



**Angelo State University**  
**Department of Psychology, Sociology, and Social Work**  
**SWK 4317: Social Work and Case Management**

**Course Dates, Time, and Location**

Fall Semester, 2011: August 22, 2011 to December 9, 2011  
Tuesday, Thursday: 11:00 am - 12:15 pm  
Academic Building, Room 219

**Instructor Contact Information**

Ingrid A. Russo, M.S.W., LCSW  
Lecturer  
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Office Hours: MWF 10:00 am - 11:00 am  
MWF 12:00 pm - 1:00 pm  
TR 9:00 am - 11:00 am

**Course Description**

An in-depth analysis of the case management process from a generalist perspective. Focuses on evidence-based practices in contemporary case management, clarification of practitioner attitudes, cultural competence, effective communication skills, client assessment, service plan development, case documentation, the monitoring of services and treatment, and case termination. Prerequisite: SWK 2307 and SWK 2317

**Course Introduction**

This course is a generalist social work practice courses encompassing the case management process. Students will focus on competencies and skills associated with case management in social work practice. Such competencies and skills include best practices in case management, cultural competencies, professional attitudes and boundaries, effective communication skills, interviewing skills, assessment skills, conducting a mental status exam, receiving and releasing information, developing treatment or service plans, treatment or goal development, assembling

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human or social service records, monitoring treatment or services, case coordination, case termination, and your personal self care skills.

The scope of this course includes case management with “high-risk” populations; for example, children and their families, survivors of rape or domestic violence, people with drug and alcohol dependency, individuals with mental illness, individuals with mental retardation, geriatric populations, and so forth. Ultimately, an emphasis is placed on the ecological perspective, providing students with an understanding of the reciprocal relationship between the person and environment. This facilitates a biopsychosocial conceptualization of the individual for whom case management services are provided.

### **Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills**

#### **EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.**

Students will continue to develop their knowledge of professional social work and what it means to be a professional social worker in relationship to social work roles, functions, ethical standards, professional demeanor, the importance of life-long learning, the use of supervision and consultation, self-correction, and professional development. Students will gain knowledge of the professional values of the social work profession and gain skill using social work values and ethics to guide professional activities. Students will build upon their existing skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication (written and oral).

#### **EP 2.1.2 -- Apply social work ethical principles to guide professional practice.**

Students will build upon their existing knowledge of the *NASW Code of Ethics* (and other appropriate social work codes of ethics) and their importance in social work practice. Students will recognize and manage personal values in a way that allows professional values to guide practice. Students will begin to learn the skills of applying their professional values to generalist social work practice.

#### **EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.**

Students will gain knowledge of what critical thinking is and how it can be applied. Students will learn the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice. Students will practice their critical thinking skills in written class assignments and discussion.

#### **EP 2.1.4 -- Engage diversity and difference in practice.**

Students will gain knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for certain groups. Students will recognize their own personal values and biases when working with diverse groups in efforts to respect the dignity and worth of every person and promote social justice in practice. Students will gain skills in recognizing and communicating differences between

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people. They will begin to gain skills in recognizing clients as informants regarding various areas of diversity.

**EP 2.1.5 -- Advance human rights and social and economic justice.**

Students will build knowledge of the forms and mechanisms of oppression and discrimination. Students will apply social work values to advocacy in efforts to promote social and economic justice. Students will learn skills to engage in generalist social work practice that advances social and economic justice.

**EP 2.1.6 -- Engage in research-informed practice and practice-informed research.**

Students will build upon their knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice, and how practice can inform social work research. Students will build their skills applying research to generalist social work practice and practice experience in scientific inquiry. Students will use social work values and ethics in their discussion of research informed practice and practice informed research.

**EP 2.1.7 -- Apply knowledge of human behavior and the social environment.**

Students will gain the knowledge necessary to incorporate human behavior in the social environment across the lifespan to generalist social work practice. Student will learn the skills necessary to apply biological, psychological, and social theories to generalist social work practice. Students will learn the importance of employing social work ethics and the profession's core values to guide their application of human behavior in the social environment to generalist social work practice.

**EP 2.1.9 -- Respond to contexts that shape practice.**

Students will gain knowledge of the dynamic nature of social work practice including the evolving organizational, community, and social context.

**EP 2.1.10(a)–(d) -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Students will gain skills by conducting a biopsychosocial assessment with a confederate client. Students will enhance their knowledge of how to engage clients, through empathy and other interpersonal skills that they will learn in this course. Students will also gain skills through assessment of an individual, by collecting/interpreting client data and assessing client's strengths and weaknesses. Students will gain knowledge of how to work ethically with clients in their environments.

## Course Materials

### *Required Texts:*

Summers, N. (2012). *Fundamentals for practice with high risk populations (4<sup>th</sup> ed)*. Belmont, CA: Brooks/Cole. ISBN: 978-0-84-003369-7

Summers, N. (2009). *Fundamentals of case management: Skills for the human services (3<sup>rd</sup> ed.)*. Belmont, CA: Brooks/Cole. ISBN: 978-0-495-50147-3

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> ed. 2<sup>nd</sup> Printing)*. Washington, DC: Author. ISBN: 978-1-4338-0561-5

*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.).*

## Grading Information

### *Grading Scale:*

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

### *Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:*

Professional Performance 20%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

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## Examinations

40%

There will be four (4) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Lock Down browser.

- PB5 Engage in career-long learning.
- PB8 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- PB9 Tolerate ambiguity in resolving ethical conflicts.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB20 Engage in practices that advance social and economic justice.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB31 Develop a mutually agreed-on focus of work and desired outcomes.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB34 Develop mutually agreed-on intervention goals and objectives.
- PB35 Select appropriate intervention strategies.
- PB36 Initiate actions to achieve organizational goals.
- PB37 Implement prevention interventions that enhance client capacities.
- PB38 Help clients resolve problems.
- PB39 Negotiate, mediate, and advocate for clients.
- PB40 Facilitate transitions and endings.
- PB41 Critically analyze, monitor, and evaluate interventions.

## Biopsychosocial Assessment and Term Paper

40%

Each student will interview an adult individual, selected by the instructor, and will use the Biopsychosocial Assessment System which will be audio and video recorded in the Social Work Lab. This assignment is an opportunity to critically evaluate and apply case management concepts in a laboratory practice environment. Each student will write a paper that will include the history of the case management system, a high risk population of choice, and the assessment that was completed in the lab. Additionally, the term paper

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will conform to the standards of the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition* (2010). The length of the assessment may vary per the person being assessed but your term paper should be no less than 8 pages including title and reference pages.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his assessment paper.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB5 Engage in career-long learning.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB21 Use practice experience to inform scientific inquiry.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB35 Select appropriate intervention strategies.
- PB40 Facilitate transitions and endings.
- PB41 Critically analyze, monitor, and evaluate interventions.

### Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

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- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: [http://www.angelo.edu/forms/pdf/2010-2011\\_Undergraduate\\_Catalog.pdf](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf)
- All students are expected to follow the National Association of Social Workers [\*Code of Ethics\*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor\\_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student\\_life/disability.html](http://www.angelo.edu/services/student_life/disability.html)

**Course Schedule**

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 8/22-8/26	<a href="#">Course Orientation</a>  Reading: Chapter 1 (Summers-Fundamentals)  Lecture Topic: Ethics and Other Professional Responsibilities
Week 2 8/29-9/2	Reading: Chapter 2-3 (Summers-Fundamentals); Chapter 1 (Summers-High Risk)  Lecture Topic: Case Management-Definition and Responsibilities; Applying the Ecological Model-At Risk Populations    <p style="text-align: right;"><i>Course Schedule Continued on the Next Page</i></p>

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Week 3 9/5-9/9  9/5 is Labor Day	Reading: Chapters 4-6 (Summers-Fundamentals)  Lecture Topic: Cultural Competence; Attitudes and Boundaries; Clarifying Who Owns the Problem
Week 4 9/12-9/16	Reading: Chapter 7-8 (Summers-Fundamentals)  Lecture Topic: Identifying; Listening and Responding  <b>Exam 1: Chapters 1-6, 9/12/2011 to 9/16/2011</b>
Week 5 9/19-9/23	Readings: Chapter 9-10 (Summers-Fundamentals); Chapter 3 (Summers-High Risk)  Lecture Topic: Asking Questions; Bringing Up Difficult Issues; Case Management with Children and their Families
Week 6 9/26-9/30	Reading: Chapter 11-12 (Summers-Fundamentals); Chapter 4 (Summers-High Risk)  Lecture Topic: Addressing and Disarming Anger; The Effective Combination of Skills; Case Management for Survivors of Rape and Domestic Violence
Week 7 10/3-10/7	Reading: Chapter 13-15 (Summers-Fundamentals)  Lecture Topic: Putting It All Together; Documenting Initial Inquiries; The First Interview
Week 8 10/10-10/14	Reading: Chapter 16-17 (Summers-Fundamentals); Chapter 2 (Summers-High Risk)  Lecture Topic: Social Histories and Assessment Forms; Using the DSM; Writing a Social History  <b>Exam 2: Chapters 7-13, 10/10/2011 to 10/14/2011</b>
Week 9 10/17-10/21	Reading: Chapter 18 & 19 (Summers-Fundamentals) Reading: Chapter 5 (Summers-High Risk)  Lecture Topic: The Mental Status Examination; Receiving and Releasing Information; Case Management in the field of drug and alcohol dependence  Assessments
Week 10 10/24-10/28	Reading: Chapter 20-21 (Summers-Fundamentals)  Lecture Topic: Planning for Positive Change and Recovery; Developing a Service Plan for a Case Management Unit  Assessments

*Course Schedule Continued on the Next Page*

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Week 11 10/31-11/4	<p>Reading: Chapter 22-23 (Summers-Fundamentals); Chapter 6 (Summers-High Risk)</p> <p>Lecture Topic: Preparing for a Service Planning Conference or Disposition Planning Meeting; Making the Referral and Assembling the Record; Case Management with Individuals with Mental Illness</p> <p><b>Exam 3: Chapters 14-20, 10/31/2011 to 11/4/2011</b></p> <p><b>Assessments</b></p>
Week 12 11/7-11/11	<p>Reading: Chapter 24-25 (Summers-Fundamentals)</p> <p>Lecture Topic: Documentation and Recording; Monitoring the Services or Treatment</p> <p><b>Assessments</b></p>
Week 13 11/14-11/18	<p>Reading: Chapter 26-27 (Summers-Fundamentals); Chapter 7 (Summers-High Risk)</p> <p>Lecture Topic: Developing Goals and Objectives at the Provider Agency; Terminating the Case; Case Management and Mental Retardation</p> <p><b>Assessments</b></p>
Week 14 11/21-11/25  11/24-11/25 is Thanksgiving	<p>Reading: Chapter 28 (Summers-Fundamentals)</p> <p>Lecture Topic: Taking Care of Yourself</p> <p><b>Assignment: Biopsychosocial Assessment Term Paper Due (11/22/2011)</b></p>
Week 15 11/29-12/3	<p>Reading: Chapter 8 (Summers-High Risk)</p> <p>Lecture Topic: Case Management with Older People</p>
Week 16 12/6-12/9	<p><b>Exam 4: Chapter 21-28, 12/5/2011 to 12/7/2011</b></p>