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# GLOSSARY

<b>Accreditation</b>	Process of formal recognition of a course by the State or Territory course accrediting body in line with the Australian Qualification Framework (AQF) Standards for State and Territory Registering the Course Accrediting Bodies.(from: AQTF Standards for RTOs)
<b>AOD</b>	Alcohol and other drug.
<b>Assessment</b>	Making a judgement from a range of evidence collected and deciding whether it satisfies the competency standard.
<b>CSHI</b>	Community Service and Health Industry.
<b>Competency standard</b>	Describes what a competent worker should be able to do in his/her particular job role.
<b>Competency-based assessment</b>	Deciding whether the worker's performance in an assessment procedure meets the competency standard criteria.
<b>Competency-based training</b>	Training based on the competency standards.
<b>Element</b>	Is the basic building block of the unit of competency. Elements describe the tasks that make up the broader function or job, described by the unit. (from: Training Package for Assessment and Workplace Training)
<b>ITABs</b>	Industrial Training Advisory Bodies - the national and state bodies for each industry. The drug and alcohol field is covered by the Community Services and Health ITAB (one national and one state body) which coordinate implementation of training reform, eg. the devising of the competency standards.
<b>Module</b>	A specific section of learning, which can be completed in itself, that may deal with a section of a competency.

**Recognised training organisations (RTOs)**

Educational or training organisations (e.g. TAFE) whose training courses, procedures and processes have been registered with VETAB.

**Staff appraisal**

A system of assessing the worker's progress at certain intervals.

**Performance Criteria**

Evaluation Statements which specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provide evidence of competent performance for each element.

(from: Training Package for Assessment and Workplace Training)

**Self-assessment**

Is a process that allows candidates being assessed to collect and provide evidence on their own performance against the competency standards. Self-Assessment is often used as a pre-assessment tool to help the candidate and assessor to determine what evidence is available and where the gaps may be.

(from: Recognition Resource ANTA)

(Other definitions from Recognition of Assessment Applicant's Kit on assessing and Referring Clients NSW DET 2001)

# WELCOME



## Welcome to the recognition of assessment application kit!

This kit is primarily for workers. It is a self-assessment kit, so you can use it to assess your competency in case management. Before you begin this kit it is recommended that you read Book 1: Agency Training Handbook. This way you will gain an understanding of the whole process involved in using this package of resources. The Agency Training Handbook explains terminology such as ‘competencies’, ‘competency-based training’ and ‘workplace assessment’.



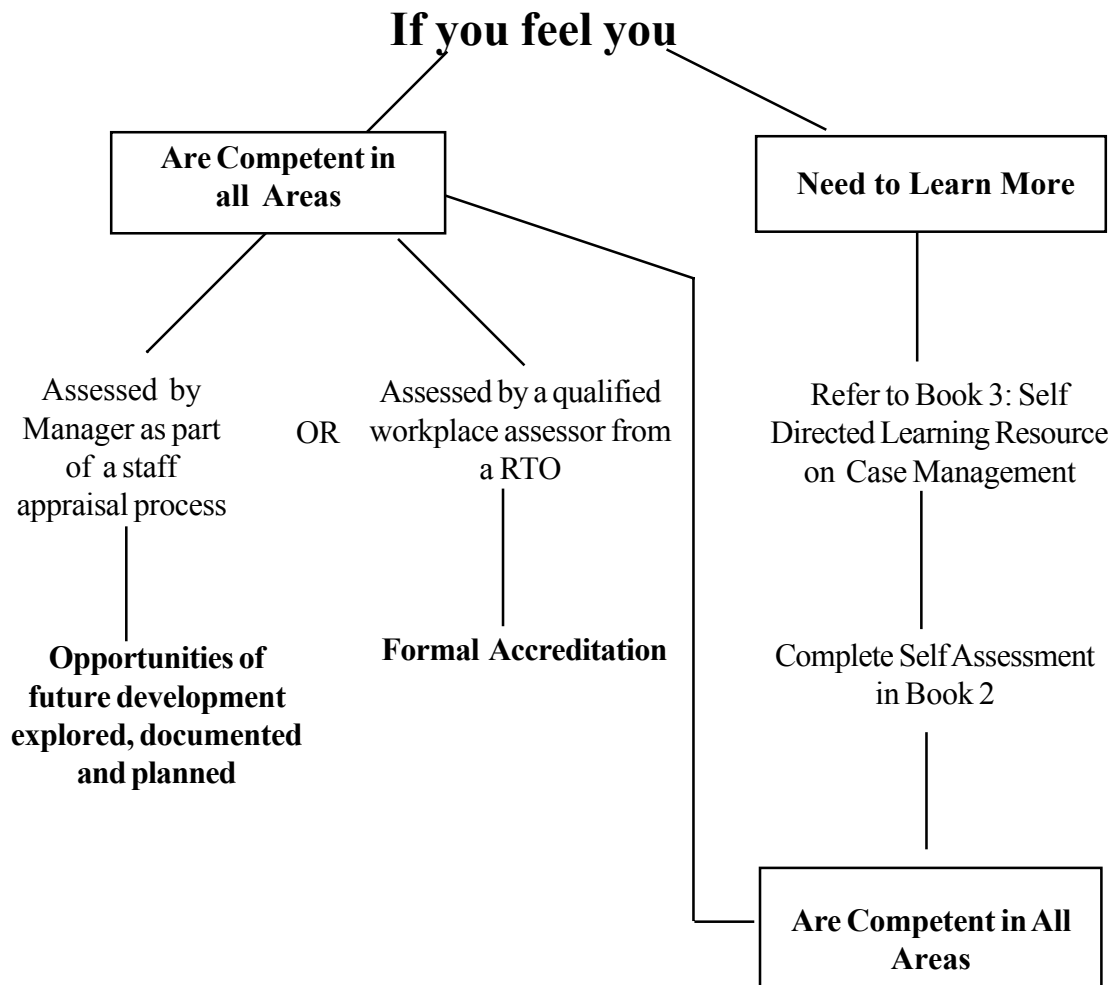
## HOW TO USE THIS KIT

By now you should have discussed with your manager/workplace supervisor about the process involved in working through the kits. If not, talk to s/he asap.

How to proceed:

- 1 Read through the whole kit first to gain an understanding of the process.
- 2 Make sure you read the section on ‘Recognition’ and fully understand the concept.
- 3 Complete the self assessment section.
- 4 Start putting your portfolio together.
- 5 Once you have completed the kit, debrief with your manger/workplace supervisor (discuss any problems, feelings, thoughts or worries you have on doing the Kit). You may wish to go through the kit with them. Some people underestimate their skills and your supervisor might like to discuss these areas.
- 6 Work out with your manager/workplace supervisor what happens next.

# WHAT HAPPENS AFTER YOU USE THE KIT?



# RECOGNITION - WHAT IT'S ALL ABOUT

## What is it?

Recognition is a process which gives you credit for what you have already learnt or can already do. This credit counts towards achievement of the qualification you are wanting to obtain.

The recognition process looks at your background and experience to get a picture of the skills and knowledge that you have. Your skills and knowledge may be from:

- life experience - looking after people in your family and being involved in community meetings and projects;
- voluntary work;
- vocational experience - carrying out duties and tasks on the job;
- training - tertiary, in-house, industry etc;

Recognition includes both past and current experience. Recognition is known by a couple of other names : Recognition of Prior Learning (RPL), and Recognition of Current Capability (RCC).

We will use the term '**Recognition**' to encompass all meanings.

Through recognition your skills and knowledge are matched against units of competence or learning outcomes for modules in a course. In this way recognition is a type of assessment which will generally be based on a combination of a portfolio of evidence and workplace assessment.

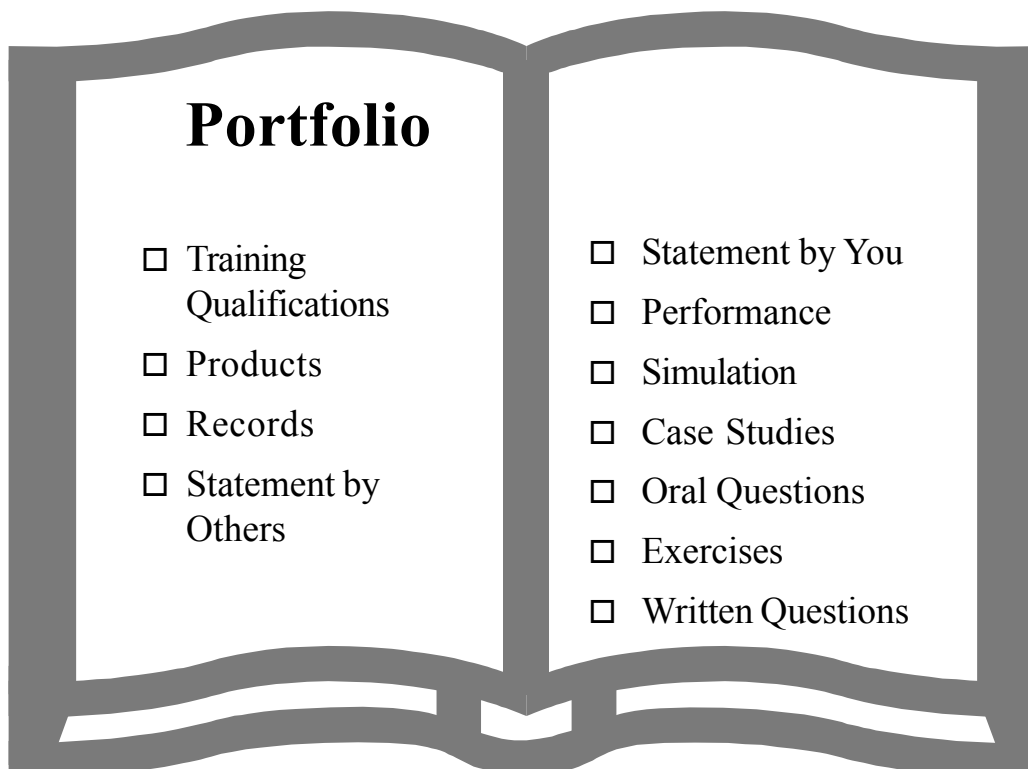
## Recognition Process

- The recognition process is checking to see if you are competent or not in a particular skill to carry out a specific task.
- To demonstrate this you need to complete the included self-assessment on the unit of competency - CHCCM3B - Develop, Facilitate and Monitor all Aspects of Case Management.
- If you feel you are competent in a particular skill then you need to demonstrate this to your manager or accredited assessor through specified related evidence.
- If you feel you are not competent in a particular skill and need to learn more or gather more evidence that you need to refer to and complete learning in that particular area in Book 3: Self-Directed Learning Resource.

# COLLECTING AND PRESENTING EVIDENCE

Illustrated below are the many ways to collect evidence, which are all then presented in a portfolio.

A portfolio is a collection of items that provide evidence of your competency in specific knowledge, skills and tasks. It is probably the most often-used way of collecting evidence in the community service industry, as it is often difficult to observe people doing their work. The information in the portfolio may take some time for you to collect and this will have to be negotiated between employee and manager. All information must be authenticated.



# TYPES OF EVIDENCE

## ☐ Training Qualifications



Documentation of study completed through a RTO in the area being assessed - e.g. Certificates, diplomas, statements of results etc.  
Documentation of in-house industry training completed.

## ☐ Products



Things you make or help to make in the workplace e.g. reports, letters, policies.

## ☐ Records



Work and professional records e.g. minutes of meetings, diary entries, client records, session plans for groups, project plans, evaluations.

## ☐ Statements by others



People who have seen you demonstrate the skills and can support your claim e.g. community members, co-workers, supervisor or someone from another organisation who you have worked with on a particular project.

## ☐ Statements by you



Written or spoken statements by you to support your claim.

## ☐ Performance



Doing a skill or task in front of an assessor or on a video/audio tape.

## ☐ Simulation



A simulation is a situation in which you can be asked to reproduce a normal workplace performance. Simulations are common in circumstances where it is unethical to observe workers with actual clients. Due to the nature of our work in CSHI permission should be sought from the client for any observation. Otherwise, issues of confidentiality are breached.

*Simulation can consist of two workers carrying out a role-play in front of the assessor, or a video or tape-recording of the two workers in the role-play.*

The assessor would be observing the list of items in this guide under the appropriate section.

### □ Case Studies



A Case Study can be based on written information and/or practical experience in a simulated or actual workplace. It provides you with opportunities to demonstrate your problem-solving and decision-making skills, and your flexibility in applying underpinning knowledge to new contexts.

Things that could be presented include case-management plans for individual or groups of clients.

### □ Oral Questions



By asking oral questions, the assessor can test your communication skills at the same time as authenticating the knowledge that underpins performance. One advantage of oral questioning is that you can seek clarification from the assessor when necessary. This is not possible with written or computer-based questions.

### □ Written Questions



Written questions may take a number of forms, such as:

- multiple choice - a question or incomplete statement followed by four or five options from which you select the correct one;
- short answer - a question with a predetermined answer that varies from one word to, at most two or three sentences.

### □ Exercises



Completed exercises from Book 3: Self Directed Learning Resource.

(Adapted material from: Harris (1998) and NSW DET 2001)



## CONFIDENTIALITY

Due to the nature of our work in CSHI, confidentiality and dignity of the client are of the utmost importance. Both need to be adhered to at **all** times.

Written permission needs to be sought from clients if you want to use any of their material for your evidence, including any observations. Any identifying information about the client needs to be removed. Your manager or the RTO assessor may ask you to complete a statutory declaration, verifying confidentiality. See your manager or RTO assessor to see what is required for you to fulfil your confidentiality responsibilities.

Refer to your organisation's policies and procedures on confidentiality.



## SELF ASSESSMENT ON UNIT OF COMPETENCY - CHCCM3B - Develop, Facilitate and Monitor all Aspects of Case Management

The skills and knowledge required for ‘Develop, Facilitate and Monitor all Aspects of Case Management’ have been broken down into four learning outcomes. These learning outcomes have the same titles in BOOK 3: SELF-DIRECTED LEARNING RESOURCE ON CASE MANAGEMENT, so if you find something you do not understand it will be easy to look it up there.

### LEARNING OUTCOMES

Learning outcomes simply refer to what you should be able to do at the completion of that particular section of the guide (your performance).

Competency-based learning focuses on what you can do. It is therefore organised around learning outcomes and the standards or criteria for performing them.

Below is a list of all the learning outcomes for the unit of competency.

#### **Learning Outcome 1:**

Conduct case management meetings.

#### **Learning Outcome 2:**

Develop an appropriate approach to case management.

#### **Learning Outcome 3:**

Develop an appropriate case management plan.

#### **Learning Outcome 4:**

Manage case work activities and processes.

**Please note: Do not write on this resource or complete any of the self assessment in the spaces provided. It is recommended that you photocopy the self assessment pages. This package is a shared resource for all workers in your agency.**

## INSTRUCTIONS

**In each section put a tick next to either “I am competent” or “not competent” depending on how you gauge your ability.**

**If you put a tick in the “competent” column you need to feel confident that you can provide the evidence of your knowledge and skills at the same standard listed in these sections.**

**There is space left at the end of each section for you to place questions or comments to discuss later with your supervisor.**



## REMEMBER!!

You don't need all the evidence listed. Listed in the table are examples of evidence you could use to show that you have the skills and knowledge for this unit of competency.

You will need to check with your manager or RTO Assessor on what types of evidence you need.

## Explanation of headings

**Elements** are just the general statement about the particular skill or area of knowledge that is required, and relates back to the performance criteria in the competency standard in this case CHCCM3B.

**Performance criteria** is a more detailed breakdown of all the skills and knowledge required to meet the assessment criteria.

**Evidence** are examples that you could collect and present to demonstrate competency.



Elements (Performance Criteria)	Evidence	Self Assessment		
		Competent (have this)	Part Competent	Not Competent (haven't got this - or have some of this)
	<p><b>Records</b></p> <ul style="list-style-type: none"> <li>• Case notes demonstrating how you identified, negotiated and recorded outcomes of a case management meeting.</li> </ul> <p><b>Training Qualifications</b></p> <ul style="list-style-type: none"> <li>• Attendance of relevant courses and care plans.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you need to learn more - refer to Unit 1 in Book 3 - Self-Directed Learning Resource on Case Management.

In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.

Your notes and comments:







**If you need to learn more - refer to Unit 1 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**Your notes and comments:**



**If you need to learn more - refer to Unit 2 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**And/or**

**Work samples in a portfolio.**

**Your notes and comments:**



Elements (Performance Criteria)	Evidence	Self Assessment		
		Competent (have this)	Part Competent	Not Competent (haven't got this - or have some of this)
	<b>Exercises</b> <ul style="list-style-type: none"> <li>Completed tasks for 2.2 in Book 3: Self-Directed Learning Resource.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you need to learn more - refer to Unit 2 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**Your notes and comments:**



**If you need to learn more - refer to Unit 2 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**Your notes and comments:**



**If you need to learn more - refer to Unit 2 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**And/or**

**Work samples in a portfolio supported by oral questioning.**

**Your notes and comments:**















**If you need to learn more - refer to Unit 3 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**And/or**

**Work samples in a portfolio supported by oral questioning.**

**Your notes and comments:**



**If you need to learn more - refer to Unit 3 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**Your notes and comments:**





### Learning Outcome 3: Develop an appropriate case management plan

Elements (Performance Criteria)	Evidence	Self Assessment		
		Competent (have this)	Part Competent	Not Competent (haven't got this - or have some of this)
<b>3.6</b> Requirements of case plan are matched to experience, workload and geographical location of worker.	<b>Records</b> <ul style="list-style-type: none"> <li>Case notes / minutes of staff meetings that demonstrate requirements of case plan are matched to experience, workload and geographical location of worker.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you need to learn more - refer to Unit 3 in Book 3 - Self-Directed Learning Resource on Case Management.

In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by work samples in a portfolio, supported by oral questioning.

Your notes and comments:









**If you need to learn more - refer to Unit 4 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by work samples in a portfolio, supported by oral questioning.**

**Your notes and comments:**







**If you need to learn more - refer to Unit 4 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**And/or**

**Work samples in a portfolio supported by oral questioning.**

**Your notes and comments:**



Elements (Performance Criteria)	Evidence	Self Assessment		
		Competent (have this)	Part Competent	Not Competent (haven't got this - or have some of this)
	<p><b>Exercises</b></p> <ul style="list-style-type: none"> <li>Completed tasks for 4.4 in Book 3: Self – Directed Learning Resource.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you need to learn more - refer to Unit 4 in Book 3 - Self-Directed Learning Resource on Case Management.**

**In Book 4: Workplace Assessor's Kit, a workplace assessor can ask you to demonstrate your competency in this skill-based section, by observing you facilitating a case meeting/case conference supported by oral questioning.**

**And/or**

**Work samples in a portfolio supported by oral questioning.**

**Your notes and comments:**

After you have collected all your evidence complete the “Summary of evidence sources for Unit of competency CHCCM3B” form, over the page.

## SUMMARY OF EVIDENCE SOURCES

Here the candidate ticks what types of evidence have been provided for each learning outcome and element. This table shows the assessor clearly what types of evidence were chosen by the candidate from the examples outlined in Book 2.

The completed table needs to be displayed at the front of the portfolio.

Summary of Evidence sources for Unit of Competency CHCCM3B - Develop, facilitate and monitor all aspects of Case Management.

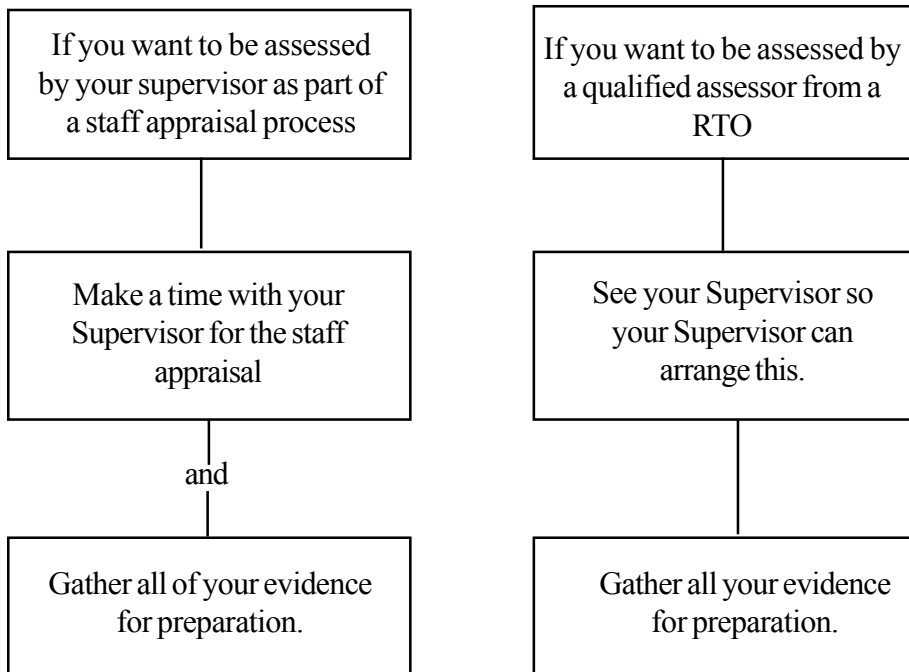
Learning Outcomes and Elements		TYPE OF EVIDENCE PROVIDED					
		Training Qualifications	Products	Records	Statements by Others	Statements by you	Exercises
Learning Outcome 1	1.1						
	1.2						
	1.3						
Learning Outcome 2	2.1						
	2.2						
	2.3						
	2.4						
Learning Outcome 3	3.1						
	3.2						
	3.3						
	3.4						
	3.5						
	3.6						
	3.7						
Learning Outcome 4	4.1						
	4.2						
	4.3						
	4.4						

## WHAT HAPPENS NEXT?

Congratulations you made it through the self-assessment! If there are some areas that you feel you need to brush up on, you can read and gain this knowledge from **Book 3: Self-Directed Learning Resource on Case Management**. However, firstly debrief with your Supervisor and check with them whether your self assessment is accurate.

You may be underselling yourself, and may already be competent in other skills.

**After you have met with your Supervisor the next steps are:**



## REFERENCES

The information contained in this book is adapted from:

A Guide to Developing Training Package Assessment Materials. Recognition Resource (2001) ANTA. DETYA. Commonwealth of Australia. Australian Training Products Ltd (ATP).

Community Services Training Package Qualifications Framework. (2003) ANTA.

Harris, B. (1998) Portfoliopros for Frontline Managers Volume 2, Harris Bromley Pty Ltd, NSW.

Introduction to Recognition for Use in Community Services Training Package Qualifications. Community Health, Tourism and Hospitality Educational Services Division. TAFE NSW (2001)

Recognition of Assessment Applicant's Kit on Assessing and Referring Clients. NSW DET (2001)



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**BOOK 2**

# **ALCOHOL AND DRUG TREATMENT RECOGNITION OF ASSESSMENT KIT & RECORD BOOK**

**DEVELOP, FACILITATE AND  
MONITOR ALL ASPECTS OF  
CASE MANAGEMENT**



Non Government Alcohol and Other Drug Treatment Workers Training and Workplace Assessment Resource Package for “Case Management”

