



# CRIM13008 Case Management Practice

## Term 1 - 2024

Profile information current as at 08/10/2024 09:25 am

All details in this unit profile for CRIM13008 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 introduces you to the theory and practice of case management in criminal justice and related human service contexts. The aim of case management is to provide a consistent quality service as offenders pass through the complex criminal justice system. Effective case management can reduce incarceration, reoffending (recidivism), manage integration of offenders and those with mental illness back into society with meaningful employment, reunite and support families and prevent substance abuse. Case management can involve dealing with parole conditions and monitoring and engagement with court-ordered diversion programs. You will consider client intake and assessment, identification and troubleshooting issues, creating a management plan, dealing with difficult or uncooperative clients, providing support whilst maintaining a safe working environment and monitoring systems.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- Online

#### 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).

#### 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. **Learning logs / diaries / Journal / log books**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 40%

#### 3. **Online Test**

Weighting: 30%

### 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 Survey/in class

##### Feedback

Course materials and classes provide useful insight on contemporary issues in the criminal justice system, and focus on addressing real-world problems.

##### Recommendation

Continue to update and build on course content focused on how the criminal justice system works and the experiences of people within it, including discussion of recent real-world events relevant to the topics. Further develop case studies/scenarios and practical activities for workshops and assessments.

#### Feedback from Survey

##### Feedback

Clarity of quizzes could be improved

##### Recommendation

Quiz questions will be reviewed and revised where necessary.

#### Feedback from Survey

##### Feedback

Excellent lecturer and extremely supportive in making sure we were able to complete our work and assessment

##### Recommendation

Continue efforts to engage with students, offer help and support, and to ensure clarity of expectations in instructions and criteria for assessments.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Discuss the theoretical and practical applications of case management
2. Plan case management strategies for different types of client
3. Outline strategies to deal with ethical, safety, privacy and confidentiality issues in case management
4. Integrate various resources and networks to support case management plans.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Learning logs / diaries / Journal / log books - 30%	•		•	
2 - Written Assessment - 40%		•		•
3 - Online Test - 30%	•		•	•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•		•
2 - Problem Solving	•		•	•
3 - Critical Thinking				
4 - Information Literacy	•		•	•
5 - Team Work				
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice			•	•
9 - Social Innovation	•	•	•	•
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Learning logs / diaries / Journal / log books - 30%		•		•		•	•	•	•	
2 - Written Assessment - 40%	•	•		•		•	•	•	•	
3 - Online Test - 30%	•	•		•		•	•	•	•	

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams

## 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

**Dwayne Antojado** Unit Coordinator

[d.antojado@cqu.edu.au](mailto:d.antojado@cqu.edu.au)

**Scott Beattie** Unit Coordinator

[s.beattie@cqu.edu.au](mailto:s.beattie@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: 'What Works' in Rehabilitation?	Queensland Productivity Commission (2019). Summary Report: Imprisonment and Recidivism, pp. 1-36. <a href="https://qpc.blob.core.windows.net/wordpress/2020/01/SUMMARY-REPORT-Imprisonment-.pdf">https://qpc.blob.core.windows.net/wordpress/2020/01/SUMMARY-REPORT-Imprisonment-.pdf</a> Corrective Services NSW (2015). <i>Community Corrections Officer Handbook</i> ('Introduction', pp. 4-18). <a href="https://csa.intersearch.com.au/csajspui/bitstream/10627/897/1/community-corrections-officer-handbook.pdf">https://csa.intersearch.com.au/csajspui/bitstream/10627/897/1/community-corrections-officer-handbook.pdf</a>	

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Case Management in the Criminal Justice System	Day, A., Hardcastle, L. & Birgden, A. (2012). Case Management in Community Corrections: Current Status and Future Directions. <i>Journal of Offender Rehabilitation</i> 51(7), 484-495. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1080_10509674_2012_706245">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1080_10509674_2012_706245</a> Corrective Services NSW (2015). <i>Community Corrections Officer Handbook</i> ('Offender Management Framework', pp. 19-28, and 'Decision Making in a High Risk Environment, pp. 40-47). <a href="https://csa.intersearch.com.au/csajspui/bitstream/10627/897/1/community-corrections-officer-handbook.pdf">https://csa.intersearch.com.au/csajspui/bitstream/10627/897/1/community-corrections-officer-handbook.pdf</a>	

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessing Risk	Bonta, J. & Andrews, D.A. (2007). Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation. <a href="https://www.researchgate.net/publication/310747116_Risk-Need-Responsivity_Model_for_Offender_Assessment_and_Rehabilitation">https://www.researchgate.net/publication/310747116_Risk-Need-Responsivity_Model_for_Offender_Assessment_and_Rehabilitation</a> Corrective Services NSW (2015). <i>Community Corrections Officer Handbook</i> ('Risk, Needs, Responsivity and Consequences', pp. 29-39). <a href="https://csa.intersearch.com.au/csajspui/bitstream/10627/897/1/community-corrections-officer-handbook.pdf">https://csa.intersearch.com.au/csajspui/bitstream/10627/897/1/community-corrections-officer-handbook.pdf</a>	

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
A Better Life? Strengths-Based Approaches to Case Management	Ward, T. & Brown, M. (2004). The Good Lives Model and Conceptual Issues in Offender Rehabilitation. <i>Psychology, Crime &amp; Law</i> 10(3), 243-257. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_informaworld_taylorfrancis_310_1080_10683160410001662744">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_informaworld_taylorfrancis_310_1080_10683160410001662744</a> Whitehead, P.R., Ward, T. & Collie, R.M. (2007). Time for a Change: Applying the Good Lives Model of Rehabilitation to a High-Risk Violent Offender. <i>International Journal of Offender Therapy &amp; Comparative Criminology</i> 51(5), 578-598. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_miscellaneous_68259198">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_miscellaneous_68259198</a>	

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
What Causes Crime? Introducing Risks and Needs	Australian Institute of Health and Welfare (2019). <i>The Health of Australia's Prisoners 2018</i> . ('Summary' and 'Overview'). <a href="https://www.aihw.gov.au/getmedia/2e92f007-453d-48a1-9c6b-4c9531cf0371/aihw-phe-246.pdf.aspx?inline=true">https://www.aihw.gov.au/getmedia/2e92f007-453d-48a1-9c6b-4c9531cf0371/aihw-phe-246.pdf.aspx?inline=true</a> McNamara, L., Quilter, J., Walsh, T. & Anthony, T. (2021). Homelessness and Contact with the Criminal Justice System: Insights from Specialist Lawyers and Allied Professionals in Australia. <i>International Journal for Crime, Justice &amp; Social Democracy</i> 10(1), 111-129. <a href="https://www.crimejusticejournal.com/article/view/1742/969">https://www.crimejusticejournal.com/article/view/1742/969</a>	Workbook Submission #1: Online Quiz #1 opens

### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Online Quiz #1 closes

### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Education, Employment and Crime	Bahn, S. (2014). Community Safety and Recidivism in Australia: Breaking the Cycle of Reoffending to Produce Safer Communities Through Vocational Training. <i>International Journal of Training Research</i> 9(3), 261-266. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_rmit_primary_431870303246446">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_rmit_primary_431870303246446</a>	

### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive and Criminal Behaviour	Skeem, J.L., Manchak, S. & Peterson, J.K. (2011). Correctional Policy for Offenders with Mental Illness: Creating a New Paradigm for Recidivism Reduction. <i>Law and Human Behaviour</i> 35(2), 110-126. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_857330926">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_journals_857330926</a> Manjunath, A., Gillham, R., Samele, C. & Taylor, P.J. (2018). Serving a Community Sentence with a Mental Health Treatment Requirement: Offenders' Perspectives. <i>Criminal Behaviour &amp; Mental Health</i> 28(6), 492-502. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_miscellaneous_2130802897">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_proquest_miscellaneous_2130802897</a>	

### Week 8 - 29 Apr 2024

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

Substance Abuse and Crime  
 Bartle, J. & Lee, N. (2018, September 7). Prisoners Need Drug and Alcohol Treatment but AA Programs Aren't the Answer. *The Conversation*.  
<https://theconversation.com/prisoners-need-drug-and-alcohol-treatments-but-aa-programs-arent-the-answer-102268>  
 Payne, J. & Gaffney, A. (2012). How Much Crime is Drug or Alcohol Related? Self-Reported Attributions of Police Detainees. *Trends & Issues in Crime and Criminal Justice*, Australian Institute of Criminology.  
<https://www.aic.gov.au/sites/default/files/2020-05/tandi439.pdf>

### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Anger, Aggression and Violence	Howells, K., Day, A., Williamson, P., Bubner, S., Jauncey, S., Parker, A. & Heseltine, K. (2005). Brief Anger Management Programs with Offenders: Outcomes and Predictors of Change. <i>The Journal of Forensic Psychiatry &amp; Psychology</i> 16(2), 296-311. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_pascalfrancis_primary_16796224">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_pascalfrancis_primary_16796224</a> Davey, L., Day, A. & Howells, K. (2005). Anger, Over-Control and Serious Violent Offending. <i>Aggression &amp; Violent Behaviour</i> 10(5), 624-635. <a href="https://www.sciencedirect.com.ezproxy.cqu.edu.au/science/article/pii/S1359178905000029?via%3Dihub">https://www.sciencedirect.com.ezproxy.cqu.edu.au/science/article/pii/S1359178905000029?via%3Dihub</a>	

### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Criminalising Indigenous Peoples	Macklin, A. & Gilbert, R. (2011). Working with Indigenous Offenders to End Violence. Indigenous Justice Clearinghouse Research Brief. <a href="https://www.indigenousjustice.gov.au/wp-content/uploads/mp/files/publications/files/brief011_v2.pdf">https://www.indigenousjustice.gov.au/wp-content/uploads/mp/files/publications/files/brief011_v2.pdf</a> Cunneen, C. (2006). Racism, Discrimination and the Over-Representation of Indigenous People in the Criminal Justice System: Some Conceptual and Explanatory Issues. <i>Current Issues in Criminal Justice</i> 17(3), 329-346. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_rmit_primary_146249598618777">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_rmit_primary_146249598618777</a>	

### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Parole and Probation	Insight (2013). <i>Parole</i> [Video]. ABC News/Clickview. <a href="https://clickv.ie/w/LTbq">https://clickv.ie/w/LTbq</a> Henshaw, M., Bartels, L. & Hopkins, A. (2019). To COMMIT is Just the Beginning: Applying Therapeutic Jurisprudence to Reform Parole in Australia. <i>University of New South Wales Law Journal</i> 42(4), 1411-1442. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_rmit_primary_785050049401407">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_rmit_primary_785050049401407</a>	

### Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Wrap-Up: Revisiting What Works	Day, A. (2020). At a Crossroads? Offender Rehabilitation in Australian Prisons. <i>Psychiatry, Psychology &amp; Law</i> 27(6), 939-949. <a href="https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1080_13218719_2020_1751335">https://cqu-primo.hosted.exlibrisgroup.com/permalink/f/1rb43gr/TN_cdi_crossref_primary_10_1080_13218719_2020_1751335</a>	Workbook Submission #2: Online Quiz #2 opens

### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Online Quiz #2 closes  <b>Risk Assessment and Case Management Plan</b> Due: Review/Exam Week Friday (7 June 2024) 5:00 pm AEST

### Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Workbook

#### Assessment Type

Learning logs / diaries / Journal / log books

#### Task Description

Your workbook will consist of weekly exercises or reflections designed to facilitate your engagement with the course material and active participation in workshops and learning activities. Each workshop will be structured around an activity or challenge that helps you to explore, put into practice and discuss the key concepts and ideas we learn in set readings and modules each week. Workbook submissions are where you can reflect on the course material and workshop activities, demonstrate your engagement and show what you have learnt.

The workbook will be split up into two parts: one to be submitted in Week 5 and one in Week 12. For the first submission you must complete all 3 exercises in weeks 2, 3 and 4. For the second you may choose any 3 out of the 6 exercises from weeks 5-11. Each workbook task should be around 300 words in length and worth 5% (x6 for a total of 30%). References are not required.

#### Assessment Due Date

Note: there are two workbook submissions in weeks 5 and 12

## Return Date to Students

### Weighting

30%

### Assessment Criteria

- Active engagement in workshop activities
- Understanding of key concepts and ideas from the course and ability to apply these to concrete situations
- Demonstration of learning
- Clear and succinct reflection
- Participation in group activities and supporting your peers' learning.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit via Moodle.

### Graduate Attributes

- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

### Learning Outcomes Assessed

- Discuss the theoretical and practical applications of case management
- Outline strategies to deal with ethical, safety, privacy and confidentiality issues in case management

## 2 Risk Assessment and Case Management Plan

### Assessment Type

Written Assessment

### Task Description

Your final assessment will be based around a specially created simulation, 'Blight Town Boys'. The simulation has you managing the fictional Sir Dennis Hopeland youth detention centre, and has been designed to illustrate the complexity and importance of decision making and the impact your decisions have on the overall objectives of an institution and your clients. The choices you make will change the final outcome of the simulation and the stories of the three young offenders involved. It should take around half an hour to work through depending on how long you take to consider your choices. You are free to play through multiple times if you wish to see the consequences of different choices.

The assessment itself will consist of two parts: a short reflection on the simulation (300 words) and a risk assessment and case management plan (1500 words).

#### Part A: Reflection

Here you will reflect on your experience of the simulation and discuss what you have learned. You are free to choose what to focus on, but you may start by considering any of the following questions:

- What worked in your play through and what didn't? Did you manage to identify some promising avenues for helping the inmates? Or some things to avoid?
- How would you describe the environment and culture of the prison? What effect do you think it their time in detention might have on the boys' needs and prospects for rehabilitation after their release?
- What sorts of pressures were placed on your decision making? Were there competing goals that clashed with one another? Did organisational policies or resource constraints prevent you from achieving a desired outcome?
- What kinds of issues need to be foreseen when making decisions, and how does hindsight affect the way you see your choices?
- How did you balance competing imperatives, such as the needs of the individual vs. the needs of the institution, or rehabilitative/therapeutic goals vs. maintaining order and control?

Part A does not need to be referenced.

### Part B: Risk Assessment and Case Management Plan

For Part B you will choose one of the three main characters from the simulation and put yourself in the shoes of a case manager responsible for planning and overseeing their rehabilitation and re-integration once they are released from detention.

First you will conduct a brief risk assessment of your client. Based on what you learnt about them in the simulation, identify their criminogenic needs—you can use the major risk categories from the LSI-R framework to guide you in this—and if relevant, any non-criminogenic needs you think will be important to address. You will also decide what level of risk you think your client poses of reoffending after they are released. If you do find there are any gaps in your knowledge about your client that are relevant to making an assessment, you can also identify these as avenues for further questioning.

Next you will recommend an intervention for your client (you may include more than one if you wish) and justify why you believe it would be effective. You can choose the approach you want to take here and what you think is most important for your client, but your recommendation/s must address specific needs or goals your client has. You will need to make a case for why your intervention/s would help rehabilitate your client and prevent recidivism with reference to empirical evidence and the principles/theories/approaches to offender rehabilitation that we look at throughout the subject. This part must be referenced using APA 7.

### Assessment Due Date

Review/Exam Week Friday (7 June 2024) 5:00 pm AEST

### Return Date to Students

### Weighting

40%

### Assessment Criteria

- Critical reflection on decision making within an organisational context
- Consideration of different approaches to offender rehabilitation and the need to balance different goals
- Ability to understand and apply risk assessment frameworks and sound judgment of risk
- Understanding of criminogenic and non-criminogenic needs and appropriate rehabilitative interventions
- Use of empirical evidence and theories of offender rehabilitation to justify decisions
- Clear, succinct and persuasive writing and correct use of APA 7 referencing.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit via Moodle.

### Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

### Learning Outcomes Assessed

- Plan case management strategies for different types of client
- Integrate various resources and networks to support case management plans.

## 3 Online Quizzes

### Assessment Type

Online Test



**Task Description**

This will consist of **two** multiple-choice quizzes: one in **Week 5** and one in **Week 12**. These are designed to help you gauge your comprehension and help you to engage with course content, and will be based only on set readings and content contained in weekly learning modules. No further research will be required.

Each quiz will contain 15 questions drawn randomly from a larger pool. Questions will be worth 1% each for a total of 30% (15% per quiz). The first quiz will assess content from Weeks 1-4, and the second will assess Weeks 5-11.

Quizzes will be open for one week. Once you begin, you will have 24 hours to complete them. You will be able to save your progress and return to the quiz at any point within the 24 hours.

**Assessment Due Date**

Note: quizzes take place in Week 5 and Week 12

**Return Date to Students****Weighting**

30%

**Assessment Criteria**

- Comprehension of set reading materials and module content
- Evaluating and responding to questions using evidence provided in set materials

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Links to quizzes will be provided in the 'Assessments' section of Moodle.

**Graduate Attributes**

- Communication
- Problem Solving
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

**Learning Outcomes Assessed**

- Discuss the theoretical and practical applications of case management
- Outline strategies to deal with ethical, safety, privacy and confidentiality issues in case management
- Integrate various resources and networks to support case management plans.

## 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