The instructor reserves the right to modify this syllabus throughout the semester if necessary.

Archer College of Health and Human Services
SWK 4317 10: Social Work and Case Management

Course Dates, Time, and Location

Spring Semester, 2020: January 13, 2020 to May 8, 2020
Online Course
Toccara N. Lynch, LCSW
toccara.lynch@angelo.edu
Office hours: By appointment in collaborate or by email.

Recycling and sustainability: Please consider if it is necessary to print the syllabus. If so, please help our fragile environment by recycling this paper when finished. Thank you!

Course Information

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 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 as follows: 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

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between the person and environment. This facilitates a biopsychosocial conceptualization of
the individual for whom case management services are provided.

**Course Credits**

This course is 3 credits.

**Prerequisite and Co-requisite courses**

No courses are required to be taken before and/or with this course due to being an elective.

**Program Outcomes**

Upon completion of the program of study for the BSW Social Work Program, the graduate will
be prepared to:

**Student Learning Outcomes**


<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1</td>
<td>Exams, group work activities, Biopsychosocial assessment</td>
<td></td>
</tr>
<tr>
<td>Competency 2</td>
<td>Exams, group work activities, Biopsychosocial assessment</td>
<td></td>
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<tr>
<td>Competency 8</td>
<td>group work activities, Biopsychosocial assessment</td>
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</tbody>
</table>

**Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, Skills, and Cognitive/Affective Processes**

**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.

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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, because 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 Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Course Materials

Required Texts:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Recommended Texts:

DSM 5 Text. APA

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

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Professional Performance/Group Work</td>
<td>20</td>
</tr>
<tr>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>Biopsychosocial Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

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Professional Performance/Group Work/Discussion Boards 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), 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).

Examinations 40%

There will be 4 examinations in this course. Each of these examinations are worth 10% of your total course grade and will be accessed through Respondus. Each examination will be multiple choice and will cover the assigned readings.

Testing via Respondus™ Monitor

Access to all examinations 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).

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Biopsychosocial Assessment Interview and Paper  

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 submit 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 articles 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

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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.

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at toccara.lynch@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

POLICY ON LATE OR MISSED ASSIGNMENTS
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than 3 days past the assigned due date.

- **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.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

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Student Responsibilities

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

- 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, Code of Conduct, Scope of Practice, ASU student handbook and conduct, and the social work departments student handbook.

- Electronic Device Expectations: Students are not allowed to have electronic devices on during examinations or recording of Biopsychosocial Assessment.

- It is your responsibility to check your ASU email and Blackboard at least once daily. Assignments, clarifications, announcements, and examinations 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.

- Please see the course schedule for additional information and due dates.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability

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Services website.iii The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy  
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Proceduresiv for more information.

Plagiarism  
Plagiarism is a serious topic covered in ASU’s Academic Integrity policyv in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.vi

Copyright Policy  
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes  
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University  
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex

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discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/13-1/17</td>
<td>Welcome! Module 1 Introduction to Course</td>
</tr>
<tr>
<td></td>
<td>● Review START HERE page</td>
</tr>
<tr>
<td></td>
<td>● 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.</td>
</tr>
<tr>
<td></td>
<td>Reading: Chapter 1 and 2</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week 2</th>
<th>1/20-1/24</th>
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<tbody>
<tr>
<td>1/20 MLK Holiday</td>
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</tr>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Reading:</strong> Chapter 3 and 4</td>
</tr>
<tr>
<td><strong>Lecture Topic:</strong> Applying the ecological model and Cultural competence</td>
<td></td>
</tr>
<tr>
<td><strong>Groups Discussion:</strong> Answer questions and respond to one peer post, original post due on 1/24 by 11:59 pm and peer post due on 1/26 at 11:59 pm.</td>
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<thead>
<tr>
<th>Week 3</th>
<th>1/27-1/31</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Reading:</strong> Chapter 5 and 6</td>
</tr>
<tr>
<td><strong>Lecture Topic:</strong> Attitudes and boundaries-Who owns the problem</td>
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<tr>
<td><strong>Group Work; Discussion of Assessment partners</strong></td>
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<tr>
<th>Week 4</th>
<th>2/3-2/7</th>
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<tbody>
<tr>
<td><strong>Module 2</strong></td>
<td><strong>Reading:</strong> Chapters 7 and 8</td>
</tr>
<tr>
<td><strong>Lecture topic:</strong> Identifying Good Responses and Poor Responses; Listening and Responding.</td>
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<tr>
<td><strong>EXAM 1 (Chapters 1-6) opens on 2/4, closes on 2/09 at 11:59pm.</strong></td>
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<tr>
<td><strong>Group Work</strong></td>
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<tr>
<th>Week 5</th>
<th>2/10-2/14</th>
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<tbody>
<tr>
<td><strong>Module 2</strong></td>
<td><strong>Reading:</strong> Chapters 9 and 10</td>
</tr>
<tr>
<td><strong>Lecture Topic:</strong> Asking questions and Bringing up difficult issues</td>
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<tr>
<td><strong>Groups Discussion:</strong> Answer questions and respond to one peer post, original post due on 2/14 by 11:59 pm and peer post due on 2/16 at 11:59 pm</td>
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<tr>
<td><strong>Group Work</strong></td>
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</tbody>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
| Week 6 | 2/17-2/21 | **Module 2**  
**Reading:** Chapters 11 and 12  
**Lecture Topic:** Addressing and Disarming Anger; Collaborating with people for change.  
**Group Work** |
|---|---|---|
| Week 7 | 2/24-2/28 | **Module 3**  
**Reading:** Chapters 13 and 14  
**Lecture Topic:** Case Management Principles; Documenting initial inquiries.  
**Exam 2 (Chapters 7-12) Opens on 2/25 to 3/1 at 11:59 pm.**  
**Group Work** |
| Week 8 | 3/2-3/6 | **Module 3**  
**Reading:** Chapters 15 and 16  
**Lecture Topic:** The First interview; Social Histories and assessment forms.  
**Groups Discussion:** Answer questions and respond to one peer post, original post due on 3/6 by 11:59 pm and peer post due on 3/8 at 11:59 pm  
**Group Work** |
| 3/09-3/13 | Spring Break |  |
| Week 9 | 3/16-3/20 | **Module 3**  
**Reading:** Chapters 17 and 18  
**Lecture Topic:** Using the DSM and the Mental Status Examination  
**Group Work; Begin Biopsychosocial Assessments** |
| Week 10 | 3/23-3/27 | **Module 4**  
**Reading:** Chapters 19 and 20  
(Continued on next page) |
| Week 11 | 3/30-4/03 | Module 4  
Reading:  Chapters 21 and 22  
Lecture Topic: Preparing for a service planning conference; making the referral and assembling the record  
Biopsychosocial Assessments (Continued)  
Group Work |
|---|---|---|
| Week 12 | 4/06-4/10 | Module 4  
Reading:  Chapters 23 and 24  
Lecture Topic:  Documentation and recording; Monitoring the Services or Treatment; Questions on Paper, APA, etc  
Biopsychosocial Assessments (Continued)  
Group Work |
| Week 13 | 4/13-4/17 | Module 4  
Reading:  Chapters 25  
Lecture Topic:  Developing Goals and Objectives, Paper  
Biopsychosocial Assessments and Paper Due on 4/17/20 by 5:00pm through turnitin.  
Group Work |
| Week 14 | 4/20-4/24 | Module 4  
Reading:  Chapter 26 |

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
**Lecture Topic:** Terminating the Case

**Groups Discussion:** Answer questions and respond to one peer post, original post due on 4/3 by 11:59 pm and peer post due on 4/5 at 11:59 pm

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Dead Week</th>
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<tbody>
<tr>
<td>4/27-5/01</td>
<td>Course Evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Final Exam: Chapters 19-26-- Opens on Monday 5/4 at 8am, closes on 5/7 at Noon.</th>
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<tr>
<td>5/04-5/8</td>
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* all due times are 11:59 pm CST, unless otherwise specified

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i [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)


iii [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)

iv [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)


vi [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)