

I. COURSE DESCRIPTION:

This course introduces CICE 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. CICE students develop beginning skills and competence in multi-cultural approaches to diverse client groups. Identification and having a basic understanding of theoretical approaches of diversity and their application to case management is emphasized. CICE students will gain a basic 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 generic 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.

Generic 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 CICE student, with the assistance of a Learning Specialist, will demonstrate the basic 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 beginning 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) Have a basic understanding of how to 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 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.

Additional Course Readings (provided in class)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Quiz on Basic Helping Skills	15%
2. Social History & Goal Plan Assignment	25%
3. Self Reflection Paper on Oppression & Privilege	25%
4. Final Exam	25%
5. Case Management Skill Acquisition/Participation	10%

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%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 postsecondary institutions.

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*. 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. All submissions must be in word processing format and follow APA guidelines.
2. 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.
3. 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.
4. This is a participatory and skilled based course. Students who fall below 70% attendance may be subject to academic penalty (full grade deduction) and/or removal from the course. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and review of course material. Grades assigned for participation will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, and ability to respect viewpoints different from their own. Final grade is at the discretion of the professor.
5. 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.
6. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
7. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
8. 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.
9. 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.
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.

VII. 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.

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

Assignments:

1. Quiz on Basic Helping Skills

Grade: 15%

Date: At beginning of class scheduled week of September 15th

Students are expected to have beginning level helping skills to become effective case managers.

2. Social History & Goal Plan Assignment

Grade: 25%

Date Due: At beginning of the class scheduled week of Oct 20, 2008

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. Self Reflection Paper on Oppression & Privilege

Grade: 25%

Date Due: At beginning of class scheduled week of November 14th, 2008

Students will review the assigned readings indicated by the professors and complete a self reflection paper on their understanding and experiences with oppression and/or privilege. The intent of the paper is to demonstrate critical reflection and continued self awareness, critical to becoming culturally competent in the field of social service work.

Additional instructions will be provided by the professor.

4. Final Exam

Grade: 25%

Date; at beginning of class scheduled December 12, 2008

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

5. Case Management Skill Acquisition & Participation

Grade: 10%

Grade assigned in this area will reflect the student ability to demonstrate to the professor knowledge of case management and diversity skills within the classroom structured activities. It is expected that students are prepared for class (i.e. assigned readings completed in advance) and that students actively participated in group work designed to practice the skills required for effective case management with diverse populations. Skill Acquisition and Participation Guideline is attached.

Skill Acquisition and Participation Grading Criteria

ALL EXPECTATIONS MET 10 points

- Demonstrates excellent preparation for class: has read/completed assigned material and references this in class
- Completes all assigned homework from text/additional readings
- Participates consistently in role plays, class exercises, textbook exercises
- Consistently demonstrates ability to apply basic case management skills effectively
- Contributes in a very significant way to ongoing discussions, keeps analysis focused responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Demonstrates respect of others and classroom expectations
- Shows excellent commitment to developing cultural competence
- Attends all scheduled classes and arrives on time

MOST EXPECTATIONS MET 8-9 points

- Demonstrates good preparation for class, knows some of the material
- Consistently completes assigned homework from text
- Is prepared with questions and insights from course material
- Demonstrates ability to apply basic case management skills
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Adheres to classroom expectations and shows respect for others
- Attends 80% of scheduled classes and arrives on time
- Shows expected commitment to developing cultural competence
- Consistent completion of requirements/expectations in a timely manner
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 5-7points

- Demonstrates adequate preparation, knows basic material
- Inconsistently completes assigned homework from text
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates inconsistent ability to model skills learned in class
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Beginning understanding of cultural competence evident
- Occasionally disruptive, (involved in side discussions, difficulties staying focused or reading other material during class etc.)
- Attends 70% of class and/or inconsistent attendance impacting skill development/participation

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-4 points

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Rarely completes assigned homework from text
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates rarely or only when called on
- ❑ Demonstrates significant difficulties applying helping skills, interpersonal/communication skills limited
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)
- ❑ Attends class below the expectations, frequently arrives late or leaves early or engages in above

CICE Modifications:

Preparation and Participation

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.

The Learning Specialist 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 Learning Specialist 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.