

# **Dept. of Social Work and Sociology**

## **SWK 4317 Social Work and Case Management**



**Instructor: Erin Bell, LMSW**

**Email:** Erin.Bell@angelo.edu

**Office:** Virtual

**Office Hours:** By appointment in Collaborate or by email.

**Collaborate:** TBA

### **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.

#### **Course Credits**

3

#### **Prerequisite and Co-requisite Courses**

SWK 2307 and SWK 2317, and admission to the B.S.W. degree program.

#### **Prerequisite Skills**

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of this course and The Department of Social Work & Sociology.

#### **Program Outcomes**

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

**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.

## Student Learning Outcomes

Mapping to Program Outcomes	Assignment(s) or activity(ies) validating outcome achievement:	Student Learning Outcome By completing all course requirements, students will be able to:
Competency 1	Exams, group work activities, Biopsychosocial Assessment.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
Competency 2	Exams, group work activities, Biopsychosocial Assessment.	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
Competency 8	Group work activities and Biopsychosocial Assessment.	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

## 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](#).

## Required Texts and Materials

Summers, N. (2016). Fundamentals of Case Management Practice: Skills for the human services (5th ed.). Boston, MA: Cengage Learning. ISBN: 978-1-305-09476-5

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

## Recommended Texts and Materials

Barker, R. L. (2013). The social work dictionary (6th ed.). Washington, DC: NASW Press. ISBN: 978-0-87101-447-4

DSM5

## 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.).

### Technology Requirements

To successfully complete this course, students need to have access to the following:

- 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).

Technical Assistance: If you have any technical problems associated with the test (i.e., webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open Mon – Fri from 8am – 5pm and the number is (325) 942-2911. If you call any time after 5pm or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: Internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

### Topic Outline

Learning Module 1: Chapters 1 – 6

Learning Module 2: Chapters 7 – 13

Learning Module 3: Chapters 14 – 18

Learning Module 4: Chapters 19 – 26

## Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

## Grading

### Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Professional Performance / Group Work	20
Exams	40
Biopsychosocial Assessment	40
Total	100%

### 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)

## 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 and Activity Descriptions

**Professional Performance/Group Work/Discussion Boards:** 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).

**Exams:** 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).

**Biopsychosocial Assessment Interview & Paper:** Each student will interview another student in this course and perform a biopsychosocial assessment, which will be audio and video recorded. The professor will assign partners for the assignment at the beginning of the semester. 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. 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

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.

### **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 **Erin.Bell@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.

### **Late Work or Missed Assignments Policy**

#### **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 one week past the assigned due date.

### **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<sup>1</sup>](#)
- [Angelo State University Catalog<sup>2</sup>](#)

### **Student Responsibility and Attendance**

**Online:** 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, course projects, reflective logs, etc. 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.

### **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](#).<sup>3</sup>

### **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](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>4</sup> 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](mailto: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 Procedures](#)<sup>5</sup> for more information.

## **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>6</sup> 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](#).<sup>7</sup>

## **Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>8</sup> for more information.

## **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 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](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto: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](http://www.angelo.edu/title-ix).

## Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
<b>Week 1</b> <b>Jan. 18-23</b>	<p><b>Welcome! Module I Introduction to Course</b></p> <ul style="list-style-type: none"> <li>Review START HERE/Welcome page</li> <li>Review Course Syllabus and ASU Honor Code. Select "Mark Reviewed" to agree to the terms of the course and ASU's policies and access course content.</li> </ul> <p><b>Reading:</b> Chapters 1 and 2</p> <p><b>Topics:</b> Definition and responsibilities; Ethics and responsibilities of case management.</p>
<b>Week 2</b> <b>Jan. 24-30</b>	<p><b>Reading:</b> Chapters 3 and 4</p> <p><b>Topics:</b> Applying the ecological model and cultural competence.</p>
<b>Week 3</b> <b>Jan. 31-Feb. 6</b>	<p><b>Reading:</b> Chapters 5 and 6</p> <p><b>Topics:</b> Attitudes and boundaries, who owns the problem.</p>
<b>Week 4</b> <b>Feb. 7-13</b>	<p><b>Module 2</b></p> <p><b>Reading:</b> Chapters 7 and 8</p> <p><b>Topics:</b> Identifying good responses and poor responses; Listening and responding.</p> <p><b>Exam 1 (Chapters 1 - 6) – The exam will open on Thursday, 2/10 at 8am and is due by Sunday, 2/13 at 11:59pm.</b></p>
<b>Week 5</b> <b>Feb. 14-20</b>	<p><b>Reading:</b> Chapters 9 and 10</p> <p><b>Topics:</b> Asking questions and bringing up difficult issues.</p>
<b>Week 6</b> <b>Feb. 21-27</b>	<p><b>Reading:</b> Chapters 11 and 12</p> <p><b>Topics:</b> Addressing and disarming anger; Collaborating with people for change.</p>

Week/Date	Topic/Assignments/Assessments DUE
<b>Week 7</b> <b>Feb. 28-Mar. 6</b>	<b>Module 3</b> <b>Reading:</b> Chapters 13 and 14 <b>Topics:</b> Case management principles; Documenting initial inquiries.  <b>Exam 2 (Chapters 7 – 13) – The exam will open Thursday, 3/3 at 8am and is due by Sunday, 3/6 at 11:59pm.</b>
<b>Week 8</b> <b>Mar. 7-13</b>  <i>*** Spring Break: March 14-20</i>	<b>Reading:</b> Chapters 15 and 16 <b>Topics:</b> The first interview; Social histories and assessment forms.
<b>Week 9</b> <b>Mar. 21-27</b>	<b>Reading:</b> Chapters 17 and 18 <b>Topics:</b> Using the DSM and the Mental Status Examination. <b>Group Work:</b> Begin Biopsychosocial Assessment
<b>Week 10</b> <b>Mar. 28- Apr. 3</b>	<b>Module 4</b> <b>Reading:</b> Chapters 19 and 20 <b>Topics:</b> Receiving and releasing information; Developing a service plan at the case management unit.  <b>Exam 3 (Chapters 14 – 18) – The exam will open on Thursday, 3/31 and is due by Sunday, 4/3 at 11:59pm.</b>
<b>Week 11</b> <b>Apr. 4-10</b>	<b>Reading:</b> Chapters 21 and 22 <b>Topics:</b> Preparing for a service planning conference; Making the referral and assembling the record. <b>Biopsychosocial Assessments:</b> Continue working with partner.
<b>Week 12</b> <b>Apr. 11-17</b>	<b>Reading:</b> Chapters 23 and 24 <b>Topics:</b> Documentation and recording; Monitoring the services or treatment. <b>Biopsychosocial Assessments:</b> Continue working with partner.

Week/Date	Topic/Assignments/Assessments DUE
<b>Week 13</b> <b>Apr. 18-24</b>	<b>Reading:</b> Chapter 25 <b>Topics:</b> Developing Goals and Objectives.  <b>Biopsychosocial Assessment Due on Sunday, 4/24 by 11:59pm.</b>
<b>Week 14</b> <b>Apr. 25-May 1</b>	<b>Reading:</b> Chapter 26 <b>Topics:</b> Terminating the case.
<b>Week 15</b> <b>May 2-8</b>	Study for Final Exam.
<b>Week 16</b> <b>May 9-13</b>	<b>Final Exam – the exam will open on Saturday, 5/7 at 8am and is due by Wednesday, 5/11 at NOON.</b>

## Grading Rubrics

Grading rubrics will be included in assignment instructions inside of the Blackboard Learning Management System.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

## End of Syllabus

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<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>4</sup> <https://www.angelo.edu/services/disability-services/>

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<sup>5</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>6</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>7</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>8</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>