

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 2009 **PREVIOUS OUTLINE DATED:** Sept 2008
APPROVED: "Angelique Lemay"

Chair

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): N/A

HOURS/WEEK: 3

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For additional information, please contact the Chair, Community Services
School of Health and Community 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 entry level 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.

This course addresses the following vocational standards and essential employability skills as outlined by the Ministry of Education & Training:

Vocational Standards:

1. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.
2. Identify strengths, resources, and challenges of individuals, families, groups, and communities to assist them in achieving their goals.
3. Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.
4. Advocate for appropriate access to resources to assist individuals, families, groups, and the community.

Essential Employability Skills:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences.
2. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
3. Evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.
4. Collect, analyze, and organize relevant and necessary information from a variety of sources.
5. Create innovative strategies and/or products that meet identified needs.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Identify and understand the different approaches to case management practices as applied to diverse groups.

Potential Elements of the Performance:

- A) Identify current models for case management practice applicable with culturally diverse and oppressed people
- 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 emphasize 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) Develop awareness of self in terms of values, beliefs, experiences and recognize how this impacts on development of professional relationships with others
- E) Ensure the basic rights of clientele are honoured and protected
- F) Work collaboratively with individuals, families and communities to set and achieve goals, utilizing a holistic, strengths-based approach

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

4. Develop case management skills.

Potential Elements of the Performance:

- A) Understand and apply the process/steps of case management as applied to diverse groups (i.e. intake, bio-psycho-social-spiritual assessments, service planning, community counseling/case management, linking, referral, advocacy)
- B) Produce written documentation consistent with the SSW standards and case management practice
- C) Demonstrate knowledge of natural and major helping systems that support clients in the achievement of their goals

III. TOPICS:

1. Introduction to case management (history, role, functions, definitions, theoretical frameworks, functions, & responsibilities)
2. Principles, skills and strategies of empowerment/strengths-based case management practice
3. Understanding “isms”, oppression, prejudice, “white privilege”, cultural/racial differences and impact on case management practice (i.e. ableism, sexism, racism)
4. Frameworks for Practice with diverse and oppressed clients
5. Application of multi cultural competent case management approaches to diverse groups

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Summers, N. (2009) *Fundamentals of Case Management Practice Skills for the Human Services* 3rd Ed. Toronto: Nelson Education Ltd.

Assigned Readings provided by professor in class.

V. EVALUATION PROCESS/GRADING SYSTEM:

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|---|-----|
| 1. Mid Term Exam | 20% |
| 2. Case Management: Social History & Goal Plan Assignment | 25% |
| 3. Understanding self and diversity paper | 15% |
| 4. Video Analysis Report | 15% |
| 5. Final Exam | 25% |

Note: Students must maintain a 70% or better attendance rate to be successful in this course.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

The professor reserves the right to request students to submit applicable assignments electronically through the Safe Assignment Tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Other Notes:

1. **Students who fall below 70% attendance may be subject to academic penalty (full grade deduction) and/or removal from the course.**
2. Students are encouraged to discuss attendance expectations with the professor.
3. All submissions must be in word processing format and follow APA guidelines unless otherwise indicated by the professor.
4. Assignments are to be submitted at the beginning of class on established due date. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be 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.
5. 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 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 and substantiated circumstances.
6. This is a participatory and skilled based course. To learn the skills of case management, students must be in attendance to develop the knowledge and practice the related skills. Students will be expected to come prepared to class to facilitate discussion, actively engage in case management practice and review of course material.
7. 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.
8. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
9. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
10. Use of laptop is permitted only for class-related work. Students must ensure other programs are turned off (i.e. face book, msn, email).
11. The provisions of both the College Student Code of Conduct and the Social Service Worker Program Policies will apply at all times in this course.
12. Beverages/food is 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.
13. 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.

Assignments:

1. Mid Term Exam

Grade: 20%

Date: At beginning of class scheduled week of October 19th, 2009

2. Case Management: Social History & Goal Plan Assignment

Grade: 25%

Date Due: At beginning of the class scheduled week of November 2, 2009

Students will complete a social history and goal plan in accordance with the approach studied in class. The professor will provide a client situation to use for the purposes of this assignment.

Additional instructions will be provided by professor in class.

3. Understanding self and diversity reflection paper.

Grade: 15%

Due Date: At beginning of the class scheduled week of November 23, 2009

Each student will complete a self examination/reflection paper incorporating the RESPECTFUL model as a tool to guide work.

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 factors through critical thinking/reflection is expected. Writing style will be assessed.

4. Video Assignment:

Grade: 15%

Due Date: As scheduled by professor in class

Students will view video(s) selected by the professor in class and respond in writing to established questions in class. Students must be in attendance to complete unless absence is substantial and/or substantiated and advance notification is provided to professor.

5. Final Exam

Grade: 25%

Date: at beginning of class scheduled week of December 14, 2009

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

Sault College of Applied Arts & Technology

Addendum to Course Outline

Course Code: SSW219

Course Title: Case Management with Diverse Populations

Professor: Leanne Murray, MSW, RSW

Date: Fall, 2009

“Angelique Lemay”

Chair, Community Services
School of Health and Community Services

Date

As effective case management service, requires collaboration and skill working within an interprofessional/multi-disciplinary model, students registered in the above course will be required to participate in the scheduled Interprofessional Class Workshop to be held on Monday, October 5th beginning at 6:00 p.m. to 9:00 p.m.

Students will have the opportunity to work with a cross-section of other Sault College program students including nursing, practical nursing, health & fitness promotion, personal support worker, OTA/PTA . This experience will enrich the SSW student’s understanding of different disciplines and how to effectively work within an interprofessional environment. Case applications will be used to enhance practical knowledge. Students must be prepared to actively participate and offer the social work perspective.

Students will be required to complete a reflection exercise/assignment on interprofessional/multidisciplinary approach to case management. This assignment will be worth 15% of final grade. Additional instructions will be provided by the professor in class. Students will not be required to complete the video assignment as documented on page 8 of the course outline.