

# SWK-S 201 Introduction to Case Management (3 cr.)

## Course Information

**Semester Year:** Spring 2017  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXXX  
**Office Hours:** XXXXXXXXXX

## Course Description

Given current changing demographics, complex social problems, human service providers will serve a more diverse and perhaps more vulnerable population. A large number of clients will find it challenging to access the maze of increasingly decentralized social services. Case management may help to address some of these issues. This course will introduce various case management models and the roles and functions of case managers. It will highlight the nature of client participation and the mutuality of the helping process. Ethics and ethical dilemmas will be addressed. Skills for client centered, culturally competent case management will be explored.

## Course Objectives

As a result of having completed the requirements of this course, the student will be able to:

- S201-01** Demonstrate knowledge about case management including current models, perspectives, and research.
- S201-02** Demonstrate knowledge about the helping process and related skills.
- S201-03** Understand case manager's roles and functions.
- S201-04** Articulate the interrelatedness of the human service delivery system and clients= well-being.
- S201-05** Analyze the ethical implications of the values and assumptions of selected models of case management.
- S201-06** Analyze the usefulness of selected case management models when working with populations-at-risk.
- S201-07** Understand the importance of values and cultural/ethnic consideration in the provision of case management.

## Required Texts

Summers, N. (2012). *Fundamentals of case management practice: Skills for the human services*. 4<sup>th</sup> Edition. Brooks/Cole Centage Learning. Belmont, CA.

## Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

## Course Outline

### Module 1

Dates:

#### *Overview*

- A. Introduction to course, review of syllabus, and class format
- B. Ethics/Professional Responsibilities

#### *Assignments*

1. Review Articulated Learning Assignment (Parts 1-3)

#### *Readings*

1. Summers, Case Management Practice, Chapter 1, Ethic and other Professional Responsibilities for Human Service Workers

### Module 2

Dates:

#### *Overview*

- A. Definition and Responsibilities
- B. Ecological Model

#### *Assignments*

#### *Readings*

1. Summers, Chapter 2, Definitions and Responsibilities
2. Summers, Chapter 3, Ecological Model

### Module 3

Dates:

#### *Overview*

- A. Cultural Competency

#### *Assignments*

1. Discussion Forum (Part 1 of Articulated Learning Assignment) 1: CD Vignette

#### *Readings*

1. Summers, Chapter 4, Cultural Competence

### Module 4

Date:

#### *Overview*

- A. Midtown Service Learning Orientation: (Mandatory for anyone doing the Midtown SL option)
  - Midtown CMHC
  - 1700 N Illinois St.
  - Indianapolis, IN
  - 4:00 PM to approximately 5:30 PM

- B. Attitudes and Boundaries
- C. Who owns the Problem

### *Assignments*

1. Discussion Forum 2

### *Readings*

1. Summers, Chapter 5, Attitudes and Boundaries
2. Summers, Chapter 6, Clarify who owns the Problem

## Module 5

Date:

### *Overview*

- A. Identifying Responses
- B. Listening and Responding
- C. Asking Questions

### *Assignments*

1. Discussion Forum 3: CD Vignette, The First Interview

### *Reading*

1. Summers, Chapter 7
2. Summers, Chapter 8
3. Summers, Chapter 9

## Module 6

Date:

### *Overview*

- A. Difficult Issues
- B. Addressing and Disarming Anger
- C. Effective Combination of Skills

### *Assignments*

1. Discussion Forum 4

### *Readings*

1. Summers, Chapter 10
2. Summers, Chapter 11
3. Summers, Chapter 12

## Module 7

Date:

### *Overview*

- A. Documenting and Initial Inquiries
- B. The First Interview

### *Assignments*

1. Discussion Forum 5

### *Readings*

1. Summers, Chapter 14
2. Summers, Chapter 15

## Module 8

Date:

### *Overview*

- A. Special Topic: Motivational Interviewing

### *Assignments*

1. Discussion Forum 6

### *Readings*

1. Article

## Fall Break

## Module 9

Date:

### *Overview*

- A. Social Histories and Assessment Forms
- B. Special Population: Individuals with a Serious Mental Illness

### *Assignments*

1. Discussion Forum 7

### *Readings*

1. Summers, Chapter 16
2. Article

## Module 10

Date:

### *Overview*

- A. Using the DSM IV
- B. Mental Status Exam
- C. Special Population: Addictions

### *Assignment*

1. Discussion Forum 8: CD Vignette, An Angry Consumer

### *Readings*

1. Summers, Chapter 17
2. Summers, Chapter 18
3. Article

## Module 11

Date:

### *Overview*

- A. Receiving and Releasing Information
- B. Planning for Positive Change and Recovery

### *Assignment*

1. Discussion Forum 9:
2. ASSIGNMENT P2: Reflection Paper with 2 Subheadings (a and b)-(100 points)

### *Readings*

1. Summers, Chapter 19
2. Summers, Chapter 20

## Module 12

Date:

### *Overview*

- A. Service Plan
- B. Service Planning Conference/Disposition Planning
- C. Referral and Assembling the Record

### *Assignment*

1. Discussion Forum 9: CD Vignette, Service Planning Conference

### *Readings*

1. Summers, Chapter 21
2. Summers, Chapter 22
3. Summers, Chapter 23

## Module 13

Date:

### *Overview*

- A. Documentation

### *Assignment*

1. ASSIGNMENT P3: Two Articulated Learning Worksheets (50 points)

### *Readings*

1. Summers, Chapter 24

## Thanksgiving Break

## Module 15

Date:

### *Overview*

- A. Monitoring Services

- B. Developing Goals and Objectives
- C. Termination

### Assignment

1. CD Vignette, Termination
2. P3: Student applies standards of critical thinking to the draft (student and instructor evaluation of Worksheets using critical thinking rubric and course objective rubric-

### Reading

1. Summers, Chapter 25
2. Summers, Chapter 26
3. Summers, Chapter 27

## Module 16

Date:

### Overview

- A. Self-Care
- B. Wrap-up

### Assignment

1. Assignment P4 *Finalized* (final draft) aiming to demonstrate identified case management learning objectives and standards of critical thinking.

### Readings

1. Summers, Chapter 28

## Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

### Assignments

1. Community Resource Agency Visit and Sharing
  - a. DUE: .....date
  - b. Final Grade Percentage: .....10%
2. Case Management Unit Documentation Team-work
  - a. DUE: .....date
  - b. Final Grade Percentage: .....5%
3. SL CM Hours and Timesheet Completed
  - a. DUE: .....date
  - b. Final Grade Percentage: .....15%

4. Forums (9) P1
  - c. DUE: .....date
  - d. Final Grade Percentage: .....18%
5. Reflection Paper w/ 2 subheadings P2
  - a. DUE: .....date
  - b. Final Grade Percentage: .....20%
6. Learning Worksheets P3
  - a. DUE: .....date
  - b. Final Grade Percentage: .....10%
7. Finalized Worksheets P4
  - a. DUE: .....date
  - b. Final Grade Percentage: .....20%

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

### Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

### Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.