

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Case Management

**CODE NO. :** SSW120 **SEMESTER:** 2

**PROGRAM:** Social Services Worker

**AUTHOR:** Leanne Murray, MSW, RSW

**DATE:** Jan/2002 **PREVIOUS OUTLINE DATED:**

**APPROVED:**

\_\_\_\_\_  
**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** N/A

**HOURS/WEEK:** 3

**Copyright ©1998 The Sault College of Applied Arts & Technology**  
*Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.*  
*For additional information, please contact Judi Maundrell, Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/690*

**I. COURSE DESCRIPTION:**

This course is designed to introduce students to models, principles and skills of case management. Students will explore the divergent approaches to case management within the helping field. A collaborative, empowering and strengths-based approach to case management will be emphasized. Students will examine the primary helping functions, barriers to implementation, and concrete tools toward collaborative case management within a variety of practice settings.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Understand and analyze the different approaches to case management practices.

Potential Elements of the Performance:

- A) Define case management and its primary functions from the various perspectives studied.
  - B) Analyze the implications of case management approaches on consumers.
  - C) Evaluate your role as a social service worker and your conceptual framework of case management.
2. Develop collaborative, helping relationships with diverse populations.

Potential Elements of the Performance:

- A) Describe the principles, barriers and helping functions/skills of strengths-based case management approach.
  - B) Describe the key roles of a collaborative case manager.
  - C) Demonstrate strengths-based assessment/intervention skills.
  - D) Ensure the basic rights of service consumers are honoured and protected.
  - E) Maintain professional helping relationships, which adhere to ethical and legal standards.
3. Develop an understanding of client and community empowerment.

Potential Elements of the Performance:

- A) Describe community development activities.
- B) Define and recognize advocacy as an important case management role.

C) Identify systemic issues, which oppress or negatively affect consumers.

D) Develop effective participation by community members in social change efforts in a manner that challenges existing power relationships.

**III. TOPICS:** (The following ideas may be addressed)

1. Introduction to case management (definitions, theoretical frameworks, functions, responsibilities)
2. Divergent approaches: A comparison
3. Empowerment/Strengths Based Approaches
4. Principles, skills and strategies of case management.
5. Ethics, values and responsibilities.

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Summers, N. (2001). Fundamentals of Case Management Practice. Exercises and Readings. Toronto: Nelson Thompson Learning.

**METHODOLOGY:**

This course will consist of lectures, presentations, classroom discussions, group and dyadic work. Students will be expected to be prepared for each class (readings completed) and actively participate in the learning process.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Article Summary Report             | 15% |
| 2. Strengths/Barriers/Plan Assignment | 15% |
| 3. Mini-assignments                   | 15% |
| 4. Attendance/Participation           | 15% |
| 5. Mid-term exam                      | 20% |
| 6. Final exam                         | 20% |

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**Special Notes:**

1. All written submissions must be in word processing format and follow APA guidelines.
2. Students are expected to be familiar with and abide by the College's “Student Rights and Responsibilities” policies.
3. Missed tests or late assignments are at the professor's discretion for substantial and substantiated reasons. Assignments submitted following the due date may not be graded, and/or grades deducted. Students are responsible to discuss directly with the professor. **To receive a grade in this course, all assignments must be completed and submitted to the professor.**

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

## **COURSE ASSIGNMENTS**

### **1. Article Summary Report**

Research, select and review one article on case management in the helping field. (Article must be current , within the last 5 years and from a professional source). Article must be referenced according to APA style.

#### **Learning Objectives:**

- to research relevant published material
- to demonstrate ability to synthesize material
- to demonstrate ability for critical thought and develop commentary on article

No more than ½ of submission is to be a summary. Your commentary can include your reactions and feelings to the material, how it relates to class discussions, readings, the usefulness of the article to practice and implications for future study/research.

Length of Assignment: Minimum three pages, double-spaced, #12 font.

**Due Date: February 12, 2002**

### **2. Strengths/Barriers/Plan Assignment**

Students will complete this assignment using a case scenario supplied by the professor in class. Students will complete the following:

1. Strengths Identification/Assessment of client situation.
2. Barriers Identification of client situation.
3. Plan for addressing issues.

Students will use the outline provided by the professor in class for the above.

**Due Date: March 29, 2002**

### **3. Mini-assignments: Case study/examples**

Students will complete 3 “mini” assignments each worth 5%. The professor will provide additional instructions in class for each assignment. Additional instructions will be provided in class.

**Due Dates: January 25, 2002, February 26, 2002, March 26,2002**

**Participation and Attendance:**

Students will be expected to come prepared to class (completed readings/case examples, in-class assignments) to facilitate group learning and participation. Grades assigned for attendance and participation will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, and ability to entertain views different from their own. Final grade is at the discretion of the professor.

**Mid-term and Final Exam:**

Exams will be completed in class. The professor in class will confirm dates. Exams will be based upon the assigned readings, classroom lectures and discussions. Additional instructions will be provided.