



# SOWK12009 Casework and Case Management

## Term 1 - 2023

Profile information current as at 04/05/2024 09:49 pm

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 - 2023

- 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 Student evaluation

##### Feedback

I found it a very engaging unit - directly linked to what we will be doing in practice

##### Recommendation

Continue to maintain focus on direct practice in this unit.

#### Feedback from Student evaluation

##### Feedback

I would have like to see additional suggested reading material or video links related to case management phases from weeks 6 - to 12.

##### Recommendation

The prescribed resources for the second part of the term followed those from previous years. Additional specialist resources will supplement the existing materials.

#### Feedback from Student evaluation

##### Feedback

Divide into weekly sections rather than modules. It was confusing and difficult to find information.

##### Recommendation

The structure of the unit and the Moodle site followed the one established in the previous years. The e-reading list was organised around unit topics rather than what to read at a particular point during the term. Consideration will be given how the unit can be further structured to further support student learning.

## 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



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 - 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 - 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**

5th edition (2016)

Authors: Woodside, M & McClann , Tricia

Cengage Learning

Florence , KY , USA

ISBN: 9781305947214

Binding: Paperback

#### **Additional Textbook Information**

This textbook can be accessed online through the CQUni Library website. If you would prefer your own copy, you can purchase either version through the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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  
[a.sobolewska2@cqu.edu.au](mailto:a.sobolewska2@cqu.edu.au)

## Schedule

### **Week 1 - 06 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to case work and case management	Please refer to the unit's Moodle site	

### **Week 2 - 13 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Overview of case management	Please refer to the unit's Moodle site	

### **Week 3 - 20 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Beginning the case management process	Please refer to the unit's Moodle site	<b>Does every service user need a case manager?</b> Due: Week 3 Friday (24 Mar 2023) 11:59 pm AEST

**Week 4 - 27 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
5-day Residential School · 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.	Please refer to the unit's Moodle site	Residential School Week: March 27-31

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment frameworks	Please refer to the unit's Moodle site	

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Casework & the policy contexts	Please refer to the unit's Moodle site	

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Engaging the family	Please refer to the unit's Moodle site	<b>Case Study</b> Due: Week 7 Friday (28 Apr 2023) 11:59 pm AEST

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Working cross-culturally	Please refer to the unit's Moodle site	

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Care Planning	Please refer to the unit's Moodle site	

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Team work & service coordination	Please refer to the unit's Moodle site	

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Care plan review, exit, transition	Please refer to the unit's Moodle site	

**Week 12 - 29 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Critical reflection for practice	Please refer to the unit's Moodle site	<b>Care Plan</b> Due: Week 12 Friday (2 June 2023) 11:59 pm AEST

**Review/Exam Week - 05 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Exam Week - 12 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

**Assessment Tasks**

# 1 Does every service user need a case manager?

## Assessment Type

Written Assessment

## Task Description

Due date: Time 11:59 PM (AEST) Date Friday March 24, 2023

Weighting: 20%

Length: 750 words +/- 10% (excluding references)

Unit Coordinator: Dr Agnieszka Sobolewska

## Aim

The aim of this assessment is to allow you to explore the role and functions of a case manager in a social work field of practice that you are interested in.

## 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:

1. Choose a field of social work practice that you are interested in (e.g. mental health; disabilities; family and domestic violence; children and families) and identify a support service that provides case management.
2. Examine who are the service users that access case management support and what are their needs. Consider the potential eligibility criteria or who is accepted into the service.
3. Critically analyse the scope of case management practice when working with service users. Consider possible limitations and challenges in supporting the service users, and if or how they can be addressed.

## Literature and references

In this assessment use at least six contemporary references 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 College of Nursing or the Australian Association of Social Workers.

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA 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) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery 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](#).

## Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## 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

### Assessment Due Date

Week 3 Friday (24 Mar 2023) 11:59 pm AEST

### Return Date to Students

Vacation Week Monday (10 Apr 2023)

### Weighting

20%

### Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail Absent content 0%
Presentation and Structure: Clarity of written communication, organisation of the material (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).
Demonstrate understanding of the roles and functions of a case manager in a social work field of practice (40%)	Excellent multi-faceted understanding of the role and functions of a case manager (33.8-40)	Well-developed understanding of the role and functions of a case manager (29.80-33.79)	Generally good understanding of the role and functions of a case manager. Some parts of discussion lack details. (25.8-29.79)	Sound understanding of the role and functions of a case manager but fairly superficial or partial explanations (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)
Critically analyse the role of service users and case managers 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)



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)
--------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------

## 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

Due date: Time 11:59 PM (AEST) Friday April 28 2023 (Week 7)

Weighting: 40%

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

Unit Coordinator: Dr Agnieszka Sobolewska

### Aim

In this assessment, you will: a) formulate an initial assessment report; and b) reflect on the process of building the relationship and engaging with the service user. The aim is for you to demonstrate your preparation and knowledge of the initial stages of case management.

### Instructions

The case study which is selected on Moodle prior to the residential school provides a description of the service user's circumstances and social environment. During the residential school, you will be undertaking an initial assessment to provide an understanding of the needs, resources and relationships that will assist in working with the service user. In this assessment, you will be writing up a report synthesising the information that you have gathered from engaging the service user and other stakeholders (e.g. family members, other services) in the assessment process. You are required to apply an appropriate assessment framework in the write up. You will also reflect on the processes of building the relationship with the service user, (possibly) managing any tensions

in the relations exploring the service user's world, risk, and ethical and legal considerations. You will explain your choice of the assessment framework. You will also explain and justify the key skills required in the initial phase of case management. You will include cross-cultural considerations when working with service users who identify as Aboriginal and Torres Strait Islander peoples. In responding to part b of the assessment, you are required to draw on contemporary social work literature.

### Literature and references

In this assessment use at least six contemporary references 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 College of Nursing or the Australian Association of Social Workers.

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA 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) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library guide: the Nursing and Midwifery 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](#).

### Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### 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

### Assessment Due Date

Week 7 Friday (28 Apr 2023) 11:59 pm AEST

### Return Date to Students

Week 10 Monday (15 May 2023)

### Weighting

40%

### Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail absent no content 0%
----------	------------------	-------------	--------	------	------	---------------------------

Presentation and Structure: Clarity of written communication, organisation of the material (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)
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)
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)
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)
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)

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)
--------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------

## 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

Due date: Time 11:59 PM (AEST) Friday June 2 2023 (Week 12)

Weighting: 40%

Length: 1500 words +/- 10%

Unit Coordinator: Dr Agnieszka Sobolewska

## Aim

In this assessment you will develop a care plan. The aim is for you to generate an evidence-informed intervention plan for complex and high need service user.

## Instructions

You will be working again on the case study selected on Moodle prior to the residential school. In this assessment task, you will develop a care plan for the service user. The care plan can be presented in a table format or as a report document.

In completing this task, you need to work through the following:

- Provide a brief outline of the presenting issues and biopsychosocial factors that inform your care plan to justify your rationale for the care plan development
- Articulate service user-centred goals and objectives and the process of achieving those
- Outline how you will engage with the service user and their networks

- Discuss the process for collaborating with other service providers
- Outline the process of implementation

### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.

### Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline specific [library guide](#): the [Nursing and Midwifery 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](#).

### Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### 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.

### Assessment Due Date

Week 12 Friday (2 June 2023) 11:59 pm AEST

### Return Date to Students

Exam Week Friday (16 June 2023)

### Weighting

40%

### Assessment Criteria

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Fail absent no content 0%
----------	------------------	-------------	--------	------	------	---------------------------------

Presentation and Structure: Clarity of written communication, organisation of the material (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).
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)
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%)

## 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