SPSW3003 CASE MANAGEMENT
Course Outline
Semester 2 - 2006

Course Co-ordinator: Alex Beveridge
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Unit Weighting: 10
Teaching Methods & Contact Hours
Seminar for 1 Hour per Week for the Full Term
Workshop for 2 Hours per Week for the Full Term

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 Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 4th July 2006
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 union printery will form the central resource for seminars-
*students will anchor one reading from this collection.


Assessment Items
*Note: The assessment task outlined in the course availability list published on the web is incorrect-this is currently being amended. The following assessment schedule should be taken as the official assessment schedule for SPSW3003.
Assessment Tasks for SPSW3003 include the following:

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 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 reading assignments concepts.

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, 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.

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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 (in terms of “best-practice”) to address their chosen area of case management intervention. Additionally, ethical concerns and a grounded personal stance regarding social justice etc should be elaborated within the discussion.

A rigorous 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.

**Word Limit:** Minimum 2,500 Double-Spaced, 12 Font  
**Due:** Academic Week 14-November 2 2006.

*(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:

*Task 2 represents 25% of the total marks for SPSW3003.*

**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 a brief 20 Minute video of an introductory interview which addresses key interpersonal skills and demonstrates 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.

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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 your project.

Due Date: Academic Week 12 October 19th 2006
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 - 2006
Seminar Wednesday 08:00 - 09:00 [MC]
and Workshop Wednesday 09:00 - 11:00 [W202, W219]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise 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 Student Academic Integrity at the following link - http://www.newcastle.edu.au/policy/academic/general/academic_integrity_policy_new.pdf

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised. Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at: http://www.newcastle.edu.au/policy/academic/adm_prog/adverse_circumstances.pdf

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Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.
- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
- Requests for Rescheduling Exams must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment
The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are: For semester 2 courses: 31 August 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details
Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

Ourimbah Focus
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards
STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.
If you have a disability or chronic illness which you feel may impact on your studies, please feel free to
discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be
registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921
5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your
needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each
semester.

For more information related to confidentiality and documentation please visit the Student Support Service
(Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online
Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: 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.

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:
  ✇ Assignments are to be deposited at any Student HUB. Hubs are located at:
    o Level 3, Shortland Union, Callaghan
    o Level 2, Student Services Centre, Callaghan
    o Ground Floor, University House, City
    o 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.
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-November 2 2006.

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.

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.**

**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 Consideration/Extension of Time Applications**
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.


**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.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf](http://www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf)

**Return of Assignments**
Students can collect assignments from a nominated Student HUBS during office hours. Students will be informed during class which HUB to go to and the earliest date 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 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). Further information on referencing and general study skills can be obtained from: [Infoskills: www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)
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**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**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 can be found at:


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**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 to 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 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**

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<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>
</tr>
<tr>
<td>Monitoring</td>
<td>Maintaining oversight of the situation to ensure the case manager can respond promptly to changing circumstances</td>
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<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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Source: Gurzansky et al. (2003) case management: Policy, Practice and Professional Business (p.18)
SYDNEY: Allen & Urwin.

**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

SPSW3003 Case Management - Semester 2 (2006) 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.

<table>
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<tr>
<th>READINGS AND WORKSHOP THEMES/AREAS OF SKILL DEVELOPMENT</th>
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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.