

## HUSE3001: Person-centered practice and casework skills

Callaghan and Ourimbah

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

### Course Description

This course prepares students for working with individuals and families across a range of human services. It focuses on person-centred and strengths-based approaches to casework - collaborating with, supporting and coordinating services for, people with multiple and often complex needs. Drawing on theory and practice models, emphasis is given to developing an empowering and anti-oppressive strategy to working with people as partners, and fellow stakeholders in the community.

### Requisites

If you have successfully completed SPSW3003 you cannot enrol in this course.

### Assumed Knowledge

40 units at 1000 level and HUSE2001

### Contact Hours

#### Callaghan Lectorial

Face to Face On Campus

2 hour(s) per Week for 12 Weeks starting Week 1

#### Ourimbah Lectorial

Face to Face On Campus

Face to Face On Campus

2 hour(s) per Week for 12 Weeks starting Week 1

### Unit Weighting Workload

10

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

# CONTACTS

**Course Coordinator**      **Callaghan and Ourimbah**  
Dr Louise Rak  
louise.rak@newcastle.edu.au

Consultation: Email Louise to make a time

**Teaching Staff**              Other teaching staff will be advised on the course Canvas site.

**School Office**                **School of Humanities Creative Industries and Social Sciences**  
Social Sciences Building  
Callaghan  
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# SYLLABUS

## Course Content

The course will include the following topics

- Definitions of casework and case management including strategies and techniques of casework and processes of case management and key critical debates
- Key principles of practice including: person-centred, culturally safe, trauma-informed, strengths-based, anti-oppressive, inclusive, participatory and recovery-oriented practice
- Supporting people across a diverse range of service contexts such as mental health, disability, aged care, employment, housing and alcohol and other drug services
- Core functions, processes and skills of casework and case management
- Ethical practice
- Culturally competent casework and case management practice
- The management of case management
- Critical self-awareness and critically reflective practice

## Course Learning Outcomes

**On successful completion of this course, students will be able to:**

1. Discuss critically the use of casework in contemporary human services, including the role and influence of the state on this form of practice.
2. Distinguish between different casework approaches and identify a personally preferred practice model based on values, beliefs, aims and context.
3. Apply specific strategies and skills to a fictional case study to demonstrate application of person-centred practice principles.
4. Reflect critically on experiences in the course to extend learning.

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## Course Materials

### Required Reading:

- Weekly course readings will be available online via the course Canvas site.

### Recommended Reading:

- A range of recommended articles and resources will be available on the course Canvas site. A textbook (available via the UON Library) that may be helpful is:  
Moore, E. (2016). *Case management inclusive community practice*. Oxford University Press.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Workshop 1: Course overview; forms of knowledge; workers, clients and the caseworker relationship	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
2	4 Mar	Workshop 2: Introduction to person-centred practice and its place in contemporary human services; the role of the State; introduction to Assessment 1	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
3	11 Mar	Workshop 3: Identifying and developing methods of practice	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
4	18 Mar	Workshop 4: Ethics and values; developing self-care as ethical practice	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
5	25 Mar	Workshop 5: Developing strategies and helping skills for casework; introduction to Assessment 2	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	Assessment 1 due 11.59pm on Monday 25th March
6	1 April	Workshop 6: Strategies and skills for casework continued	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	NB if your class falls on a public holiday, class info will be available online
7	8 Apr	Workshop 7: Trauma informed practice	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
<b>Mid Term Break April 15-26</b>				
<b>Mid Term Break</b>				
8	29 Apr	Workshop 8: Culturally safe practice; introduction to Assessment 3	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	Assessment 2 due 11.59pm on Monday 29th April
9	6 May	Workshop 9: Person-centred practice from the person's perspective; Guest Speaker; preparation for Assessment 3	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
10	13 May	Workshop 10: Practice perspectives; Guest Speaker; preparation for Assessment 3	Course reading 2 hour face-to-face workshop including mini-lectures and activity-based learning	
11	20 May	Workshop 11: In-class group assessment (Assessment 3); skills for reflective practice	Course reading 2 hour face-to-face workshop including peer-to-peer learning activities and critical reflection	Assessment 3 Part A: Group presentation due in class in either Week 11 or Week 12
12	27 May	Workshop 12: In-class group assessment (Assessment 3); course review and reflection	Course reading 2 hour face-to-face workshop including peer-to-peer learning activities and critical reflection	Assessment 3 Part A: Group presentation due in class in either Week 11 or Week 12
13	3 Jun	No classes - individual revision and assignment	Independent assignment work	

	writing	Online consultations available	
<b>Examination Period</b>			Assessment 3 Part B: Written summary and reflection due 11.59pm on Monday 10th June
<b>Examination Period</b>			

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Short Answer Questions	11.59pm on Monday 25th March	Individual	20%	1
2	Review of Video Case Study	11.59pm on Monday 29th April	Combination	40%	2, 3, 4
3	Group Project	Part A: Group presentations due in class in Week 11 or 12 Part B: Individual written summary and essay due 11.59pm on Monday 10th June	Group	40%	2, 3

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Short Answer Questions - 20%

### Assessment Type Purpose

Written Assignment

Demonstrate your understanding of fundamental concepts, approaches and contemporary issues for person-centred practice in human service casework, while building skills in written expression, research and critical analytic thinking.

### Description

Note: Further assessment item details will be provided in class and on the course Canvas site. It is essential that you follow the detailed instructions carefully (the following is an overview only).

Write a 300 word response to each of these questions:

1. What is person-centred care?
2. What is casework?
3. How would you practice person-centred care in your work?

### Weighting

20%

### Length

900 words in total: 300 words for each response

### Due Date

11.59pm on Monday 25th March

### Submission Method

Online

Submit via assessment link on Canvas

### Assessment Criteria

Further details to be provided in class and on Canvas. Work will be assessed based on:

- Accuracy of information
- Demonstration of understanding of key concepts
- Level of critical thinking
- Quality of writing and referencing

### Return Method

Online

### Feedback Provided

Online - Within three weeks of the submission date. Individual feedback will be provided via Canvas. General feedback will be provided in class.

## Assessment 2 - Review of Video Case Study - 40%

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Practice using the skills and strategies of case management and critically reflect on this experience in order to build an understanding of your own preferences, values, strengths and areas for development.
<b>Description</b>	<p>Note: Further assessment item details will be provided in class and on Canvas. Scenarios will be provided to guide these activities. It is essential that you follow the detailed instructions carefully. The following information is intended to provide an overview only.</p> <p>Part A: Video record in pairs or engage face-to-face with Course Coordinator A) In pairs, take it in turns in the roles of caseworker and client (you are only marked on the part where you are the caseworker). Video record a brief session demonstrating a range of casework skills (approximately 10 minutes each). You can conduct your session directly with the Course Coordinator or another member of the teaching team if preferred.</p> <p>Part B: Write individually B1) Write up case notes based on this role play session drawing on the principles and practices you have learned so far.</p> <p>B2) Write a critical reflection on the experience of roleplaying a caseworker that addresses each of the following points (this part must be referenced): -Skills and models of practice that you used and why you chose these; -Challenging aspects of the casework session and how you would improve on these in your future practice; -Skills, strategies or approaches that worked well for you. Consider why they were effective and how you would build on these in your future practice; and -Self-care strategies that you would use in this type of scenario.</p>
<b>Weighting</b>	40%
<b>Length</b>	A)10 mins; B1) 300 words; B2) 750 words
<b>Due Date</b>	11.59pm on Monday 29th April
<b>Submission Method</b>	Online Video recordings and written assignments will be submitted via Canvas Students will have the option of a face-to-face session for Part A, to be scheduled if preferred
<b>Assessment Criteria</b>	<p>Further details will be provided in class and on Canvas.</p> <p>A. Case management video You are only marked on the section where you take the role of caseworker. You are not expected to execute each skill or strategy perfectly. You are expected to challenge yourself to try out new skills. The purpose is to build your skills in reflective and critical practice. You will be marked on the extent to which you attempted to use relevant and appropriate skills (those we have learned about so far in the course) in relation to: -Building rapport -Establishing safety (including cultural safety) -Interpersonal communication -Working within a relevant model of practice</p> <p>B1. Case notes You will be marked on your ability to concisely capture important, useful and relevant information and the extent to which you demonstrate principles of safe, strengths-based and person-centred language.</p> <p>B2. Reflective essay You will be marked on your ability to critically reflect on your own work, your knowledge and understanding of case management models and practices and the quality of your written expression and referencing.</p>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three weeks of submission. Individual feedback will be provided via Canvas. General feedback will be provided in class.

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## Assessment 3 - Group Project - 40%

<b>Assessment Type</b>	Project
<b>Purpose</b>	To explore in-depth a particular approach to case management, critically analyse and apply this approach to a case study and consider current debates across a range of different case management approaches while building skills in team work and collaborative practice.
<b>Description</b>	<p>Note: Further assessment item details will be provided in class and on Canvas. It is essential that you follow the detailed instructions carefully. The following information is intended to provide an overview only.</p> <p>Part A: Group work Your small group will be allocated a specific approach to person-centred practice and casework. You will each need to find an academic reading related to this approach. You will share critical summaries of the readings within your group and use these to develop a short group presentation (approx. 5 minutes each person) which:</p> <ul style="list-style-type: none"><li>-Describes the case management approach</li><li>-Explores strengths, challenges and critical debates in relation to this approach</li><li>-Explains how this case management approach might be applied within the scenario</li></ul> <p>You will also need to engage in discussions and pose questions related to your peers' presentations.</p> <p>Part B: Individual writing Provide a written copy of the critical reading summary you shared with your group (can be annotated bibliography format or other format). (500 words) Select one of the practice approaches presented by another group. Write an essay that compares, contrasts and critiques this approach with the practice approach that your group explored and considers how you might use what you have learned in your future practice. (1,200 words)</p>
<b>Weighting</b>	40%
<b>Length</b>	5min presentation; 500wrd summary; 1200wrd essay
<b>Due Date</b>	Part A: Group presentations due in class in Week 11 or 12 Part B: Individual written summary and essay due 11.59pm on Monday 10th June
<b>Submission Method</b>	In Class Online Part A: Group presentations will be delivered in class Part B: Individual written summary and essay will be submitted online via Canvas
<b>Assessment Criteria</b>	Further details to be provided in class and on Canvas.  Part A: Group presentation You will work in small groups, but you will be marked according to your individual contribution. Presentations will be marked on quality of content, presentation skills, demonstrated understanding of the practice approach, ability to respond to questions and engagement in the presentations of peers.  Part B: Critical summary of reading will be marked on accuracy and relevance of information, clarity of the writing and quality of referencing. Essay will be marked on quality of critical analysis, demonstrated knowledge of how theory applies to practice, demonstrated understanding of your own critical reflective practice and quality of written expression and referencing.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three weeks of submission of the written part of the assessment.

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Attendance

Attendance/participation will be recorded in the following components:

- Lectorial (Method of recording): Class attendance list marked each week

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Please use our class time to ask questions. However, for individual or personal questions please email or speak to Kate directly.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to

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<https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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