

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Case Management

CODE NO. : SSW120

SEMESTER: Fall

MODIFIED CODE: SSW0120

PROGRAM: Social Services Worker

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MODIFIED BY: Wendy Anderson, Learning Specialist - CICE Program

DATE: Sept/05

PREVIOUS OUTLINE DATED: Sept/04

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): HSC103/HUM098 & SSW204/SSW024

HOURS/WEEK: 3

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For additional information, please contact the Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

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 acquire the case management skills necessary to coordinate and provide services to a variety of client populations. Students will learn the roles and responsibilities assumed by case managers including intake, engagement, assessment, service planning and coordination, effective helping skills, and advocacy. 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 CICE student, with the assistance of an Educational Assistant, will demonstrate a basic ability to:

1. Begin to develop an understanding of 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) Begin to understand the implications of case management approaches on consumers.
- C) Evaluate your role working in the Human Services field 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) Begin to utilize strengths-based assessment/intervention skills.
- D) Ensure the basic rights of service consumers are honoured and protected.
- E) Understand professional helping relationships, which adhere to ethical and legal standards.

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

Potential Elements of the Performance:

- A) Define and recognize advocacy as an important case management role.
 - B) Identify systemic issues, which oppress or negatively affect consumers.
4. Develop basic case management skills.

Potential Elements of the Performance:

- A) Understand the concepts of an accurate assessment of client need/strengths.
- B) Complete a bio-psycho-social assessment/history report.
- C) Begin to develop a service plan/individualized treatment plan.

III. TOPICS and Related SSW Program Standards:

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. Bio-psycho-social assessment components
6. Effective service coordination & knowledge of community resources
SSW120 Case Management addresses the following Ministry of Education and Training SSW Program Standards:
 - Maintain professional helping relationships, which adhere to legal and ethical standards.
 - Assess the needs and resources of individuals, families, groups, and communities and assist them to achieve their goals and meet their needs.
 - Provide appropriate access to resources in order to assist individuals, families, groups, and the community.
 - Maintain effective working relationships with colleagues, peers, and supervisors.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Summers, N. (2005). *Customized Text: SSW120* Toronto: Nelson Thompson Learning.

Sheafor, B., & Horejsi, C. *Techniques & Guidelines for Social Work Practice*. (2003). 6th Ed. Toronto: Allyn & Bacon

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Group assignments	40%
2. Attendance/Participation	10%
3. Mid-term exam	25%
4. 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 703 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 *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.

Other Notes:

1. This course requires in-class application of the skills learned. Students **must bring to each class a copy of the textbook** to facilitate the small group exercises.
2. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated by the professor.
3. Students are expected to be familiar with and abide by the College's “Student Rights and Responsibilities” 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@saultc.on.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. 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.
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.

COURSE ASSIGNMENTS

1. Group Assignments:

Students will work in groups of four throughout the course and complete and document exercises assigned by the professor. The group will be responsible to submit **one word-processed copy** of all assigned exercises in class, with signatures of each **participating** group member. Students who are absent from class and/or do not participate in the exercises will receive a grade of zero for the respective assignment.

SSW students and case managers are expected to develop effective teamwork. Students are expected to first address any challenges/conflicts within the group. Following this effort, the professor may assist in problem solving when necessary. The professor reserves the right to assess, evaluate and grade the participation and contribution of each individual group member. Members of the group must submit an evaluation of their "team work" to the professor in accordance with the guidelines discussed in class. It is the group's responsibility to negotiate responsibilities fairly. The professor provides additional instructions in class.

Due Dates: Additional instructions are detailed in the handout provided by professor in class.

Grade: 40% of final grade

3. Attendance:

Students will be expected to come prepared and arrive on time for scheduled classes. Grades assigned for attendance and participation reflect punctuality, regular attendance and the student's knowledge and contribution to the content discussed. Final grade is at the discretion of the professor.

Grade: 10% of final grade

4. Mid-term and Final Exams:

Exams are based upon the assigned readings, classroom lectures and discussions. Additional instructions will be provided.

Date of Mid-term Exam: October 21, 2005

Grade: 25% of final grade

Date of Final Exam: December 16, 2005

Grade: 25% of final grade

Schedule for Case Management

The following outlines the weekly topics to be discussed and the associated readings and in-class group work expected. Students are expected to complete the readings **before** the scheduled class to facilitate interactive learning, participation in activities and completion of group work. The professor may use her discretion and revise the schedule to respond to student learning needs and to ensure course learning outcomes are met.

Week (Date)	Topic	Readings Assigned	In-class Group Work and Dates of Assignments
1. Sept 9 th	Review of Course Outline & Introduction to Case Management, Context, History	Readings: Chapters 2 Read Chapter 3 for next week	➤ Assign work groups
2. Sept 16 th	Defining Case management Ecological Perspective & Strengths-Based Perspective of Case Management		➤ Begin group assignments #1 & #2
3. Sept 23 rd	Review of Basic Skills for Effective Case Management	Read Chapter 15 & 16 Chapter 10 – Sheafor & Horejsi for next week	➤ In-class exercises to integrate/practice basic helping skills
4. Sept 30 th	*Case Management with Children & Families Initial inquires, intake, first interview and assessment phase of case management	*Read Chapter on Children Read Chapter 17 And Chapter 11 from Sheafor & Horejsi for next week	➤ Submit group assignment #1 & 2 ➤ Begin group assignment #3
5. Oct 7 th	*Case Management with Children & Families Bio-psycho-social assessment & Social History	Continue reading related to assessment & Children Read Chapter 20 & 21 & Chapter 12 Section A from Sheafor & Horejsi for next week	➤ Begin group work for assignment #4

6. Oct 14 th	Assessment work continued Service Planning & contracting Review chapter 20, 21	Read Chapter 26 Read Chapter 22 for next week	➤ Group work on assessment and service planning
7. Oct 21 st	Goal setting continued Mid-term exam *Case Management with Individuals with intellectual impairments	Read Chapter on Case Management & Intellectual challenges	➤ Mid-term exam ➤ Group work on service/treatment plan
8. Oct 28 th	Case Management & Individuals/Families with intellectual impairments/challenges Service Coordination and planning Conferences	Read Chapter on Case Management & Intellectual challenges Read Chapter 24 and Chapter 9 of Sheafor & Horejsi for next week	➤ Complete simulation of case conference
9. Nov 4 th	Case conferencing continued		➤ Submit assignment 3, 4, 5,6 as a “client file”
10. Nov 11 th	*Case Management & Survivors of Violence Case management documentation & Goal setting continued	Read Chapter on Domestic Violence Read Chapter 25 for next week	➤ Begin work on assignment 7
11. Nov 18 th	*Case Management & Survivors of Violence Monitoring and Evaluation of Case management services		➤ Complete assignment #7 in class and submit to professor at end of class
12. Nov 25 th	Monitoring and Evaluation of Case management services *Case Management & Elderly *Case Management in employment/social assistance, homelessness	Read Chapter 27 for next week Read Chapter on Elderly	➤ Group work on Assignment 8

13. Dec. 2 nd	* Case Management with other populations (adult mental health, people with physical disabilities) Closure, Termination and Follow Up		➤ Submit assignment 8
14. Dec 9 th	Wrap up and review for final exam		➤ STUDY
15. Dec 16 th	Final exam in class		

* Special Topics: The professor will attempt to highlight relevant case management/service coordination skills applicable to client populations. Please note that case management services are available to meet a wide range of client need.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.