SWK-S 300 Case Management (3 cr.)

Course Information

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Course Description

This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Students will be expected to integrate the theoretical content from previous coursework and the content presented in this course with opportunities for practical application. The course emphasizes the value base of social work practice and its commitment to social and economic justice as students identify and analyze ethical dilemmas found in generalist practice. Students will be expected to explore the recent literature to build knowledge for the demonstration of research-informed practice in a specific area.

Case management exists within the broad area of social welfare and social services, and requires knowledge about the human condition, problems in living, the delivery of human services, and the institutions that comprise today’s social welfare system. Case Management is explored through its direct practice with individuals and families, and application in multiple human service delivery systems. The course focuses on client-centered practice, based on an understanding of the multi-dimensional aspects of interdisciplinary collaboration.

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:

- **S300-01.** Analyze the current trends and emerging challenges that may require specialized services
- **S300-02.** Analyze the policies and resources available to deal with those trends and challenges
- **S300-03.** Articulate the purposes, nature, role, and status of social work (including its relationship to other relevant professions) within this field of practice
- **S300-04.** Clarify the values, attitudes, and ethical principles, including concern for social and economic justice and respect for diversity, significant to social work in this field of practice
- **S300-05.** Synthesize the current knowledge of policies and research-informed practices in this field of practice and suggest ways in which it might be applied in their current and future practice
- **S300-06.** Propose strategies for professional roles and research-informed interventions in selected situations in this field of practice within organizational and external realities
- **S300-07.** Analyze accessibility of services particularly for people who identify factors that may increase their vulnerability including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation
S300-08. Synthesize the importance of continuing professional development in this field of practice as well as the general social work profession

Required Texts

Course Outline

**Week 1: Class Orientation and Introduction to central social work concepts**
Dates: 6/18-6/24

*Topic*
A. Syllabus review and Introductions  
B. What is Case Management?

*Assignments*

*Readings*
1) Review Syllabus (including readings, assignments and course policies)
2) Review Module “Get Started Here” and complete quiz in the module.
3) Click on CN Assignment to activate the grading feature

*Assignment*
1) CN Post – See Module for assigned tasks and posts  
2) Canvas - Syllabus and Canvas Quiz due Wed 6/20 at 12 noon.

**Week 2: Social Work Case Management- Historical and Ethical perspectives**
Dates: 6/25 – 7/1/18

*Topic*
A. Social Work concept: Strengths perspective, empowerment, systems theory, values and ethics.  
B. Social Work profession  
C. Service learning

*Assignments*

*Readings*
1) Woodside & McClam- Chapters 3, 4 and 5.  
2) Canvas Module – Week 2

*Assignment*
1) CN Post – See Modules for Tasks

**Week 3: Planning, documentation and service delivery**
Dates: 7/2 – 7/8/18

*Topics*
A. Communication and interviewing  
B. Documentation and service planning
Assignments
Readings
1) Woodside & McClam – Chapters 6-7
2) Canvas Module – Week 3

Assignments
1) CN Post – see Canvas Modules 3 for tasks

Week 4: Service Coordination and Client Advocacy
Dates: 7/9 – 7/15/18

Assignments
Readings
1) Woodside & McClam – Chapters 8, 9, and 10
2) Canvas Module – Week 4

Assignment
1) CN Post – see Canvas Modules for tasks.

Week 5: Ethical decision making and Case Management roles.
Dates: 7/16 – 7/22/18

Assignments
Readings
1) Woodside & McClam – Chapters 11 and 12
2) Canvas Module – Week 5

Assignments
1) CN Post – See Canvas Modules for tasks.
2) Saving Kitty Genevese Paper due in Canvas, Wed, 7/18 at 12 midnight.

Week 6: Case Management Roles and Self Care
Dates: 7/23 – 7/27/18

Assignments
Readings
1) Canvas Modules – Week 6

Assignment
1) CN Post – See Canvas Modules for tasks
2) Self-Care Infographic due Mon, 7/23 at 12 noon
3) Superhero Evaluation due Wed, 7/25 at 12 noon

Assignments and Grading
In an online course, classes are held through discussions in Course Networking (CN) Post. Student participation is evaluated by posting, quality of posts, and engagement with peers through responses, likes, ratings and
visits. This engaged learning format is intended to guide quality learning and enhance application of learning concepts. Students respectful, thoughtful and applied discussions is rewarded with anar seeds that translate to points in the class. Inappropriate discussions will be removed by the instructor and the student will be asked to arrange a meeting to develop measured class participation.

Each assignment (other than discussions) will be submitted in Canvas. Student’s experiences problems uploading assignments must submit them in the comments section of the assignment with a note about submission challenges. Assignments will not be accepted via email, Canvas>Inbox or any other format.

All written assignments must adhere to APA formatting, guidelines, and citations, and meet the School of Social Work requirements for papers. All papers should be typed, double-spaced, with one inch margins around, in 12 pt Times New Roman font. All papers require: a separate title page, all text pages include a running header and pagination, and a separate reference page with APA citation. APA adherence, paper structure and grammar/spelling will contribute to at least 10% of the paper grade. Use APA citations in-text and on the reference page. Go to Canvas Modules for APA guidelines.

Assignments

**Syllabus and Canvas Quiz- Worth 10 points**
In online education, students are often taking their first online course. Learning in a new format, often leads to not only learning the material, but also learning how to engage with the instructor and peers online. To help ensure that you have reviewed the material available to you, you will complete this “open book” quiz. The quiz will challenge you to have a thorough understanding of navigating Canvas, APA formatting for papers, and specifics assignment and courses policies within the syllabus. Students will complete a quiz of 10 multiple choice. The quiz can be taken up to three times, with the highest of the three attempts reflecting the points earned.

**CN Posts – Worth 200 points**
Students will complete multiple weekly engagements in CN Post including creating original posts and polls, reflecting to peers original posts and polls and responding to quizzes and surveys. The CN Post environment allows students an intuitive and open environment, within the course, to engage with the class. Students must review the Canvas Modules and CN Post Tasks for the week by Saturday prior the week to review the materials assigned and be prepared for the tasks for the week. Most weeks, students are expected to participate in the class every weekday. As this course is a 16 week course being offered in six weeks, intensive engagement is expected.

Grading: Students earn anar seeds (see the Anar Seed Settings in CN Post). Accrued seeds are passed to the Gradebook and translate to up to 200 points. Students with less than 200 seeds will receive a prorated point value.

**Saving Kitty Genevese- Worth 20 points**
Students will conduct a review of scholarly, journalistic and popular articles discussing the Kitty Genevese case. This review will provide factual and false information about the case, and should reveal multiple ethical and role conflicts as students uncover discrepancies. Significant issues that might have contributed to Kitty’s demised and other feathers will require follow up (i.e. bystander effect) and engage critical thinking to develop treatment planning.
This is an APA paper (see above for all paper requirements). When writing the paper students must use the emphasized words (underlined and italicized), as the section headings (as required in APA writing):

1. Provide a **Factual Account** of the case (only what actually occurred, not the false reporting).
2. Identify the **Critical Factors** in the case that would impact your interpretation of what happened and what could have been addressed if this case occurred today.
3. Provide a **Case Analysis** of the factors of the case. Analyzing each critical factor for its importance to the case, its impact on outcomes (that did happen or would happen if you saved her from her untimely demise). Ensure use of supporting sources to explain your analysis.
4. **Application of Superpowers** (the Case Management Roles in Chapter 3) to each factor. Identify 3-4 roles that would apply to the case, the related action steps required of you as the superhero, and the outcomes from applying the roles.
5. Resolve **Additional Factors** from the list below, as if this potential tragedy were occurring today.
   a. Kitty calls you for help because she is being stalked by the perpetrator. She doesn’t know how to protect herself or avoid harm.
   b. Kitty’s partner calls you, fearing Kitty is being targeted because of their same sex relationship. There has been local support for the LGBTQ community, but another ultra conservative group with ties to violent acts in other cities has infiltrated the neighborhood.
   c. You are interviewed by a journalist about prevalence of stalking and violent attacks. The journalist is being pressured by their editor for a sensationalized story to sell papers and asks about Kitty, whom they recognized from a police report. You are concerned about your own ethical integrity and Kitty’s privacy and confidentiality.

Students will write a 5-6 page paper, in typed, double-spaced, APA format. Use above provided headings, citations, and references.

**Superhero Evaluation – Worth 30 points**

Students will evaluate themselves as case management superheroes. Provide a visual portfolio with a one page handout of your superhero approach with client care. Demonstrate each of the following, utilizing the emphasized titles (italicized and underlined). APA citations and references are required.

1. **Power Enhancement**: Skills, knowledge and tools (the powers you have developed) from learning this semester.
2. **Evaluation of Superpowers**: Roles of case management and your level of effective use with each. Provide specific examples and real life experiences to demonstrate which have been used effectively, or your plan for developing them.
3. **Side-kick Factors**: Identify interviewing skills, service coordination (who, what, when, where, how) and understanding real world challenges you will overcome because of your new powers.
4. **Superhero Goals**: Write three goals for yourself moving forward. These should answer the question, “How will I handle challenges effectively when working with other people who are in need?”
Self-Care Infographic – Worth 20 points

Students will select options from the readings and CN discussions, to formulate an individualized plan to care effectively for yourself in the future. Consider this a plan to ensure your live a balanced life, methods to manage ‘stress’, and supportive people in your life to help you meet life’s many needs. Cite sources and utilize pictures of yourself employing some methods.

Course Grading

Assignments and Evaluation

3) Syllabus and Canvas Quiz – 10 points
4) CN Post – 200 points
5) Saving Kitty Genevese – 20 points
6) Superhero Evaluation – 30 points
7) Self-Care Infographic – 20 points
8) TOTAL points – 280

Course Policies

Participation

Respectful participation is an integral part of the course. Full participation in an online course is essential to the learning environment for everyone in class. Anar Seeds less than 100, will result in failure in this course.

Technology and Online Learning

Technological literacy is critical to success in the online classroom. Online students should have a proficient comfort level using computers, the internet, and Canvas. While it is tempting to be on other electronic devices or websites while viewing lectures/videos/etc. for this course, I STRONGLY recommend that you put away your smart phones and log out of social media and other online distractions. Just as electronic devices should not be used for non-academic purposes in the physical classroom, I expect the same for your online learning environment as well. Distractions that will make it difficult for you to concentrate on the content of this course include emailing, texting, social networking, and use of the Internet. Failure to meet these expectations may result in missing cues for participation and other important class details that will ultimately affect your grade. There are many apps that can help you stay focused, such as Freedom, Self-Control, and Cold Turkey.

Late Assignments

Assignments are due on the days/times indicated in the course outline. Assignments will be accepted after the due date/time, with a 10% grade reduction per 24 hours, up to one week, thereafter no points are available. Only under extenuating circumstances will the instructor decide to allow a student to turn in an assignment at a later date. Students should make every effort to submit assignments in a timely manner to ensure their success in the course. As an online course is available everywhere, no absences are permitted.
Respect

While discussing topics of diversity and service in this course, constructive discussion will ensue. Students are expected to demonstrate respect for the opinions and feelings of other students, the instructor, and guest speakers, even if they differ from their own. Students are encouraged to keep the NASW’s Code of Ethics in mind while discussing concepts and feelings in preparation for practice.