



**I. COURSE DESCRIPTION:**

This course introduces CICE students to the principles and skills of case management with diverse client populations. An anti-oppressive and strengths-based approach to case management is emphasized. Students develop entry level skills 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 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 a beginning level of 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) Identify 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) Identify social change efforts that challenge 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) Identify 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:**

Spindel, P. (2008). *Case Management From An Empowerment Perspective A Guide For Health and Human Service Professionals*. Mississauga: Nu-Spin Publications.

Anderson, S. & Middleton, V. (2011) *Explorations in Privilege, Oppression, and Diversity*. 2<sup>nd</sup> Ed. Toronto: Nelson Publishing

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

1. Reflections on Assigned Readings	25%
2. Mid Term Test	15%
3. Case Management: Social History & Goal Plan Assignment	20%
4. Group project/presentation	20%
5. Final Test	20%

Professor will provide instructions, grading criteria and due dates in class and post on LMS.

**Note: Students must maintain a 70% or better attendance rate to be successful in this course and meet the skill development participation criteria at least at the expected level.**

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:

### 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.

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. **Students who fall below 70% attendance may be subject to academic penalty (full grade deduction) and/or removal from the course.**

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.

### Assignments/Tests:

All assignments are to be word processed and adhere to APA guidelines unless otherwise indicated by professor. The Learning Specialist will provide assistance with APA formatting.

Assignments are to be submitted at the beginning of class on established due dates. Late assignments will be handled at the professor's discretion and subject to a 10% per day (weekends included) grade reduction.

Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Extensions may be negotiated contingent upon advanced notice (one week) by student.

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.

### Classroom Conduct:

Students are to follow the agreed upon classroom conduct. As second year CICE students with a Social Service Worker area of focus in training, conduct that is reflective of our professional values and ethics is expected.

Students are expected to be familiar with the Student Code of Conduct of Sault College and adhere to this in class.

## **CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES**

### *ALL EXPECTATIONS MET*

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Is prepared with questions and insights from course material
- ❑ Contributes in a significant and focussed way to ongoing discussions
- ❑ Responds thoughtfully and respectfully to other students' comments
- ❑ Shows appreciation and respect for diverse opinions
- ❑ Takes the risk of verbalizing questions, concerns, disagreements
- ❑ Demonstrates consistent, active, on-going involvement in all aspects of the course
- ❑ Demonstrates expected level of self-understanding and commitment to personal and professional development
- ❑ Consistently takes responsibility for asking questions/seeking clarification (related to assignments, class material, discussions, readings, etc.)
- ❑ Evidence that LMS is regularly consulted and used
- ❑ Demonstrates consistent ability to apply case management concepts in case studies, role plays and demonstrations
- ❑ Has attended 90-100% of classes

**MOST EXPECTATIONS MET**

- ❑ Demonstrates excellent preparation for class: has read assigned material and references this in class
- ❑ Is prepared with questions and insights from course material
- ❑ Contributes regularly and appropriately to ongoing discussions, generates discussion with questions or insights,
- ❑ Responds thoughtfully and respectfully to others' comments
- ❑ Shows ability to respect diverse opinions, beliefs and values
- ❑ Consistently takes responsibility for asking questions/seeking clarification
- ❑ Demonstrates consistent involvement in most aspects of course
- ❑ Demonstrates adequate level of self-understanding and commitment to personal and professional development
- ❑ Evidence that LMS is regularly consulted and used
- ❑ Has attended a minimum of 80% of classes

**SOME EXPECTATIONS MET, SOME CONCERNS NOTED**

- ❑ Demonstrates adequate preparation, knows basic material
- ❑ Appears interested in most of the 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 a limited level of self-understanding
- ❑ Personal and professional development as defined by behaviours listed in above categories is not evident
- ❑ Occasionally disruptive or inattentive: (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ LMS not consulted or used as required for course participation
- ❑ Has attended less than 70 % of classes

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Shows evidence of judgmental and biased attitude that interferes with multi cultural competence
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ 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
- ❑ Demonstrates judgmental/biased values, beliefs and/or opinions that are not reflective of the social service work profession
- ❑ Experiences significant challenges with helping skills interview/interpersonal/communication skills relevant to course
- ❑ Frequently disruptive (involved in side discussions, use of phone or laptop or inappropriate reasons, reading other material during class etc.)
- ❑ Despite requests to discontinue inappropriate laptop or cell phone use, student continues to engage in this behaviour
- ❑ Frequent absence has impacted ability to participate and meet course objectives
- ❑ LMS not consulted or used as required for course participation
- ❑ Has attended less than 70% of classes

#### **VI. SPECIAL NOTES:**

##### 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.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**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.