SOWK12009 *Casework and Case Management*
Term 1 - 2024

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 critically analysed. Students' will explore the lived experience of service users and the co-design of care plans using the case management process and demonstrate social work professional skills to achieve this at residential school. Students will develop knowledge and skills in undertaking holistic social assessment, developing care plans, coordinating services for service users and family member and monitoring and evaluating care plans.

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 - 2024

- 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. **Practical Assessment**
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 undertaking an assessment with a service user.
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 - Practical Assessment - 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					

Textbooks and Resources

Textbooks
SOWK12009

Prescribed

eneralist Case Management: A Method of Human Service Delivery
5th edition (2017)
Authors: Marianne Woodside , Tricia McClam
Cengage Learning
Boston , USA
ISBN: ISBN : 1-337-51566-3 ISBN : 9781305947214
Binding: eBook

Additional Textbook Information
This textbook is also available as an ebook in the library catalogue.

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

Paloma Cesare Unit Coordinator
p.cesare@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Case Management	Please refer to weekly content on Moodle and weekly e readings.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Critical Reflection for Practice	Please refer to weekly content on Moodle and weekly e readings.	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Pre-Planning and Beginning Stage of Case Management	Please refer to weekly content on Moodle and weekly e readings.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Frameworks for Case Management	Please refer to weekly content on Moodle and weekly e readings.	**(PART A) Pre-Planning Assessment: 1000 WORDS (PART B) Written reflective assessment: 500 words** Due: Week 4 Friday (29 Mar 2024) 11:59 pm AEST

Week 5 - 01 Apr 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Skills for working with service users during case work	Please refer to weekly content on Moodle and weekly e readings.	

Vacation Week - 08 Apr 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Vacation week		

Week 6 - 15 Apr 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Residential Week	Please refer to weekly content on Moodle and weekly e readings.	

Week 7 - 22 Apr 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Assessment Formulation	Please refer to weekly content on Moodle and weekly e readings.	

Week 8 - 29 Apr 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Care Planning Intervention Plan Care Plan Review Termination of case management	Please refer to weekly content on Moodle and weekly e readings.	**AUDIO-VISUAL DEMONSTRATION OF A CASE WORK SESSIONS: 15 MINUTES** Due: Week 8 Friday (3 May 2024) 11:59 pm AEST

Week 9 - 06 May 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Service Coordination in Case Management	Please refer to weekly content on Moodle and weekly e readings.	

Week 10 - 13 May 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Case Management Practice Contexts: Statutory Case Management and Voluntary Case Management	Please refer to weekly content on Moodle and weekly e readings.	

Week 11 - 20 May 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Working cross culturally	Please refer to weekly content on Moodle and weekly e readings.	

Week 12 - 27 May 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Engaging the family in case management.	Please refer to weekly content on Moodle and weekly e readings.	**(PART A) BIOPSYCHOSOCIAL-POLITICAL ASSESSMENT 1000 WORDS (PART B) ASSESSMENT FORMULATION: 500 WORDS (PART C) SERVICE USER GOALS AND INTERVENTION PLAN: 500 WORDS (PART D) WRITTEN REFLECTIVE PRACTICE: 500 WORDS** Due: Week 12 Friday (31 May 2024) 11:45 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
	Please refer to weekly content on Moodle and weekly e readings.	

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 (PART A) Pre-Planning Assessment: 1000 WORDS (PART B) Written reflective assessment: 500 words

Assessment Type
Written Assessment

Task Description
Aim
This aim of this assessment is to familiarise yourself with the case management process of pre-planning and of developing reflective practice skills in social work practice.

PART A INSTRUCTIONS: Pre-Planning Assessment

- This is an individual assessment you will undertake in preparation for meeting the service user at the Intensive Teaching block.
- You are required to refer to the case study for this assessment which can be found in the Assessment Block on Moodle. You will also use this case study for all your assessments and role play at the Teaching Intensive.
- You will need to obtain the Bio-Psychosocial-Political Assessment in the Assessment Block om Moodle and use the assessment format for the pre-planning, completing the relevant areas of the assessment (listed below), and identify any information that is unfamiliar to you and needs further research before meeting the service user at the Teaching Intensive.
- Identify the presenting issues outlined in the case study (please note that this is not necessarily what the client will think are their main issues of concern when you meet with them).
- Research anything that you are unfamiliar with, or you think would be helpful to know further, before meeting the service user, health diagnosis, legislation, social issues.
- Identify what the biological issues are such as mental health, physical health, disabilities.
- Identify what the social issues are such as housing issues, finances, social and community exclusion or challenges, family issues, work stressors, cultural barriers, stressors, race.
- Identify what the psychological issues are such as issues such as low self-esteem, negative self-belief, trauma.
- Identify whether there are any political and social injustices that are impacting on the lived experience of the person, such as discrimination, race, poverty, access to benefits, housing instability.
- Identify whether there are any protective factors that reduce the risk for the person, such as supportive family, job, religious faith, community participation.
- Identify what the strengths of the individual are and how the person can be supported to develop their strengths further.

PART B: Written Reflective Assessment 500 words
This part of the assessment requires that you engage in reflective social work practice and undertake an analysis of your assumptions and beliefs about the case study and how this influences your practice.

- Identify your own assumptions, values, and past experiences and how these influenced your attitude in pre-assessing the client.
- Identify new insights about how dominant structures and systems create difficulties for service users, such as barriers, create stigma and social exclusion, and reinforce poverty.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54 cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You are to write a report format for PART A which can be located on Moodle.
- 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.

Resources

- You will refer to the case study. This assessment does not require academic resources, but you are expected to develop an understanding of the processes and stages of case management from your textbook and unit content to be able to complete the requirements.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Generative AI
Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content. For this assessment you may use Gen-AI to help you to understand the question, explain research concepts and check references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI.
You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment.
You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources.

Assessment Due Date
Week 4 Friday (29 Mar 2024) 11:59 pm AEST

Return Date to Students
Vacation Week Friday (12 Apr 2024)

Weighting
20%

Assessment Criteria
Please see marking criteria below. A rubric version of the assessment criteria can be located on the Moodle site.
Identifies the major presenting issues about the client. 4 marks
Identifies all presenting issues. 4 marks
Identifies most of the presenting issues. 3 marks
Identifies some of the presenting issues. 2.6 marks
Identifies a satisfactory range of the issues. 2 marks
Does not identify any relevant presenting issues or misunderstands the requirements of the task and does not use the biopsychosocial-political assessment. <2 marks

Identifies the current gaps in information about the client. 4 marks
Identifies all further information that is required. 4 marks
Identifies most of the information that needs to be obtained. 3 marks
Identifies some of the information that needs to be obtained. 2.6marks
Identifies a satisfactory assessment of the information that needs to be obtained. 2 marks
Does not identify any relevant further information that needs to be obtained or misunderstands the requirements of the task and does not use the biopsychosocial-political assessment. <2 marks

Demonstrates ability to use a biopsychosocial-political assessment. 4 marks
Can extrapolate relevant information from the case study and identify its inclusion in the relevant sections of the assessment. 4 marks
Can extrapolate relevant information from the case study and identify its inclusion in most of the relevant sections of the assessment. 3 marks
Can extrapolate relevant information from the case study and identify its inclusion in some of the relevant sections of the assessment. 2.6 marks
Can extrapolate relevant information from the case study and demonstrates a satisfactory identification and inclusion in relevant sections of the assessment. 2 marks
Is not able to assess information and include it any relevant sections or misunderstand the requirement of the tasks and does not use the biopsychosocial-political assessment. <2 marks

Engages in reflective practice and demonstrates new insights and reflections. 8 marks
The reflection demonstrates an excellent ability of examining beyond their description of their experience, to an analysis of how the experience informs the student's self-understanding, others, dominant systems in the further oppression of services users, and/or course concepts and demonstrates excellent new insights about themselves, the situation, and their own social work practice 8 marks
The reflection demonstrates a very good ability to reflect on their actions and assumptions, and includes a very good

ability to critically analyse dominant systems and their role in the oppression of service users and demonstrates very good insights about themselves, the situation, and their own social work practice. 6.75 marks

The reflection demonstrates a good ability to reflect on their actions and assumptions, and includes a very good ability to critically analyse dominant systems and their role in the oppression of service users and demonstrates good insights about themselves, the situation, and their own social work practice. 6 marks

The reflection demonstrates a satisfactory ability to reflect on their actions and assumptions, and includes a very good ability to critically analyse dominant systems and their role in the oppression of service users and demonstrates good insights about themselves, the situation, and their own social work practice. 4 marks

The student is not able to demonstrate reflection skills beyond their personal experience and/or misunderstands the task. <4 marks

Referencing Style

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

Submission
Online

Submission Instructions
Please submit word document in the Moodle submission portal identifying Part A and B.

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

2 AUDIO-VISUAL DEMONSTRATION OF A CASE WORK SESSIONS: 15 MINUTES

Assessment Type
Practical Assessment

Task Description
Aim:

- To develop the ability to demonstrate the case management process which includes:
- Initiation of the case work session
- Assess the service users needs using the Biopsychosocial-political assessment.
- Develop the service users goals collaboratively and identify the intervention plan to achieve these goals, with time lines and a review date specified.
- Summarise and close the case management session.

Instructions:
You are required to record a 15-minute simulated role playing using the case study you used for Assessment 1 , demonstrating the different stages of the case work process.
Most of the learning for this assessment will be undertake at the 5-day Teaching Intensive.
You will be required to demonstrate the following skills in the audio-visual recording:

- Knowledge regarding use of appropriate space.
- Demonstration of the initial stage of the case management process with the service user. Makes the service user feel comfortable, introduces themselves, their case management role, the limits of confidentiality, and opens the assessment stage sensitivity and with curiosity
- Demonstrated ability to develop a positive and productive connection with the service user, which is empathetic, supportive, attentive, authentic (congruent), and non-judgemental (unconditional positive regard).
- Demonstrates an excellent ability to ask meaningful questions that are relevant to the needs and interests of the service user with curiosity and sensitivity, using the bio-psychosocial-political assessment framework to inform their questions.
- Demonstrated ability to utilise active listening skills (attending and following, reflection-content, feeling, reflection of meaning summative reflection) as part of the assessment stage, to convey that they have heard and understood the service user.
- Demonstrated ability to identify the challenges and areas of support and the service user's strengths, with a focus on self-determination.
- Demonstrated ability to summarise assessment and needs of service user, considering appropriate timing, and co-develop a care plan with goals and an intervention plan.

- Ability to close case management session with service user.

In the submission area on Moodle, upload your AV PowerPoint presentation recording by choosing the Echo360 tab and a copy of the PowerPoint without the video embedded. Students are advised to upload their AV recording via Echo 360 to avoid problems associated with media file size and access. The unit Moodle Assessment tile includes instructions on submitting video assessments using Echo. Alternatively, you can submit a coversheet with a link to your OneDrive file along with your PPT. All students have access to OneDrive through CQUniversity and should save their AV in One Drive. If you choose this option, please ensure this link is set to: 'accessible to anyone with the link".
Further instructions will be explained in an online Zoom session. If, after viewing the resources, you are unsure how to proceed, seek support from TaSAC.

Documentation
A consent form must be signed by all participants (including the person who role plays the service user and uploaded to Moodle. An Assessment Cover Sheet must also be completed and attached to the audiovisual recording. Assessment Cover Sheets must include the submission link if uploaded to Moodle.
Please note: An additional copy of the audio-visual recording must be retained by the student.

Assessment Due Date
Week 8 Friday (3 May 2024) 11:59 pm AEST
Please follow instructions on Moodle of how to upload an audio-visual file

Return Date to Students
Week 10 Friday (17 May 2024)

Weighting
40%

Assessment Criteria
Please refer to the marking criteria below. A rubric version of the assessment criteria can be located on the Moodle site.

Application of knowledge about appropriate use of space including venue, physical arrangement of furniture, choice of furniture, dress code, internal and environmental distractions. 5 marks
Excellent application of knowledge regarding appropriate space. 5 marks
Very good application of knowledge regarding appropriate space. 4 marks
Good application of knowledge regarding appropriate space. 3.25 marks
Satisfactory application of knowledge regarding appropriate space. 2.5 marks
Inadequate application of knowledge regarding appropriate space, such as being noise, cramped and uncomfortable with a lack of appropriate personal space, lack of privacy and not facing the service user appropriately. <2.5 marks

Demonstrated competency of the initial stage of the case work management process. 5 marks
Excellent demonstration of the initial stage of the case management process with the service user. Makes the service user feel comfortable, introduces themselves, their case management role, the limits of confidentiality, and opens the assessment stage sensitivity and with curiosity. 5 marks
Very good demonstration of the initial stage of the case management process with the service user. 4 marks
Good demonstration of the initial stage of the case management process with the service user. 3.25 marks
Satisfactory demonstrate of the initial stage of the case management process with the service user. 2.5 marks
Inadequate demonstration of the initial stage of case management process with the service user. <2.5 marks

Demonstrated ability to establish professional rapport and demonstrate ability to develop a working/therapeutic alliance with the service user. 5 marks
Excellent demonstration of a positive and productive connection with the service user, empathetic, supportive, attentive, authentic (congruent), and non-judgemental (unconditional positive regard). (5 marks)
Very good demonstration of a positive and productive connection with the service user, empathetic, supportive, attentive, authentic (congruent), and non-judgemental (unconditional positive regard). 4 marks
Good demonstration of a positive and productive connection with the service user, empathetic, supportive, attentive, authentic (congruent), and non-judgemental (unconditional positive regard). 3.25
Satisfactory demonstration of a positive and productive connection with the service user, empathetic, supportive, attentive, authentic (congruent), and non-judgemental (unconditional positive regard). 2.5 marks
Inadequate demonstration of skills to sensitively connect with the client. <2.5 marks

Demonstrated use of exploratory assessment skills. 7.5 marks
Demonstrates an excellent ability to ask meaningful questions that are relevant to the needs and interests of the service user with curiosity and sensitivity, using the bio-pscyhosocial-political assessment framework to inform their questions. 7.5 marks
Demonstrates a very good ability to ask meaningful questions that are relevant to the needs and interests of the service user with curiosity and sensitivity, using the bio-pscyhosocial-political assessment framework to inform their questions.

6.375 marks
Demonstrates a good ability to ask meaningful questions that are relevant to the needs and interests of the service user with curiosity and sensitivity, using the bio-pscyhosocial-political assessment framework to inform their questions. 5.625 marks
Demonstrates a satisfactory ability to ask meaningful questions that are relevant to the needs and interests of the service user with curiosity and sensitivity, using the bio-pscyhosocial-political assessment framework to inform their questions. 3.25 marks marks
Demonstrates an inadequate ability to ask questions that are meaningful, relevant, respectful, and does not consider the assessment framework to inform questions. <3.25 marks

Demonstrated ability to use active listening skills in the assessment stage of the case management process. 5 marks
Demonstrates excellent use and all of active listening skills (attending and following, reflection-content, feeling, reflection of meaning summative reflection) as part of the assessment stage, to convey that they have heard and understood the service user 5 marks
Demonstrates very good use and most of the active listening skills (attending and following, reflection-content, feeling, reflection of meaning summative reflection) as part of the assessment stage, to convey that they have heard and understood the service user 4 marks
Demonstrates good use and some of the active listening skills (attending and following, reflection-content, feeling, reflection of meaning summative reflection) as part of the assessment stage, to convey that they have heard and understood the service user. 3.25 marks
Demonstrates satisfactory use and   limited use of the range of active listening skills (attending and following, reflection-content, feeling, reflection of meaning summative reflection) as part of the assessment stage, to convey that they have heard and understood the service user. 2.5 marks
Demonstrates no active listening questions and uses and abuse questions. <2.5 marks

Demonstrate ability to identify the service user needs and a plan of how to address these needs and their strengths through the assessment process, ensuring a focus on the self-determination of the service user. 7.5 marks
Demonstrates excellent ability to identify the challenges and areas of support and the service user's strengths, with a focus on self-determination. 7.5 marks
Demonstrates very good ability to identify the challenges and areas of support and the service user's strengths, with a focus on self-determination. 6.375 marks
Demonstrates good ability to identify the challenges and areas of support and the service user's strengths, with a focus on self-determination. 5.625 marks
Demonstrates satisfactory ability to identify the challenges and areas of support and the service user's strengths, with a focus on self-determination. 3.25 marks
Demonstrates an inadequate ability to identify goals and an intervention plan, and/or is paternalistic and does not support the service user's self-determination and focuses on deficits. <3.25 marks

Demonstrated ability to summarise and close the case management process.   5 marks
Demonstrates an excellent ability to summarise and close the case management assessment and planning, considering appropriate timing, identification of needs and a clear plan that has been developed with the service user, summaries the key issues identified in the assessment, and the plan developed, and provides information for follow up. 5 marks
Demonstrates a very good ability to summarise and close the case management assessment and planning, considering appropriate timing, identification of needs and a clear plan that has been developed with the service user, summaries the key issues identified in the assessment, and the plan developed, and provides information for follow up. 4 marks
Demonstrates a good ability to summarise and close the case management assessment and planning, considering appropriate timing, identification of needs and a clear plan that has been developed with the service user, summaries the key issues identified in the assessment, and the plan developed, and provides information for follow up. 3.25 marks
Demonstrates a satisfactory ability to summarise and close the case management assessment and planning, considering appropriate timing, identification of needs and a clear plan that has been developed with the service user, summaries the key issues identified in the assessment, and the plan developed, and provides information for follow up. 2.5 marks
Demonstrates an inadequate ability to summarise and close the case management process. <2.5 marks

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions

Please submit a signed consent form and an audio visual file in the Moodle Assessment Portal. Instructions on how to do this can be found in the Assessment Block on Moodle.

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
- Critically analyse the functions of case management in service delivery and its relevance for social work and human services policy and practice
- Demonstrate case management processes and skills undertaking an assessment with a service user.
- 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.

3 (PART A) BIOPSYCHOSOCIAL-POLITICAL ASSESSMENT 1000 WORDS (PART B) ASSESSMENT FORMULATION: 500 WORDS (PART C) SERVICE USER GOALS AND INTERVENTION PLAN: 500 WORDS (PART D) WRITTEN REFLECTIVE PRACTICE: 500 WORDS

Assessment Type
Report

Task Description
Aim
The aim of this assessment is to complete the biopsychosocial-political assessment and the formulation, clearly linking the issues identified in the assessment to the development of the goals and intervention plan.   In addition, you will reflect on the entire case management process throughout the unit, and identify the strengths and challenges and new insights that you have developed about your personal assumptions, dominant structures and systems, and what you need to develop further.

Instructions:
PART A: Biopsychosocial-Political Assessment 1000 words (10 marks marks)
In this task you are required to complete the biopsychosocial-political assessment that you started in Assessment 1. You are required to complete all of the assessment domains with the additional information you obtained from the Teaching Intensive block.

PART B: Assessment Formulation 500 words (10 marks)
In Part B you are to present a final summary (formulation) of your assessment ensuring you consider the factors outlined in the bio-psyhcosocioal-political assessment. You will obtain this information at the 5-day Teaching Intensive in your role plays to be able to complete this part of the case management process.
The formulation is a summary of the key issues from your assessment that have been identified as priorities for support.

PART C: Client Goals and Intervention Plan (Up to 500 words) (10 marks)
Please refer to the care plan format on Moodle.   The formulation informs the development of the goals and intervention plan (the services and actions needed to achieve the goals). You will identify immediate, medium- and long-term goals and the interventions to achieve these goals, with a review date of 3 months.

PART D: Written Reflective Assessment (500 words) (10 marks)
You are required to write a 500-word reflection for the entire case work process that you have undertaken during term. You are to consider what you did well, what you found challenging, what you learnt about your own personal assumptions, what you learnt about dominant systems and structures that further oppress or maintains oppression of service users, and what skills, knowledge, and values you need to develop further.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54 cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You are to write a report format for PART A which can be located on Moodle.
- 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.

Resources

- You will refer to the case study and the information you obtained about the case from the intensive teaching block. This assessment does not require academic resources, but you are expected to develop an understanding of the processes and stages of case management from your textbook and unit content to be able to complete the requirements. You may also refer to academic content about social work critical reflection and reflective writing.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Generative AI

- Generative artificial intelligence (Gen-AI) includes a range of computer programs that use data sets and computer-generated information to create new content.   For this assessment you may use Gen-AI to help you to understand the question, explain research concepts and check references are in the correct format. If you use Gen-AI, you should include a statement that declares that you have used Gen-AI and how you have used Gen-AI.
- You should not use Gen-AI in the creation or critical analysis of the content or to write or rewrite any part of your assessment.
- You should be aware that Gen-AI output can be incorrect and can include fictitious references and sources.

Assessment Due Date
Week 12 Friday (31 May 2024) 11:45 pm AEST

Return Date to Students
Exam Week Friday (14 June 2024)

Weighting
40%

Assessment Criteria
Please refer to the marking criteria below. The rubric version of the criteria can be located on Moodle.
Identifies the major presenting issues about the client in the assessment. (Total 5 marks)
Identifies all presenting issues. 5 marks
Identifies most of the presenting issues. 3.75 marks
 Identifies some of the presenting issues. 3.25 marks
Identifies a satisfactory range of the issues. 2.5 marks
Does not identify any relevant presenting issues or misunderstands the requirements of the task and does not use the biopsychosocial-political assessment. 2.5-0 marks

Demonstrates ability to use a biopsychosocial-political assessment. (5 marks)
Can extrapolate relevant information from the case study and identify its inclusion in the relevant sections of the assessment. 5 marks
Can extrapolate relevant information from the case study and identify its inclusion in most of the relevant sections of the assessment. 3.75 marks
Can extrapolate relevant information from the case study and identify its inclusion in some of the relevant sections of the assessment. 3.25 marks
Can extrapolate relevant information from the case study and demonstrates a satisfactory identification and inclusion in relevant sections of the assessment. 2.5 marks
Is not able to assess information and include it any relevant sections or misunderstand the requirement of the tasks and does not use the biopsychosocial-political assessment. <2.5 marks
Demonstrates the ability to integrate the information obtained from the assessment in a succinct formulation which identifies the key issues and challenges that informs the intervention plan. 10 marks
Demonstrates an excellent ability to write a clear and succinct formulation that identifies all of the key issues from the assessment which is clearly linked to a comprehensive intervention plan. 10 marks
Demonstrates a very good ability to write a clear and succinct formulation that identifies most of the key issues from the assessment which is clearly linked to a near comprehensive intervention plan. 8.5 marks
Demonstrates a good ability to write a clear and succinct formulation that identifies some of the key issues from the assessment which is clearly linked to a broad intervention plan. 7.5 marks
Demonstrates a satisfactory ability to write a clear and succinct formulation that identifies some of the key issues from the assessment which is clearly linked to a narrow intervention plan. 5 marks
Inadequate ability to write a formulation that includes relevant information from the assessment and intervention plan is not linked to any issues identified in the assessment and/or has misunderstood requirements of the task. <5 marks

Demonstrates the ability to develop an intervention plan which identifies a Specific, Measurable, Achievable, Realistic, Timely (SMART) goals, developed in conjunction with the service user, and a time frame to achieve. 10 marks

Demonstrates excellent identification of appropriate and meaningful goals with the service user, that are SMART, has identified the strategies to achieve the goal, and realistic time frames and review dates to achieve the goals. 10 marks

Demonstrates very good identification of appropriate and meaningful goals with the service user, that are SMART, has identified the strategies to achieve the goal, and realistic time frames and review dates to achieve the goals. 8.5 marks

Demonstrates good identification of appropriate and meaningful goals with the service user, that are SMART, has identified the strategies to achieve the goal, and realistic time frames and review dates to achieve the goals. 7.5 marks

Demonstrates satisfactory identification of appropriate and meaningful goals with the service user, that are SMART, has identified the strategies to achieve the goal, and realistic time frames and review dates to achieve the goals. 5 marks

Demonstrates inadequate goals that are not relevant, does not consider how to achieve goals, or misses the inclusion of timelines to achieve goals and/or has misunderstood the task. <5 marks

Reflective Writing 10 marks

Engages in reflective practice and demonstrates new insights and reflections.

The reflection demonstrates an excellent ability of examining beyond their description of their experience to an analysis of how the experience informs the student's self-understanding, others, dominant systems that further oppress services users, and/or course concepts and demonstrates excellent new insights about themselves, the situation, and their own social work practice. 10 marks

The reflection demonstrates a very good ability to reflect on their actions and assumptions and includes a very good ability to critically analyse dominant systems and their role in the oppression of service users and demonstrates very good insights about themselves, the situation, and their own social work practice. 8.5 marks

The reflection demonstrates a good ability to reflect on their actions and assumptions and includes a very good ability to critically analyse dominant systems and their role in the oppression of service users and demonstrates good insights about themselves, the situation, and their own social work practice. 7.5 marks

The reflection demonstrates a satisfactory ability to reflect on their actions and assumptions and includes a very good ability to critically analyse dominant systems and their role in the oppression of service users and demonstrates good insights about themselves, the situation, and their own social work practice. 5 marks

The student is not able to demonstrate reflection skills beyond their personal experience and/or misunderstands the task. <5 marks

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

Please submit one assessment in the Moodle assessment submission portal identifying PART A, B , C & D.

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 undertaking an assessment with a service user.
- 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.

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