SPSW3003
CASE MANAGEMENT
Course Outline
Semester 2 – 2010
Callaghan

Course Coordinator: Dr Alex Beveridge
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Consultation Times: Monday 11.00am Or Wednesday 2.00pm
n.b., Other times by Negotiated Appointment.
Brief Course Description:
This course prepares students for case management practice across a range of human services with children, youth, adults and older people. Case management is an approach to coordinating services for people with multiple needs. Emphasis is given to developing an empowering and anti-oppressive to working with clients as partners, collaborators and fellow stakeholders in the community.

Course Objectives
This course seeks to develop:
1. A critical understanding of the emerging field of case management.
2. An awareness of the role of the state and the competing discourses underpinning social and community care.
3. Knowledge and ability to apply different models and skills to practice.
4. An informed understanding and skill in building supportive relationships with clients, service providers and communities.
5. Assessment, planning, organising, monitoring, evaluation and advocacy skills.
6. A critical awareness and personal stance to empowerment and anti-oppressive practice with individuals, families, groups, communities and organisations.
7. An awareness of ethical and practice dilemmas and strategies to problem-solve.
8. Sensitivity and a skilled approach to working with culturally diverse and marginalised groups.
9. An ability to interrogate social issues and apply appropriate research strategies and approaches.
10. Competence and a creative approach to engaging with debates and disseminating ideas and perspectives.

Course Content
This course will consider:
1. Critiques & debates in case management.
2. Anti-oppressive, empowerment approaches.
4. Models of case management.
5. Advocacy, teamwork, networking and managing conflict.
6. Working within the organisational context.
7. Practice dilemmas and policy implications.
8. Influencing social policy and programs.

Learning Materials/Texts
A Book of Readings obtainable from student UniPrint Lower Level Shortland Student Union Building will form the central resource for seminars-*students will anchor one reading from this collection.

Union Building (Callaghan-West Campus) is recommended for purchase.

Note also, significant themes will be drawn from the following clinical text: Presbury, J. H., Echting, L. G., & McKee, J. G. (2010). “Brief Counselling and therapy: An Integrative Approach”. New Jersey: Pearson. This is a brilliant text which would extremely useful in practice after graduation.

Assessment Items

Task 1 Seminar presentation: students are required to explore and critically analyze one of the core readings in the SPSW3003 Reader, and are encouraged to draw on wider additional personal research, experience and reflection.

Background literature review and critical discussion used to support the seminar are to be submitted one week after allotted presentation slot. Students are asked to formulate a number of critical reflective questions or case examples or small group tasks derived from the reading and other literature-these are to be used as a stimulus for small group analysis and must be appended to the final submitted work. Minimum Word Limit for Summary-1, 500 words, double-spaced, font 12.

Due Date: As stated-one week after completion of allotted seminar topic.
*Task 1. Represents 25% of total Marks for SPSW3003

Class participation: Expectation for all students.
1. Raising questions, making comments, offering and receiving feedback
2. Willingness to take appropriate risks in order to grow professionally
3. Active participation in practice exercises and other learning activities
4. Comments focused on course material and displaying familiarity with readings, personal research for assignments and connection with relevant concepts and debates.

Task 2 Individual Theory/Practice Essay

This task invites students to critically interrogate an area of contemporary Case Management (possible areas of interest and current debates will be noted in class and via individual consultation). Within this assessment task students have the opportunity “unpack” key interventions and experiment with both theoretical and practice issues relevant to an area of clients needs.

Students are required to explore theoretical frameworks/conceptual approaches/models which may be applied to address an area of client(s) concern. Potential theoretical frameworks should also be subjected to critique; limitations/shortcomings/obstacles must be identified (emphasis is to be placed on critical analysis as opposed to simple description).

Students are encouraged to draw on Feminist, Narrative, Strengths-Based or Anti-Oppressive Approaches. Additionally, the Radical/Critical literature is rich with material providing trenchant analysis and counter-discourses to traditional Case Management writings. As well the critical literature canvasses the more “Macro” levels of intervention, advocacy and action toward social policy change.
In tandem to the theoretical exploration students are asked to carefully consider, and take into account within the discussion, the practice competencies and skills required \( (\text{in terms of "best-practice"}) \) to address their chosen area of case management intervention. Additionally, \textbf{ethical concerns and a grounded personal stance} regarding social justice etc should be elaborated within the discussion.

\textbf{A rigorous reflective self-evaluation is needed for this paper.} In sum, for this assessment task you will identify the areas that are both strengths and challenges for you. Note any progress you believe you have made during the time you have been in this course. Progress can include discovering areas that you need to work on that you were previously unaware of. Discuss what impact you think these areas are having on your work (use specific examples) and what you need to focus on to improve your effectiveness. Explain how the values, principles and ethics of the social science profession guide your practice and include how your interventions demonstrate the unique approach of the human services broadly, and case management specifically. Conclude with a list of realistic and obtainable goals and objectives that you believe will help you continue to develop as a case manager.

\textbf{Word Limit: Minimum 2,500 Double-Spaced, 12 Font}  
\textbf{Due: Academic Week 14-Wednesday November 3rd 2010.}

(\textit{Note: the Policies re: late submission outlined in this document).} Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:  
\url{http://www.newcastle.edu.au/policy/academic/adm_prog/special_consid.htm}  
*Task 2 represents 25\% of the total marks for SPSW3003.*

\textbf{Task 3 Skills Demonstration: Production of a Video Portfolio which Highlights Beginning Competencies and Skills Relevant to Undertaking an Initial Case Assessment Interview.}

Students are asked to produce \textbf{a brief 20 Minute video of an introductory interview} which addresses key interpersonal skills and demonstrates \textit{beginning skills} in:  
*Appropriate Introductions and Engagement/Building Rapport;*  
*Attending and Listening;*  
*Responding to Content and Feelings;*  
*Open and tentative Questioning;*  
*Expression of Basic Empathy;*  
*Expression of Respect and Genuineness;*  
*Summarization, Review and Closure.*

The skills required for this task will be practiced in workshops over the course of the 13 weeks, and will provide a solid foundation for the completion of this skills assessment activity. Students who require additional support are invited to approach the facilitator to negotiate extra skills training and feedback. Additionally, it is a principle of this course that training and perfection of interviewing skills will be undertaken outside of the set classroom hours.

Students are encouraged to co-opt the support of a fellow student or a close associate to “act out” the client role. It is essential that each student take into serious consideration the ethical ramifications and issues underpinning the interview situation.
Ethical Considerations: It is imperative to preserve *confidentiality* of the person in the simulated role. Therefore, no real/actual names or descriptors which may identify a particular person or social context are to be used. Nor should persons in the actor/client role reveal or be encouraged to disclose any personal information whatsoever. In the event this occurs unwittingly during the action/filming process this material is to be edited.

The scenario underpinning the video/skills interview is to be entirely fictional and actors are to use a fictional name/pseudonym and are required to stay strictly within the bounds of the fictional script. Additionally, students in the role of interviewer are to take particular attention to the period of de-rolling—there is an ethical responsibility to ensure that the actor playing the client has moved entirely out of their scripted role (thoughts, emotions/affect and so on………..).

The actual case scenario to be used for the task will be constructed by the student as a vehicle to complete the interpersonal skills task. It is an expectation that consistent with practices demonstrated in workshops, that students will carry out a debrief with the simulated client. Moreover, this is an important time to thank the participant for sharing their time and effort in assisting the completion of your project.

Due Date: Academic Week 12 October Wednesday 27th 2010
Length: Minimum 20 minutes VHS Video portrayal of interaction.
*Task 3. represents 50% of total Marks for SPSW3003.*

Assumed Knowledge
SPSW1001, SPSW1002 *or equivalent.*

Callaghan Campus Timetable
SPSW3003
CASE MANAGEMENT
Semester 2 - 2010
Seminar and Workshop Wednesday 09:00 - 10:00 [McG28C]
Skills Practice Wednesday 10:00 - 11:00 [McG28C]
Skills Practice Wednesday 11.00 – 12.00 W202 + W219

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer -

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - [www.blackboard.newcastle.edu.au](http://www.blackboard.newcastle.edu.au/)
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Further Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

▪ **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.

▪ **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

▪ **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

▪ **Staple the pages** of your assignment together (do not use pins or paper clips).

▪ **University coversheet:** All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html

▪ **Assignments are to be deposited at any Student HUB. Hubs are located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah

  Any changes to this procedure will be announced during the semester.

▪ **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

▪ **Keep a copy of all assignments:** All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student's responsibility to produce a copy of their work if the
assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

ONLINE SUBMISSION OF MAJOR ASSESSMENT TASK
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
Major Essay:
Task 2 Individual Theory/Practice Essay
Word Limit: Minimum 2,500 Double-Spaced, 12 Font
Due: Academic Week 14-Wednesday November 3rd 2010.

Task 2 (Theory/Practice Essay) invites students to critically interrogate an area of contemporary Case Management (possible areas of interest and current debates will be noted in class and via individual consultation). Within this assessment task students have the opportunity “unpack” key interventions and experiment with both theoretical and practice issues relevant to an area of clients needs.

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Academic Integrity
Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.
There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.
For further information on the University policy on plagiarism, please refer to the Policy on
Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Circumstances
Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations
A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:
1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @

**General Introductory Overview to SPSW3003 Case Management**

Gurzansky et al.(2003:6-8) whose work provides a central trope to this course endorse efforts to describe case management in specific definitional terms. However, Gurzansky et al. emphasize that there are inherent risks in overly specifying models’ as if they neatly exist as objective separate constructs. Indeed, they argue that it is important to avoid overly simplistic or reductionist analysis. This central thrust integral to Gurzansky et al’s. stance will be extended throughout this coursework unit wherein an attempt will be waged to interrogate the competing discourses which underpin both the historical and contemporary development of Case Management theory and practice. From the outset, and as it will become clearer during seminars, this realm of social intervention is unequivocally not value-neutral nor can it hide behind some “patina” or “chimera” of objective science. This field of direct practice is rife with dilemmas and vexed with contradictions; issues and social practices, which we must certainly interrogate at some length. Having voiced these contests and concerns, attention will also be focused on the many benefits of case management. Hopefully, the positive and potentially liberating strengths-based approaches will bring to the forefront the possible and very real emancipatory and anti-oppressive approaches. These approaches which have evolved in response to some of the observed limitations and shortcomings to traditional approaches hold great promise, and are a concerted move towards a more liberating and empowering philosophy and action towards substantive change (policy, practice, organizational and social administration etc.).

**Current Dominant Descriptive Frameworks Underpinning Case Management.**

As can be observed within mainstream literature broad overarching definitions of case management can be discerned. Firstly, there are a set of generic descriptions focusing on processes, tasks and functions involved in practice. For example, case management is a set of logical steps and a process of interaction within a service network, which assumes that a client receives, needed services in a supportive effective efficient and cost effective manner. Other definitions describe a process of tailoring services to individuals needs and case management is widely viewed as a mechanism for linking and coordinating segments of the service delivery system to ensure the most comprehensive program for meeting an individual clients needs for care.

Second, there are definitions that designate case management as being concerned with more clinical or advanced practice. This particularly clinical aspect often refers to situations where the Human Services Worker is working with client groups who have
special Psych-Social needs (acute and chronic) and the clinical nature of the work is focused on strategies involving relationships building and cognitive/behavioural change.

The following definition captures this clinical focus: “…Forming a relationship between the case manager and the patient; the use of the case manager as a model of healthy behaviour and as a potential object for identification; and active intervention in the patients’ daily life to structure a mutually tolerant environment…” (Harris & Bergman 1988, cited in Raiff & Shore 1993, p.86).

As noted by Gurzansky et al. (2003), despite the plethora of definitions, practice or program applications, there can be discerned a generic core of characteristics that underpin the conceptualisation and practice central to contemporary case management in diverse contexts and amongst differing professional groups. Such core characteristics are outlined as follows. These core constructs will be the subject of detailed examination in seminars and will be recurring themes as well within the skills development workshops.

**Core Characteristics of Case Management**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Focus of the activities</th>
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<tbody>
<tr>
<td>Outreach</td>
<td>Identifying the most appropriate clients; disseminating information for referrals; establishing the target population for any given service or program</td>
</tr>
<tr>
<td>Screening</td>
<td>Using initial intake procedures to determine eligibility and the most effective targeting procedures</td>
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<tr>
<td>Comprehensive assessment</td>
<td>Utilising assessment tools to determine levels of risk and individual need and to specify desired outcomes in partnership with the client and appropriate others such as: significant others, informal carers and specialist service providers</td>
</tr>
<tr>
<td>Care planning</td>
<td>Developing a care plan based on the information established through the assessment stage and in consultation with the client and caregivers. The case manager is expected to draw on range of services needed for the individual and if necessary create new service arrangements to achieve this goal.</td>
</tr>
<tr>
<td>Service arrangements</td>
<td>Contracting of services to operationalise the care plan and negotiating with informal caregivers. The selection of services providers is to be determined in consultation with the client and reflecting their preferences</td>
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<tr>
<td>Monitoring</td>
<td>Maintaining oversight of the situation to ensure the case manager can respond promptly to changing circumstances</td>
</tr>
<tr>
<td>Reassessment</td>
<td>Reviewing needs and care plans where variations in the individual situation. In addition, the experience to the case manager may prompt advocacy for the individual client and a wider population.</td>
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</tbody>
</table>


The Principles underpinning contemporary case management are usefully summarised by Gurzansky et al. (2003 p.19):
• Service deliver is designed around the individual and their needs (tailoring of services, needs-based)

• Consumers and carers are actively involved in developing case plans (individualised, consumer-driven planning).

• Consumers are offered choice about the services they use and who provides the service (choice)

• The care plan is specified in terms of objectives and responsibilities of all parties and expressed as a contract (contractualised and accountable).

• Services required by an individual are drawn from a range of providers in response to particular needs (boundary spanning, seamless service delivery, service integration, efficiency)

• Where necessary, services are created to meet consumer need, considering formal and informal opinions (service development).

• Outcomes are clearly specified, allowing for monitoring by purchaser and consumer (accountability, transparency, quality measurement).

• Case managers are expected to review service arrangements and to respond to changing circumstances (responsive and timeliness)

• Case managers are expected to establish a service package that provides the best value for the money available, building on both informal resources and formal services (cost effective)

• The service arrangements has specified timeframes ensuring continuity of care that relate to the need of the client and outcomes of the contract for service (time limited, outcome-oriented)

• Knowledge gained from working with clients and services systems is used to advocate change at individual and systems levels (evaluation and advocacy).

Seminar Program: Case Management 2010

SPSW3003 Case Management – Semester 2 (2010) Callaghan Campus

*Students will anchor one reading and facilitate an exploration and critical review of both theoretical (intervention frameworks), ethical and practice issues. Emphasis is to be placed on developing a critical reflective stance, and process, rather than constructing a mechanistic recipe-style acquisition of received ideas or interpersonal techniques.
## READINGS AND WORKSHOP THEMES/AREAS OF SKILL DEVELOPMENT

**Week 1:** General Overview: Principles and Practices. Economic Rationalist Imperatives and Competing Discourses.

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**Week 2:**


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**Week 3:**


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**Week 4:**


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**Week 5:**


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**Week 6:**

Week 7:


Week 8:


Week 9:


Week 10:


Week 11:
   London: Macmillan.

   Sydney: Allen and Unwin.

   London: Mcmillan.

Week 12:
   Canada: Broadview Press.


Week 13 & 14 Self-Directed Learning: Preparation and Production of Skills Practice Video for Assessment Submission.

SKILLS PRACTICE WORKSHOPS: WEEKS 1-12.

Working in small teams students will rotate through simulated roles of case manager, client and observer. Specific principles and practices underpinning this process will be elaborated in-depth within the first workshop. Various instruments and resources will be provided to offer a framework for practice in each discrete role (case manager, client and observer). Throughout the workshops the teaching resource person will offer support and consult with individuals/groups as required.

Each week students are invited & challenged to translate the material examined in the seminar, and personal research, into the experiential realm of actual hands-on interviewing (engagement & relationship building, assessment, planning etc.). As is the case with professionals in the Human Services sphere, it is an implicit expectation that each student will devote time outside of workshop activities to critically reflect on their own competencies and skills, including gaps and areas requiring further skill development. To facilitate this process students are urged to make regular reflective notes in a process diary which can be used as a vehicle to track ongoing development and give clues about areas requiring additional work.