Case Management Field Experience (3 cr.)

Course Information
Semester Year: xxxxxx
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX
Instructor: XXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: xxxxx
Office Hours: xxxxxxxxxxx

Course Description
Child Abuse and Neglect Certificate Field Experience is an experiential learning course for students seeking the Child Abuse and Neglect Certificate but who are NOT enrolled in the BSW degree program. The educational focus is the preparation of students for generalist case management practice through the opportunity for agency-based learning experiences that allow for demonstration of learning outcomes identified for the Certificate in Child Abuse and Neglect. Building upon knowledge and skills provided in previous and concurrent coursework required for the certificate, students complete a minimum of 160 hours of supervised practice in a community agency as well as participate in a bi-weekly seminar with assignments designed to integrate theoretical knowledge with agency experience. This course affords students an opportunity to apply interaction skills and theoretical knowledge within the organizational structure of a human service agency.

Students are expected to demonstrate beginning ability to work with clients, utilize community resources, interact with other professionals, and function effectively within an organization. Students are expected to identify and work to alleviate oppressive conditions in the lives of their clients. Furthermore, students are to apply knowledge and skills in working with diverse clients using a strengths perspective. For examples of learning outcomes addressed in S281, see the S281 Learning Evaluation Tool “LET”.

Concurrent with the agency placement, students participate in a bi-weekly practicum seminar that assists students in integrating theoretical content with practice. As the capstone experience for the Child Abuse and Neglect Certificate, this course must be taken subsequently to or concurrently with all other required courses for the certificate. Pre-requisites include S102, S201 Introduction to Case Management, S221, S251, S180, B310 and S305. Pre- or co-requirements include S306 Crisis Intervention, S309, S300, S314, S442 (Public Child Welfare/Children & Families), B396, S410, and S442 (substance abuse).

This course is a service-learning course with a required component of a minimum of 160 hours of volunteer work in an identified social service agency in the child welfare system or an agency that collaborates with the child welfare system; Oral and written reflection about the connection between course content and the service activities.

Course Competencies
Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary
- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Course Objectives
Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

S281-01 Practice personal reflection and self-correction to assure continual professional development.
S281-02 Demonstrate professional demeanor in behavior, appearance, and communication.
S281-03 Use supervision and consultation to enhance Child Welfare practice.
S281-04 Demonstrate practice, which embraces values and ethical consideration in the provision of Child Welfare.
S281-05 Demonstrate effective oral and written communication in working with individuals and families.
S281-06 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
S281-07 Identify the forms and mechanisms of oppression and discrimination and demonstrate how they impact the practice of case management.
S281-08 Advocate for human rights and social and economic justice in the role of a case manager.
S281-09 Analyze and apply knowledge to understand person and environment as a case manager.
S281-10 Substantively and affectively, prepare for action with individuals & families.
S281-11 Apply knowledge about case management including current models & perspectives with individuals and families.
S281-12 Demonstrate empathy and other interpersonal skills.
S281-13 Collect, organize, and interpret client data.
S281-14 Assess client strengths and limitations.
S281-15 Identify and utilize case management interventions to address clients’ problems.
S281-16 Facilitate transitions and endings.
S281-17 Critically analyze, monitor, and evaluate interventions.
S281-18 Apply knowledge about Child Welfare and Case Management including current models & perspectives with individuals and families.
S281-19 Apply Child Welfare research in practice.
S281-20 Understand the historical development of child welfare policy and services.
S281-21 Identify the legal rights and responsibilities of families and children.
S281-22 Identify aspects of family diversity including race, ethnicity, religion, sexual orientation, and socioeconomic status and articulate a beginning understanding of how those diversities may influence child welfare practice.
S281-23 Identify the impact of poverty, family violence, addiction and homelessness on family life.
S281-24 Understand the range of services available to families including prevention, assessment, home-based intervention, foster care and adoptive placement.
S281-25 Understand the basic models and processes of intervention with families who have experienced child abuse and neglect, with emphasis on the strengths perspective.
S281-26 Identify personal values and basic skills that may support or conflict with future practice in the child welfare system.
S281-27 Identify emerging issues for future practice in the child welfare system, including educational requirements and current employment opportunities in Indiana.
Required Texts and Materials

NASW Standards for Social Work Case Management

National Association of Social Workers. Code of ethics

Course Content
As part of this course, students will learn how the unique nature of social work practice (especially clients of cultural and social diversity) serve to affect social work. Values and ethical issues are infused throughout the content of the course as they relate to Child Welfare. A variety of teaching and learning activities will be used during class sessions. These include but are not limited to the following: online lectures, online class discussions and exercises, homework, and small group works.

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
Note: The following course schedule and procedures are subject to change in the event of extenuating circumstances and at the discretion of the instructor.

IDEA Assignments
For each “IDEA” reflection assignments, students will complete a journal entry following this four-step critical thinking assessment, with each step including 3-5 sentences of critical content: I) Identify the assigned principle, theory or model you learned about in your readings, D) Describe why you think the principle is important to case management practice, E) Elaborate 3-5 relevant questions the principle brings to mind in consideration of case management practice, and A) Apply the principle to a relevant experience you have had in your agency field experience. The instructor will identify the journal topic in Canvas, which will come directly from that week’s assigned readings. These reflections are to be submitted thru Canvas. Throughout the seminar in discussion and in written work, we shall honor confidentiality. Therefore, please change names and any identifying information of clients to ensure confidentiality. Be prepared to talk about these reflections in class.

Module 1: Where to Begin
Dates: Jan 8th

Overview
A. Introductions to Course
B. Field Orientation

Assignments
1. Locate a field placement
2. Keep a daily journal of your field experiences and reactions, connecting them to the text (making sure to use the “change-three” rule to protect confidentiality). Journal compilation due by midnight on Sunday each week.

3. Text Chapter 1 – Case Management: Definition and Responsibilities
4. Text Chapter 2 – Ethics and Other Professional Responsibilities for Human Service Workers

Readings
1. S281 Syllabus
2. NASW code of Ethics

Module 2:
Dates: Jan 22

Overview
A. Hot topics and field experience challenges
B. Themes from the required reading
C. Deeper exploration of the LET practice behaviors and process
D. IDEA Journal Entry #1

Assignments
1. Complete draft of LET
2. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality.
3. Text chapter 4, 5, 8 and 9

Readings
1. Text Chapter 1 – Case Management: Definition and Responsibilities
2. Text Chapter 2 – Ethics and Other Professional Responsibilities for Human Service Workers

Module 3:
Dates: Feb 5th

Overview
A. Hot topics and field experiences challenges
B. Effective helping approaches
C. Themes from the required reading
D. IDEA Journal Entry #2

Assignments
1. Finalize LET based on Field Instructor, Field Mentor and peer feedback.
2. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality.
3. Text Chapter 3 – Applying the Ecological Model: A Theoretical Foundation for Human Services
4. Text Chapter 11 – Addressing and Disarming Anger
5. Text Chapter 14 – Documenting Initial Inquiries
6. Text Chapter 23 – Documentation and Recording
Readings
1. Text Chapter 4 – Cultural Competence
2. Text Chapter 5 – Attitudes and Boundaries
3. Text Chapter 8 – Listening and Responding
4. Text Chapter 9 – Asking Questions

Module 4:
Date(s): Feb 19

Overview
A. Hot topics and field experience challenges
B. Themes from the required readings
C. IDEA Journal Entry #3

Assignments
1. Text Chapter 6 – Clarifying Who Owns the Problem
2. Text Chapter 7 – Identifying Good Responses and Poor Responses
3. Text Chapter 10 – Bringing Up Difficult Issues
4. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality.

Readings
1. Text Chapter 3 – Applying the Ecological Model: A Theoretical Foundation for Human Services
2. Text Chapter 11 – Addressing and Disarming Anger
3. Text Chapter 14 – Documenting Initial Inquiries
4. Text Chapter 23 – Documentation and Recording

Module 5:
Date(s): March 5

Overview
A. Hot topics and field experience challenges
B. Themes from the required readings
C. IDEA Journal Entry #4

Assignments
1. Text Chapter 15 – The First Interview
2. Text Chapter 16 – Social Histories and Assessment Forms
3. Text Chapter 18 – The Mental Status Examination
4. Text Chapter 20 – Developing a Service Plan at the Case Management Unit
5. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality.

Readings
1. Text Chapter 6 – Clarifying Who Owns the Problem
2. Text Chapter 7 – Identifying Good Responses and Poor Responses
3. Text Chapter 10 – Bringing Up Difficult Issues

SPRING BREAK-- 3/12/18-3/19/18 – CONTINUE HOURS AT AGENCY UNLESS AN ALTERNATIVE AGREEMENT WAS MADE WITH FIELD MENTOR AT THE BEGINNING OF THE SEMESTER.

Module 6:
Date(s): March 19

Overview
A. Hot topics and field experience challenges
B. Themes from the required readings

Assignments
1. Mid-Semester LET Evaluation
2. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality.
3. Text Chapter 19 – Receiving and Releasing Information
4. Text Chapter 22 – Making the Referral and Assembling the Record
5. Text Chapter 25 – Developing Goals and Objectives at the Provider Agency

Readings
1. Text Chapter 15 – The First Interview
2. Text Chapter 16 – Social Histories and Assessment Forms
3. Text Chapter 18 – The Mental Status Examination
4. Text Chapter 20 – Developing a Service Plan at the Case Management Unit

Module 7:
Date(s): April 2

Overview
A. Hot topics and field experience challenges
B. Themes from the required readings
C. IDEA Journal Entry #5

Assignments
1. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality). Journal compilation due by midnight on Sunday each week.
2. Agency Presentations
3. Text Chapter 12 – Collaborating with People for Change
4. Text Chapter 17- Using the DSM
5. Text Chapter 21 – Preparing for a Service Planning Conference or Disposition Planning Meeting
6. Text Chapter 24 – Monitoring the Services or Treatment

Readings
1. Text Chapter 19 – Receiving and Releasing Information
2. Text Chapter 22 – Making the Referral and Assembling the Record
3. Text Chapter 25 – Developing Goals and Objectives at the Provider Agency

Module 8:
Date(s): April 16

Overview
A. Hot topics and field experience challenges
B. Themes from the required readings
C. IDEA Journal Entry #6

Assignments
1. Text Chapter 13 - Case Management Principles
2. Text Chapter 26 – Terminating the Case
3. Keep a daily journal of your field experiences and reactions, connecting them to the LET and the text (making sure to use the “change-three” rule to protect confidentiality). Journal compilation due by midnight on Sunday each week.
4. Agency Presentations
5. Final LET

Readings
1. Text Chapter 12 – Collaborating with People for Change
2. Text Chapter 17 - Using the DSM
3. Text Chapter 21 – Preparing for a Service Planning Conference or Disposition Planning Meeting
4. Text Chapter 24 – Monitoring the Services or Treatment

Module 9:
Date(s): April 30

Overview
A. Hot topics and field experience challenges
B. Themes from the required readings
C. Wrapping up

Assignments
Readings
1. Text Chapter 13 - Case Management Principles
2. Text Chapter 26 – Terminating the Case

Assignments and Grading
Specific instructions for each assignment are posted in Canvas. Your instructor will also discuss details or answer any questions related to the assignment via Canvas Conversations (email) and/or during office hours.

All assignments (i.e., papers) should be produced on a word processor (or typed), double-spaced with one-inch margins on all sides. They should be carefully edited and proofread. They should use no smaller than a 12-point font, and they should conform to APA style, 6th edition.
Grading Standards

Papers are graded on the quality of the final product, not on the effort you extended to complete 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 graduate 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 graduate 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 BSW. 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 C are Unsatisfactory in the MSW 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 MSW 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 your instructor 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 to the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. The 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.