Service Delivery. 5th edition. Cengage Learning. Chapters 7 - 9

Residential School Day 1: April 8, 2022.
Residential School is held from 8-10 April, 2022.
Please register on Moodle for your residential school

Module 4: Who owns care/care plans? - 09 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Residential school day 2: Who owns care/care plans? · Residential program will be available on Moodle · Please note attendance at the residential school is compulsory. This is a requirement of accreditation of the BSW.	Textbook: Woodside & McClam (2018) Generalist Case Management: A Method of Human Service Delivery. 5th edition. Cengage Learning. Chapters 7 - 10	Residential School Day 2: April 9, 2022.

Module 5: Residential School - 10 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Residential School Day 3 · Collaboration/Coordination: service users, caregivers, agencies and communities. Case conferences - skills in working collaboratively. · Residential program will be available on Moodle · Please note attendance at the residential school is compulsory. This is a requirement of accreditation of the BSW.	Textbook: Woodside & McClam (2018) Generalist Case Management: A Method of Human Service Delivery. 5th edition. Cengage Learning. Chapters 9 - 11	Residential School Day 3: 10 April, 2022.

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Module 6: Monitoring & Review/Transitions in case management process - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring & Review/ Transitions in case management process · Monitoring and review on case management practice · Transitions in case management practice	Textbook: Woodside & McClam (2018) Generalist Case Management: A Method of Human Service Delivery. 5th edition. Cengage Learning. Chapters 9 - 11	Case Study Due: Week 7 Friday (29 Apr 2022) 11:59 pm AEST Care Plan Due: Week 12 Friday (3 June 2022) 11:59 pm AEST

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussions and readings on Moodle		Case Study Due: Week 7 Friday (29 Apr 2022) 11:59 pm AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussions and readings on Moodle		

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussions and readings on Moodle		

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussions and readings on Moodle		

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussions and readings on Moodle		

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Discussions and readings on Moodle		Care Plan Due: Week 12 Friday (3 June 2022) 11:59 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Discussion Forum : Does every service user need a case manager?

Assessment Type

Written Assessment

Task Description

Type: Written Assessment

Weighting: 20%

Length: 500 words +/- 10% (excluding references)

Unit Coordinator: Dr Agnieszka Sobolewska

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 responding to the discussion forum question: 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 one or more of the following questions in your post:

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?
5. What are your experiences of case management (what is it like to be service user)? Please ensure you do not present particulars or identifying information should you select this option. You could select examples such as working with

schools, employment services, health services, disability services however avoid examples where sensitive personal information is likely to be shared.

OR

Respond to a forum post (500 words) providing supporting or additional ideas to the post. This post should be academically written and include references.

Literature and references

In this assessment use 4-6 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 references: 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).
- Write in the third-person perspective.
- Use formal academic language.
- Use APA referencing style.
- 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 4 Friday (1 Apr 2022) 11:59 pm AEST

written piece plus one post submitted on Moodle

Return Date to Students

Week 6 Monday (18 Apr 2022)

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 (29.80-33.79)	Generally good understanding of relevant key concepts and characteristics of case management (25.8-29.79)	Sound understanding of relevant key concepts and characteristics but fairly superficial or partial explanations at times of case management roles, and functions and stages (19.8-25.79)	Understanding extremely limited or not evident. Confusing explanation or limited understanding of key aspects of case management (<19.79)	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-formed understanding 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-formed and detailed understanding about service users and their relationship with case managers. A very good level of appreciation for the interrelationship of the care system. (29.80-33.79)	Generally well-formed understanding about service users and their relationship with case managers. A good level of appreciation for the interrelationship of the care system. (25.8-29.79)	Sound understanding about service users and their relationship with case managers. Some understanding of the interrelationship of the care system. (19.8-25.79)	Inadequate understanding about service users and their relationship with case managers. This may be due to not identifying relevant concepts, or not applying these in a relevant or professionally appropriate way. (<19.79)	Submission is missing most aspects of task. Little evidence of task requirements. (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. APA referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	A significant range of relevant literature from scholarly sources has been synthesised in supporting the arguments. APA referencing conventions in both in-text referencing and the reference list have been used with minimal mistakes. (7.45-8.44)	Literature from scholarly sources has been summarised and incorporated, supporting key points. APA referencing conventions in both in-text referencing and the reference list are in evidence with some inconsistencies and mistakes. (6.45-7.44)	Some of the literature used is scholarly, credible or relevant, have been referred to in the essay. Attempt made to adhere to APA referencing conventions in both in-text referencing and the reference list, but with some errors. (4.95-6.44)	Most of the literature used is inappropriate, irrelevant to the topic and not scholarly. Adherence to APA referencing conventions in both in-text referencing and the reference list is minimal or non-existent. (<4.94)	No or very little evidence of referencing (0)
Criteria 4: Demonstrated high quality written Communication. (10%)	High-level written communication skills evident in presentation. Consistent adherence to the English conventions of grammar, paragraphing, punctuation and spelling. Used formal academic language with clarity, purpose and logic. Information is presented in a well-organized, structured format which is easy to read. (8.45-10)	Very good written communication skills evident in presentation. Adherence to the English conventions of grammar, paragraphing, punctuation and spelling, with minimal inconsistencies. Used formal academic language most of the time. Information is well-organized and easy to read, but not always integrated (7.45-8.44)	Clear written communication skills evident in presentation. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible. (6.45-7.44)	Adequate written communication skills evident in presentation. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling and academic language. Information is not presented in an organized and structured format, and is not easy to read and interpret at times. (4.95-6.44)	Poor standard of written communication skills evident in presentation. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Use of academic language is not evident. Information is incomplete or does not make sense. Format is not organized making it difficult to read and interpret. (<4.94)	Very poor written communication skills. No adherence to the English conventions of grammar, paragraphing, punctuation, spelling (0).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Weighting: 40%

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

Unit Coordinator: Dr Agnieszka Sobolewska

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 which is selected on Moodle prior to the residential school, 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.

Literature and references

In this assessment use at least 8 contemporary references (<5 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. 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: for example, the Australian Association of Social Workers.

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 7 Friday (29 Apr 2022) 11:59 pm AEST

Return Date to Students

Week 10 Monday (16 May 2022)

Weighting

40%

Assessment 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 the assessment framework (16.90-20)	Well-developed understanding of the assessment framework (14.9-16.89)	Generally good understanding of the assessment framework (12.9-14.89)	Sound understanding of key concepts and characteristics but fairly superficial or partial explanations of the assessment framework (9.90-12.89)	Inadequate understanding or confusing explanation of the application of assessment framework (<9.89)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Criteria 2: Outline of case management process and skills to case study (20%)	Distinctive, insightful and well-formed understanding of case management process. An exceptionally high level of understanding of knowledge, skills and processes. (16.90-20)	Very good understanding of knowledge, skills and processes which are applied to the case study (14.9-16.89)	Generally well-formed understanding of knowledge, skills and processes which are applied to the case study (12.9-14.89)	Sound understanding of knowledge, skills and processes which are applied to case study (9.90-12.89)	Inadequate understanding of knowledge, skills and processes. This may be due to not identifying relevant concepts, or not applying these in a relevant or professionally appropriate way. (<9.89)	Submission is missing most aspects of task. Little evidence of task requirements. (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-formed understanding of service user's experience and the role case manager. Excellent use of theories and their articulation. Content is comprehensive and multifaceted (16.90-20)	Very good understanding of service user's experience and the role of case manager. Theories used are appropriate and well articulated. Content is clear and thorough (14.9-16.89)	Good understanding of service user's experience and the role of case manager. The theories used are appropriate and generally well articulated. Content is clear with some areas less comprehensively addressed than others (12.9-14.89)	Sound understanding of service user's experience and the role of manager. Adequate use and discussion of theories. The content is unclear and limited in part. (9.90-12.89)	Insufficient understanding of service user's experience and the role of case manager. Inadequate use and discussion of theories, and role of case manager (<9.89)	Submission is missing most aspects of task. Little evidence of task requirements (0)
Criteria 4: Outline of ethical and legal considerations (20%)	Excellent multi-faceted articulation of ethical and legal issues in the case study (16.90-20)	Well-developed understanding of ethical and legal issues in the case study(14.9-16.89)	Generally good understanding of ethical and legal issues in the case study (12.9-14.89)	Sound understanding of ethical and legal issues in the case study (9.90-12.89)	Understanding extremely limited or not evident. (<9.89)	Did not undertake this aspect of the task (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. APA referencing conventions in both in-text referencing and reference list have been accurately and consistently applied. (8.45-10)	A significant range of relevant literature from scholarly sources has been synthesised in supporting the arguments. APA referencing conventions in both in-text referencing and the reference list have been used with minimal mistakes. (7.45-8.44)	Literature from scholarly sources has been summarised and incorporated, supporting key points. APA referencing conventions in both in-text referencing and the reference list are in evidence with some inconsistencies and mistakes. (6.45-7.44)	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 APA referencing conventions in both in-text referencing and the reference list, but with some errors and inconsistencies (4.95-6.44)	Literature from sources, most of which are not credible or relevant, and are tenuously related to your topic. Adherence to APA referencing conventions in both in-text referencing and the reference list is minimal. (<4.94)	No or very little evidence of referencing (0)
Criteria 6: Demonstrated high quality written Communication. (10%)	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)	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. (7.45-8.44)	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. (6.45-7.44)	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. (4.95-6.44)	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 (<4.94)	Extremely poorly written. No evidence of any referencing. (0)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

Weighting: 40%

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

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

The Task

To develop a care plan. The care plan can be presented in a table format or as a report document with tables or diagrams included.

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

- A brief outline of the presenting issues, the cognitive, behavioural and societal factors that inform your care plan and justify your rationale
- 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

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 (3 June 2022) 11:59 pm AEST

Return Date to Students

Exam Week Friday (17 June 2022)

Weighting

40%

Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail absent no content 0%
Criteria 1: 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 (29.8-33.79)	Generally good understanding of relevant key issues and concepts (25.8-29.79)	Sound understanding of relevant key issues and concepts but fairly superficial or partial explanation (19.80-25.79)	Inadequate understanding of relevant key issues and concepts but fairly superficial or partial explanation. Submission is missing aspects of relevant key issues and concepts or task requirements have been misunderstood. (<19.79)	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 (29.8-33.79)	Generally good care and intervention plan. Appropriate goals and objectives developed. (25.8-29.79)	Care and intervention plan is developed. It is not clear how each of the goals would be achieved or what the process would look like (19.8-25.79)	Care and intervention plan is not based on evidence. Goals are not clear and plan for intervention are not sufficiently developed. Insufficient evidence to inform a well-conceived and constructed intervention plan. (<19.79)	Care and intervention plan not presented (0%)
Criteria 3: Demonstrated high quality written Communication. (20%)	High-level written communication skills evident in presentation. Consistent adherence to the English conventions of grammar, paragraphing, punctuation and spelling. Used formal academic language with clarity, purpose and logic. Information is presented in a well-organized, structured format which is easy to read.(16.90-20)	Very good written communication skills evident in presentation. Adherence to the English conventions of grammar, paragraphing, punctuation and spelling, with minimal inconsistencies. Used formal academic language most of the time. Information is well-organized and easy to read, but not always integrated. (14.9-16.89)	Clear written communication skills evident in presentation. Good adherence to the English conventions of grammar, paragraphing, punctuation, spelling with some errors. Used some academic language. Information is clear and easy to read, with interpretation mostly possible.(12.9-14.89)	Adequate written communication skills evident in presentation. Adequate adherence to the English conventions of grammar, paragraphing, punctuation, spelling and academic language. Information is not presented in an organized and structured format, and is not easy to read and interpret at times. (9.90-12.89)	Poor standard of written communication skills evident in presentation. Inadequate adherence to the English conventions of grammar, paragraphing, punctuation, and spelling. Use of academic language is not evident. Information is incomplete or does not make sense. Format is not organized making it difficult to read and interpret. (<9.89)	Very poor written communication skills. No adherence to the English conventions of grammar, paragraphing, punctuation, spelling (0).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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