

SW 492-60: Case Management in Social Work
3 Semester Hours

Lewis-Clark State College
Social Work Program
Swk492-AhlmanF09
revised 7/09

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Location: On-Line
Term: Fall 09

Office Hours: Please see the instructor for office hours or to arrange an appointment.

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level **generalist practice**. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a **celebration of differences** among people, and a belief that respecting these differences enriches the **quality of life for all**. We are committed to the **preparation of professional social workers** who possess the **knowledge, skills, and values** to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an **ecological and liberal arts based background** and a **strength's based perspective**; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a **life-long learning process**.

**Note: Last day to add class (es) or to drop without "W" grade on transcript is 9 -04 -09.
Last day to withdraw from class (es) or college for the semester is 10 - 30 - 09.**

COURSE DESCRIPTION

This social work program elective is designed to give social work students skills in managing their cases as they enter the field of social work practice. These skills will include engagement, assessment, service plan development, referral, monitoring clients, and termination. In addition, students in this course will learn to use spreadsheet and database programs to manage data on their clients. Students will demonstrate their skills through weekly discussions and exercises.

I. INTRODUCTION AND OVERVIEW

As a bachelor's level social work practitioner, most will find that some percentage of their job will include case management. While case management skills are really a compilation of all the social work skills taught in the social work required course, this course will bring them together in a practical way that will help ensure that students can apply the skills they have been taught to providing services to their caseloads. In addition, this course will introduce one way of managing data on clients to make monitoring progress toward goals effective.

Spreadsheet and database programs will be introduced and students will be expected to demonstrate their ability to create and maintain information on their caseloads using these programs.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

This course is an elective designed to synthesize information from SW 241, SW 321, SW 341, SW 340, SW 442 and SW 443. This is a practice course where students take the information they have learned about the ecological perspective, about human behavior at the individual, family, group, and community levels, about social context, and about agency environments and apply it to managing their caseloads through the culturally competent use of best practice. Some skills and knowledge are reviewed, such as interviewing, assessing, intervening, and terminating. New skills will be introduced and practiced, such as database creation and management.

III. PROGRAM Competencies.

Competencies expected of students upon completion of this course:

IV. TEXTS AND REQUIRED READING

REQUIRED:

1. American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, D.C.: Author. **This is required for all social work courses, all sections.**
2. Summers, N. (2009). Fundamentals of Case Management Practice: Skills for the Human Services,(3rd. ed). Belmont, CA: Brooks/Cole/Cengage Learning.

V. TEACHING METHODS/CLASS CLIMATE

This course will be taught on-line using LCSC Blackboard. Every week there will be discussions posted for student response. Students are responding to the instructor as well as to all the other course members. In addition to weekly discussions there will be weekly exercises. Students can access the instructor through phone or email if they wish further explanation or information. When responding to discussion questions and to each others' postings, students are expected to be respectful and professional. At the same time students are expected to use critical thinking to apply to their answers as well as to others. Students should be open to respectful, thoughtful comments about their postings. We all have more to learn.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will

be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the course session and assignments. Students are also evaluated on their personal and professional behavior or conduct in this course as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Students with Disabilities :Coeur d'Alene

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, LCSC provides services and accommodations to students who experience barriers in the educational setting due to learning, emotional/psychiatric, physical, visual, or hearing disabilities. For more information please contact Rocky Owens, LCSC-CdA located at 1000 W. Hubbard Street, Coeur d' Alene, ID (208)666-6707.

Shared Client and Agency Information: In the course, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. **You must disguise** the identity of clients in written assignments including changing the name of the client.

VI. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found in Part IX of this syllabus.

<u>Grades based on:</u>	<u># points or percentage</u>	<u>Competency/ies.</u>
Assignment		
a) Weekly Discussion	30 points (2 per week)	
b) Weekly Exercises	60 points (4 per week)	
c) Database creation	10 points	

Grading Scale

A= 100-95 points	C+ = 79-76 points
A- = 94-90 points	C = 75-73 points
B+ =89-86 points	C- = 72-70 points
B = 85-83 points	D = 69-60 points
B- = 82-80 points	F = 59 and below

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor by 9 AM of the Monday following the assignment.
2. Tests and assignments are due on the dates listed on the syllabus or as

scheduled by the instructor of this course. Late assignment will receive half credit. On the rare occasion of a medical, personal, or family emergency, the student may contact the instructor asking for late submission. Discretion of late assignments acceptance is entirely up to the instructor.

3. Extra-Credit: This credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

Policy Regarding GPA

Social work majors must achieve a C- in all required social work courses. In the event that a student does not achieve at least a C- in the course, they will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to request an Incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students who fail to complete the required work, will be assigned a grade of "F".

Academic Honesty and Plagiarism**

Part of the mission of this college is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**** In addition to action by the professor, all incidents will be reported to Student Affairs.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center (792-2433) may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.

VII. TENTATIVE CLASS SCHEDULE

SESSION 1: Week of August 24th

Topics:

- * Ethics and Responsibilities
- * Cultural Competence

Readings: *Summers, Chaps. 1 and 4*

Assignments: *Discussion for Week 1 and Exercise for Week 1.*

SESSION 2: Week of August 31st

Topics:

- * Case Mtg:
 - Definitions
 - Responsibilities
- * Ecological Perspective in Case Mtg.

Readings: *Summers, Chap. 2 and 3*

Assignments: *Discussion for Week 2 and Exercise for Week 2.*

SESSION 3: Week of September 7th

Topics:

- * Self Awareness

Attitudes
Boundaries
*Brief Treatment's 1st Question:
Who owns the problem?

Readings: Summers, Chaps. 5 and 6

Assignments: *Discussion for Week 3 and Exercise for Week 3.*

SESSION 4: Week of September 14th

Topics:

*Effective Communication
Professional responses

*Reflective Listening

Readings: Summers, Chaps. 7 and 8

Assignments: *Discussion for Week 4 and Exercise for Week 4.*

SESSION 5: Week of September 21st

Topics:

*Gathering Information
Asking Questions
Bringing up Difficult Issues

Readings: Summers, Chaps. 9 and 10

Assignments: *Discussion for Week 5 and Exercise for Week 5.*

SESSION 6: Week of September 28th

Topics:

*Dealing with hostile clients
Addressing Anger
Disarming Anger

Readings: Summers, Chap. 11

Assignments: *Discussion for Week 6 and Exercise for Week 6.*

SESSION 7: Week of October 5th

Topics:

*Putting Communication Skills Together
Combining Skills

*Things to Avoid

Readings: Summers, Chaps. 12 and 13

Assignments: *Discussion for Week 7 and Exercise for Week 7.*

SESSION 8: Week of October 12th

Topics:

- *Begin Case Mtg. Process
- Initial Inquiries
- First Interview

Readings: Summers, Chaps. 14 and 15

Assignments: *Discussion for Week 8 and Exercise for Week 8.*

SESSION 9: Week of October 19th

Topics:

- *Assessment
- Social Histories

Readings: Summers, Chap. 16

Assignments: *Discussion for Week 9 and Exercise for Week 9.*

SESSION 10: Week of October 26th

Topics:

- *Mental Health Assessments
- Use of DSM
- Other Mental Health Assessments.

Readings: Summers, Chaps. 17 and 18

Assignments: *Discussion for Week 10 and Exercise for Week 10.*

SESSION 11: Week of November 2nd

Topics:

- *Handling Information Flow
- Receiving and Releasing
- *Change Process

Readings: Summers, Chaps. 19 and 20

Assignments: *Discussion for Week 11 and Exercise for Week 11.*

SESSION 12: Week of November 9th

Topics:

- *Developing a Service Plan
For your case management unit
For a Conference or Disposition

Readings: Summers, Chaps. 21 and 22

Assignments: *Discussion for Week 12 and Exercise for Week 12.*

SESSION 13: Week of November 16th

Topics:

- *Referring Clients
- *Documenting
- *Recording

Readings: Summers, Chaps. 23 and 24

Assignments: *Discussion for Week 13 and Exercise for Week 13.*

No Classes or Courses during Week of November 23rd. Happy Thanksgiving.

SESSION 14: Week of November 30th

Topics:

- *Monitoring Services or Treatment
- *Writing Goals and Objectives

Readings: Summers, Chaps. 25 and 26

Assignments: *Discussion for Week 14 and Exercise for Week 14.
Database Assignment Due Nov 30th.*

SESSION 15: Week of December 1st

Topics:

- *Endings
Terminating with Clients
Evaluate yourself

Readings: Summers, Chaps. 27 and 28

Assignments: *Discussion for Week 15 and Exercise for Week 15.*

VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

- **Assignment Name**
Weekly Discussions; 30 points (2points x 15); due Monday following the assignment at 9 AM.
Students will post their responses to the Weekly Discussion. Postings are expected to be on time (1 point per week) and demonstrate student's critical thinking regarding the topic. It also needs to demonstrate that the student has read the material assigned. The expectation is typically 6-10 sentences per posting with correct grammar and spelling. (If there are grammar and spelling errors after the 1st warning, no credit will be given for content (1 point per week).

- **Assignment Name**
Weekly Exercises; 60 points (4 points x 15); due Monday following the assignment at 9 AM.
Students will complete the Weekly Exercise from your text and submit it to the Drop Box in Blackboard. Each Exercise will be listed in the "Assignment" tab in Blackboard with a rubric for grading.

- **Assignment Name**
Database Creation; 10 points; due date November 30th by 9 AM.
Student will create a database with hypothetical data on a hypothetical caseload of 15 clients. The ACCESS file will be submitted along with the requested queries.

IX. FINAL EXAMINATION POLICY

There is NO final exam in this course.