

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Case Management with Diverse Populations  
**CODE NO. :** SSW219 **SEMESTER:** 3  
**PROGRAM:** Social Services Worker  
**AUTHOR:** Leanne Murray, MSW, RSW  
**DATE:** Sept 2006 **PREVIOUS OUTLINE DATED:** N/A  
**APPROVED:**

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**DEAN** **DATE**

**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** N/A  
**HOURS/WEEK:** 3

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course introduces students to the principles and skills of case management with diverse client populations. A collaborative and strengths-based approach to service coordination and case management functions is emphasized. Students develop beginning skills and competence in multi-cultural approaches to diverse client groups. Identification and understanding of theoretical approaches of diversity and their application to case management is emphasized. Students will gain an understanding of the dynamics of oppression in order to enhance the helping relationship and develop effective case management approaches with diverse people, families and communities.

**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 as applied to diverse groups.

Potential Elements of the Performance:

- A) Identify current theories for practice which inform multicultural understanding necessary for a person-in-environment assessment and intervention of culturally diverse and oppressed clients
- B) Understand the history and context of case management practice
- C) Define case management and its primary functions from the various perspectives studied.
- D) Evaluate your values and 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) Demonstrate strengths-based assessment/intervention skills that emphasis cultural strengths, respect for diversity and resilience of diverse clients
- B) Understand the impact of oppression and incorporate this "context" in case management practice with diverse clients
- C) Develop strategies that promote social inclusion and awareness of cross-cultural values, ideologies, interaction styles in relation to case management practice with diverse populations
- D) Ensure the basic rights of clientele are honoured and protected

3. Develop an understanding of client and community empowerment as a necessary component of case management work.

Potential Elements of the Performance:

- A) Recognize and explore the impact of “isms” (concepts of culture, power, control, privilege, stratification)
- B) Identify systemic issues, which oppress or negatively affect consumers.
- C) Develop effective participation by community members in social change efforts in a manner that challenges existing power relationships.
- D) Promote justice, equality and access to culturally appropriate services that respect race, origin, language, gender, age, ability, sexual orientation, or socio-economic status
- E) Identify culturally competent case management practice with diverse groups

5. Develop case management skills.

Potential Elements of the Performance:

- A) Utilize the RESPECTFUL model to understand and assess diverse client groups
- B) Understand and apply the process/steps of case management as applied to diverse groups (i.e. intake, bio-psycho-social assessments, service planning, community counseling/case management, linking, referral, advocacy)

**III. TOPICS:**

1. Introduction to case management (history, role, functions, definitions, theoretical frameworks, functions, & responsibilities)
2. Frameworks for Practice with diverse and oppressed clients (ecological perspective, strengths perspective, empowerment/feminist perspective)
3. Understanding “isms”, oppression, prejudice, “white privilege”, cultural/racial differences and impact on case management practice (i.e. ableism, sexism, racism)
4. Principles, skills and strategies of empowerment/strengths-based case management practice
5. Application of case management approaches to diverse groups (developmentally/physically disabled, mentally/emotionally challenged, socio-economic disadvantaged, lesbian, gay, transgendered, selected racial and cultural groups (i.e. Aboriginal, Francophone, immigrants), women & sexist oppression, religious/spiritual)

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

Course Pack developed by professor

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

1. Self awareness & reflection paper	15%
2. Mid-term exam	20%
3. Video Report	20%
4. Assessment & Service Plan Assignment	20%
5. Final exam	25%

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. 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.

**Other Notes:**

1. This course requires in-class application of the skills learned. Students must be present to actively engage in classroom learning activities.
2. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated by the professor. Submitted assignments that do not meet these criteria will be subject to penalty at the discretion of the professor.
3. Students are expected to be familiar with and abide by the College's “Student Code of Conduct” policies.
4. Students are expected to act in accordance with the SSW Code of Ethics and ensure respectful participation within class.
5. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). **No late assignments will be accepted or graded after one week following the due date.** Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
6. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately at [leanne.murray@saultcollege.ca](mailto:leanne.murray@saultcollege.ca) requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.
7. Students are expected to be prepared for class (complete associated readings) & actively participate in classroom activities to promote classroom learning and application of case management strategies. Students are encouraged to share thoughts about the material, and demonstrate an ability to entertain views different from their own. **Absence beyond 2 classes, without notification and/or substantial reasons will result in a final grade reduction of 1% per class hour missed.**

**Other Notes:**

8. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
9. Beverages/food are allowed in class on the condition that students' dispose of garbage and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
10. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment, or overall mark in the course, they must email the professor and request an appointment to discuss this issue. Students are expected to come prepared to the meeting with a written summary of their concerns, comments, etc.
11. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.

**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.

**Assignments:**

1. Self awareness & reflection paper 15%  
**Due Date: In class week of October 2, 2006**

We are all “multi-dimensional” beings who have been and continue to be affected by various factors. All of these factors influence the way we construct meaning, interact with others and our “worldview”. Inevitably, each of us develop inaccurate assumptions and/or biases about others as a result of how these factors influence our development. This assignment is designed to promote self awareness of your own “multi-dimensional self” and increased understanding of generalized assumptions and biases students may have developed and the subsequent practice implications.

Each student will complete a self examination/reflection paper incorporating the RESPECTFUL model as a tool to guide work. With respect to each factor, students will review influences upon their own development and identity. Students may include information from their past and present, as well as identified strengths and biases you have acquired from being impacted by the 10 components of this framework. Ensure that there is a full discussion of acknowledged biases and/or lack of knowledge about diverse populations in each particular factor. Additionally, include knowledge/strengths about diverse issues/populations in each factor. Summarize, given your learning how you believe your own development/experiences will impact your ability to provide effective case management service with diverse groups. Ensure you describe types of clients that you believe you may have difficulty working effectively with given the biases, assumptions, and worldview you have developed in your life. Indicate current ideas that may begin to address/improve these areas.

Grading criteria will be provided in class. Evidence of self awareness and proper application of material in each factor is critical. Ability to thoroughly address each factor through critical thinking/reflection is expected. Writing style will be assessed.

2. Mid-term Exam 20%  
Date: In class week of October 16<sup>th</sup>, 2006  
Exam will be scheduled in class covering the material studied to date.
3. Assessment & Service Plan Assignment 20%  
**Due Date: In class week of October 29, 2006**

Students will utilize the case scenario supplied by the professor in class and complete an assessment and service plan according to the format provided by the professor in class. The final product submitted will be professionally formatted, free of spelling and grammar errors. The report will resemble a professional assessment and service plan that an SSW would submit as a professional working in the field (i.e. report ready to be filed in the client’s file.) (Not formatted as an academic essay).

4. Video Report 20%  
**Date: In Class week of November 20, 2006**

Students will view a video selected by the professor in class and prepare a report responding to established questions. Additional instructions will be provided in class.

5. Final exam 25%  
**Date scheduled: Week of December 10, 2006**

Exam will cover topics/readings discussed. Additional instructions/exam review will be provided in class.