Angelo State University
Department of Social Work
SWK 4317 D10: Social Work and Case Management

Course Dates, Time, and Location

Spring Semester, 2019: January 14, 2019 to May 10, 2019
Online Course

Instructor Contact Information

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Clinical Assistant Professor
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Office Hours: MWF 9:00 am – 11:00 am; MW-- 12 pm – 2:00 pm
T 4:30 am - 6:00 pm, virtual hours upon request

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 course 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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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 intellectual developmental disabilities, 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**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Course Materials

Required Texts:


Recommended Text:


Required Reading:

- NASW Code of Ethics
- Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)
- NASW Standards of Case Management
- Code of Professional Conduct for Case Managers
- VA Case Management Standards of Practice

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

Grading Information

Grading Scale:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F  

**Point Values and Description for Assignments and Examinations:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Discussions/Professional Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Biopsychosocial assessment presentation and paper</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

**Discussions/Professional Performance 20%**

This is relevant to engaging in class activities—partner assessments, answering discussion posts and giving peer responses, emailing, asking questions, etc— including frequency and quality; professional presentation; and so forth. You must complete all discussion posts and answer one peer’s post. Please be sure to be respectful when writing to your peers and to the instructor. The instructor will be using a Discussion Rubric to grade all discussions which is specifically looking at: Frequency (did student answer post on the date given), initial assignment posting (did you answer the question in its totality, use the book and extra reference—journal article), follow-up postings (did you answer a peers post), content contribution (did the student contribute to the knowledge found through research), references and support (do you have two references), and clarity and mechanics (spelling and grammar).

**Use Good "Netiquette":**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles. (especially when responding to a peers post, use the peers name)
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as Jk or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

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Examinations

There will be 4 examinations in this course. Each of these examinations are worth 10% of your total course grade. Each examination will cover a portion of assigned readings, the NASW Code of Ethics, NASW Standards of Case Management, the Texas Board of Social Work Examiners (TBSWE) Code of Conduct, and the TBSWE Scope of Practice. Exams will take a variety of forms, and may include multiple choice, true/false, fill in the blank, short answer, matching, essay, and other possible forms. Since the nature of social work is one that is often unpredictable, students are expected to be prepared for any manner of assessment on the examinations without prior notice of the structure of the exam.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

· Computer with MAC or Windows Operating System
· High Speed Internet Access
· Ethernet Cable
· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

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Biopsychosocial Assessment Interview and Paper 40%

Each student will interview an individual of their choosing and perform a biopsychosocial assessment, which will be audio and video recorded. This assignment is an opportunity to critically evaluate and apply case management concepts in a laboratory practice environment. You MAY NOT use an assessment from a previous course. You MAY NOT tell your partner what to say. You MAY NOT decide the issue that your partner will have for the interview. Each student will write a 5-6 page paper and hand in the video recording of their biopsychosocial assessment, incorporating one of the high risk populations covered in the text. The length of the assessment may vary per the person being assessed. The paper should include selected interventions and a treatment plan utilizing an EBP, a reference page, in APA accordance and is due at the time of your presentation.

For this assignment, students will be required to locate and use scholarly resources (e.g., peer reviewed journal articles, books, government studies, Census information, statistical research, think tank research, credible internet sources, and so forth). A minimum of 5 peer-reviewed Social Work journal articles will be used with at least two journal article written within the last 5 years. The course text is not to be used as a source. The paper should follow the included outline.

I. Introduction
II. Interview
   a. Include a portion of your video
   b. Outline important information from your Interview
III. Assessment
   a. Client Strengths
   b. Client Needs
IV. Interventions
   a. Suggested EBP strategies
   b. Selected EBP strategies
   c. Referrals
V. Treatment Plan
   a. Length of Plan
   b. Monitor strategies (As the case manager, how will you monitor client progress)
VI. Evaluation of Interventions
VII. Termination
   a. How will you know the client is ready?
   b. How will you terminate services?
VIII. Conclusion
IX. References

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 within this assignment will result in the student not receiving credit for their interview/assessment/presentation.

Course Policies and Student Responsibilities

- Please 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.

- ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, quizzes, exams, assessments, and EHR assignments. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

- Late assignments are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

- 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

- Electronic Device Expectations: Do Not use your electronic devices during your examination and during your Biopsychosocial Assessment.

- It is your responsibility to check your ASU email and Blackboard at least once daily. Assignments, clarifications, announcements, and quizzes will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• Please see the course guidelines and expectations for additional information about what I expect of students.

**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

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>1/14-1/18</td>
<td><strong>Welcome! Module 1 Introduction to Course</strong></td>
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</tbody>
</table>
|                  | **DUE Jan 16th by 11:59 PM**  
|                  |   - Review START HERE page                                              |
|                  |   - Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content.  |
|                  | **Post:** Self-Introduction in the discussion board                     |
|                  | **Reading:** Chapter 1 and 2 (Case management Practice)                                                                  |
|                  | **Discussion Topic:** Definition and Responsibilities; Ethics and responsibilities of case management                      |
| **Week 2**       |                                                                                                                                 |
| 1/21-1/25        | Module 1                                                                                                                     |
|                  | Reading CM: Chapter 3 and 4                                                                                                 |
| 1/21 MLK Holiday | **Discussion Topic:** Applying the ecological model and Cultural competence                                                 |
|                  | **Post:** Discussion Board answer questions and respond to one peers post, original post due on 1-25 by 11:59 pm and peer post due on 1-27 at 11:59 pm. |
| **Week 3**       |                                                                                                                                 |
| 1/28-2/1         | Module 1                                                                                                                     |
|                  | Reading: Chapter 5 and 6                                                                                                |
|                  | **Discussion Topic:** Attitudes and boundaries; Who owns the problem                                                       |
| **Week 4**       |                                                                                                                                 |
| 2/4-2/8          | Module 2                                                                                                                     |
|                  | Reading: Chapters 7 and 8                                                                                                   |
|                  | **Discussion topic:** Identifying Good Responses and Poor Responses; Listening and Responding.                              |
|                  | **EXAM 1 (Chapters 1-6) opens on 2/8, closes on 2/11 at 11:59pm.**                                                          |
|                  | *Course Schedule Continued on the Next Page*                                                                               |

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<tr>
<th>Week 5 2/11-2/15</th>
<th>Module 2</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Chapters 9 and 10</td>
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<tr>
<td><strong>Discussion Topic:</strong> Asking questions and Bringing up difficult issues</td>
<td></td>
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<tr>
<td><strong>Post:</strong> Discussion Board answer questions and respond to one peers post, original post due on 2-15 by 11:59 pm and peer post due on 2-17 at 11:59 pm</td>
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<thead>
<tr>
<th>Week 6 2/18-2/22</th>
<th>Module 2</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Chapters 11 and 12</td>
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<tr>
<td><strong>Discussion Topic:</strong> Addressing and Disarming Anger; Collaborating with people for change.</td>
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<tr>
<th>Week 7 2/25-3/1</th>
<th>Module 3</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Chapters 13 and 14</td>
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<tr>
<td><strong>Discussion Topic:</strong> Case Management Principles; Documenting initial inquiries.</td>
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<tr>
<td><strong>Exam 2 (Chapters 7-12) Opens on 3-1 to 3-5 at 11:59 pm.</strong></td>
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<tr>
<th>Week 8 3/4-3/8 3/11-3/15 Spring Break</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong> Chapters 15 and 16</td>
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<tr>
<td><strong>Discussion Topic:</strong> The First interview; Social Histories and assessment forms.</td>
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<tr>
<td><strong>Post:</strong> Discussion Board answer questions and respond to one peers post, original post due on 3-8 by 11:59 pm and peer post due on 3-10 at 11:59 pm</td>
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<tr>
<th>Week 9 3/18-3/22</th>
<th>Module 3</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Chapters 17 and 18</td>
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<tr>
<td><strong>Discussion Topic:</strong> Using the DSM and the Mental Status Examination</td>
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<tr>
<td><strong>Begin Biopsychosocial Assessments</strong></td>
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</tbody>
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*Course Schedule Continued on the Next Page*
Week 10  
3/25-3/29  
Module 4  
Reading: Chapters 19 and 20  
Discussion Topic: Receiving and Releasing Information; Developing a Service Plan at the Case Management Unit  
Biopsychosocial Assessments (Continued)  
Exam 3 (Chapters 13-18) Opens on 3-29 and closes on 4-2 at 11:59 pm.

Week 11  
4/01-4/05  
Module 4  
Reading: Chapters 21 and 22  
Discussion Topic: Preparing for a service planning conference; making the referral and assembling the record  
Biopsychosocial Assessments (Continued)  
Post: Discussion Board answer questions and respond to one peers post, original post due on 4-5 by 11:59 pm and peer post due on 4-7 at 11:59 pm

Week 12  
4/08-4/12  
Module 4  
Reading: Chapters 23 and 24  
Discussion Topic: Documentation and recording; Monitoring the Services or Treatment; Questions on Paper, APA, etc  
Biopsychosocial Assessments (Continued)

Week 13  
4/15-4/19  
Module 4  
Reading: Chapters 25  
Discussion Topic: Developing Goals and Objectives  
Biopsychosocial Assessments and Paper Due on 4/19/19 by 11:59 through turnitin.

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<th>Week 14</th>
<th>Module 4</th>
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<tr>
<td>4/22-4/26</td>
<td>Reading: Chapters 26</td>
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<tr>
<td></td>
<td>Discussion Topic: Terminating the Case</td>
</tr>
<tr>
<td>Week 15</td>
<td>Dead Week</td>
</tr>
<tr>
<td>4/29-5/03</td>
<td>Post: Discussion Board answer questions and respond to one peers post, original post due on 5-3 by 11:59 pm and peer post due on 5-05 at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Course Evaluations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam: Chapters 19-26-- Opens on Monday 5-6, closes on 5-9 at Noon.</td>
</tr>
<tr>
<td>5/06-5/10</td>
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</tbody>
</table>

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